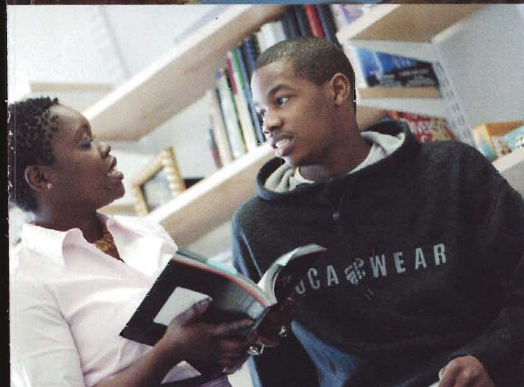


WILLIAM PATERSON UNIVERSITY



Undergraduate Catalog **2003-2005**



William Paterson University does not discriminate on the basis of race, color, age, religion, creed, national origin, sexual orientation, or disability. University policies and practices are consistent with federal and state laws pertaining to equal opportunity in admission and education policies, scholarship, loan, athletic, and other school-administered programs.

Specifically, William Paterson University complies with Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and their respective implementing regulations.

The University reserves the right to make changes in its academic program, courses, schedules, fees, or calendar. With respect to such changes, students have a continuing right to pursue programs in the form that applied at the time of their matriculation or to choose program changes that occur subsequently. Curriculum changes made during a student's course of study are designed to enhance the learning experience for all students.

For additional information, catalogs, and applications, write or call:

Office of Admissions
William Paterson University
Wayne, New Jersey 07470-2103
973-720-2125
Web: www.wpunj.edu
1-877-WPU-EXCEL

WILLIAM PATERSON UNIVERSITY

Undergraduate Catalog 2003-2005

Academic Calendar	2
Mission Statement	6
Vision Statement	7
Diversity Statement	8
Introduction	8

General Information	9
Admissions	10
Fees and Financial Aid	16
Student Life	28
Academic and Institutional Support Services	32
Policies and Procedures	40
Academic and Related Regulations	45
Special Academic Programs	61
Degree Programs	66

College of the Arts and Communication	67
Art	69
Communication	79
Music	90

Christos M. Cotsakos College of Business	109
Accounting and Law	118
Economics, Finance, and Global Business	121
Marketing and Management	127
Professional Sales	133

College of Education	137
Elementary and Early Childhood Education (certification program)	142
Secondary and Middle School Education (certification program)	147
Special Education and Counseling	151

College of Humanities and Social Sciences	157
African, African American, and Caribbean Studies	159
Anthropology	166
Asian Studies	170
English	179
History	187
Languages and Cultures	196
Philosophy	222
Political Science	227
Psychology	234
Sociology	240
Women's Studies	246
Urban Studies Minor	250

College of Science and Health	257
Biology and Biotechnology	261
Chemistry/Applied	268
Communication Disorders	277
Community Health/School Health Education	279
Computer Science	285
Environmental Science and Geography	290
Exercise and Movement Sciences	299
Mathematics	309
Nursing	314

Professional Accreditations/ Certifications/Memberships	323
--------------------------------------------------------------------------	------------

William Paterson University	327
Campus Facilities	328
Directories	331
Map	358
Index	359

Academic Calendar

Spring 2005

JANUARY

1	Saturday	New Year's Day. University is closed.
17	Monday	Martin Luther King's Birthday celebrated. University is closed.
18	Tuesday	First day of classes
23	Sunday	Commencement
24	Monday	Commencement snow date
26	Wednesday	Last day for 100 percent refund for withdrawal from spring semester*

FEBRUARY

12	Saturday	Lincoln's Birthday. University is open; classes are in session.
21	Monday	Presidents' Day celebrated. University is closed; classes are cancelled.
22	Tuesday	Monday class schedule
23	Wednesday	Last day for 50 percent refund for withdrawal from spring semester*

MARCH

9	Wednesday	Last day for academic withdrawal from spring semester
13-19	Inclusive	Spring break. University is open; classes are cancelled.
25	Friday	Good Friday. University is closed; classes are cancelled.
26	Saturday	University is closed; classes are cancelled.
27	Sunday	Easter. University is closed.

MAY

6-13	Inclusive	Examination period
14	Saturday	Spring semester ends.
17	Tuesday	Commencement
18	Wednesday	Commencement rain date

Summer Session I 2005

MAY

23	Monday	First day of classes. Last day for 100 percent refund for withdrawal from Summer Session I
30	Monday	Memorial Day. University is closed.

JUNE

6	Monday	Last day for 50 percent refund for withdrawal for Summer Session I
8	Wednesday	Last day for academic withdrawal from Summer Session I courses
29	Wednesday	Summer Session I ends.

Summer Session II 2005

JULY

4	Monday	Independence Day. University is closed.
5	Tuesday	First day of classes. Last day for 100 percent refund for withdrawal for Summer Session II
18	Monday	Last day for 50 percent refund for withdrawal from Summer Session II
20	Wednesday	Last day for academic withdrawal from Summer Session II courses

AUGUST

10	Wednesday	Summer Session II ends.
----	-----------	-------------------------

Fall 2005

SEPTEMBER

5	Monday	Labor Day. University is closed.
6	Tuesday	First day of classes
14	Tuesday	Last day for 100 percent refund for withdrawal for fall semester*

**Does not apply to financial aid recipients. See Refund Policy for Title IV Fund Recipients.*

OCTOBER

- 10 Monday Columbus Day celebrated. University is open; classes are in session.
- 11 Tuesday Last day for 50 percent refund for withdrawal from fall semester
- 25 Tuesday Last day for academic withdrawal from fall semester courses

NOVEMBER

- 8 Tuesday Election Day. University is open; classes are in session.
- 11 Friday Veterans Day. University is open; classes are in session.
- 24 Thursday Thanksgiving Day. University is closed.
- 25 Friday University is open; classes are cancelled.
- 26 Saturday University is open; classes are cancelled.
- 27 Sunday University is open; classes are cancelled.

DECEMBER

- 16-23 Inclusive Exam period
- 24 Saturday Fall semester ends.
- 25 Sunday Winter break begins.
- 25 Sunday Christmas Day. University is closed.
- 26-31 University is closed; classes are cancelled.

Spring 2006**JANUARY**

- 1 Sunday New Year's Day. University is closed.
- 16 Monday Martin Luther King's Birthday celebrated. University is closed.
- 17 Tuesday First day of classes
- 22 Sunday Commencement
- 23 Monday Commencement snow date
- 24 Tuesday Last day for 100 percent refund for withdrawal from spring semester*

FEBRUARY

- 12 Sunday Lincoln's Birthday. University is open; classes are in session.
- 20 Monday Presidents' Day celebrated. University is closed; classes are cancelled.

- 21 Tuesday Monday class schedule
- 22 Wednesday Last day for 50 percent refund for withdrawal from spring semester*

MARCH

- 8 Wednesday Last day for academic withdrawal from spring semester
- 12-18 Inclusive Spring break. University is open; classes are cancelled.

APRIL

- 14 Friday Good Friday. University is closed; classes are cancelled.
- 15 Saturday University is closed; classes are cancelled.
- 16 Sunday Easter. University is closed; classes are cancelled.

MAY

- 5-12 Inclusive Examination period
- 13 Saturday Spring semester ends.
- 16 Tuesday Commencement
- 17 Wednesday Commencement rain date

Summer Session I 2006**MAY**

- 22 Monday First day of classes. Last day for 100 percent refund for withdrawal from Summer Session I
- 29 Monday Memorial Day. University is closed.

JUNE

- 5 Monday Last day for 50 percent refund for withdrawal from Summer Session I
- 7 Wednesday Last day for academic withdrawal from Summer Session I courses
- 28 Wednesday Summer Session I ends.

JULY

- 2 Wednesday Summer Session I ends.

**Does not apply to financial aid recipients. See Refund Policy for Title IV Fund Recipients.*

Summer Session II 2006**JULY**

- | | | |
|----|-----------|---------------------------------------------------------------------------------------------|
| 4 | Tuesday | Independence Day. University is closed. |
| 5 | Wednesday | First day of classes. Last day for 100 percent refund for withdrawal from Summer Session II |
| 18 | Tuesday | Last day for 50 percent refund for withdrawal from Summer Session II |
| 20 | Thursday | Last day for academic withdrawal from Summer Session II courses |

AUGUST

- | | | |
|----|----------|-------------------------|
| 10 | Thursday | Summer Session II ends. |
|----|----------|-------------------------|

Fall 2006**SEPTEMBER**

- | | | |
|----|-----------|--------------------------------------------------------------------|
| 4 | Monday | Labor Day. University is closed. |
| 5 | Tuesday | First day of classes |
| 13 | Wednesday | Last day for 100 percent refund for withdrawal from fall semester* |

OCTOBER

- | | | |
|----|---------|----------------------------------------------------------------------|
| 9 | Monday | Columbus Day celebrated. University is open; classes are in session. |
| 10 | Tuesday | Last day for 50 percent refund for withdrawal from fall semester* |
| 24 | Tuesday | Last day for academic withdrawal from fall semester courses |

NOVEMBER

- | | | |
|----|----------|-----------------------------------------------------------|
| 7 | Tuesday | Election Day. University is open; classes are in session. |
| 11 | Saturday | Veterans Day. University is open; classes are in session. |
| 23 | Thursday | Thanksgiving Day. University is closed. |
| 24 | Friday | University is open; classes are cancelled. |
| 25 | Saturday | University is open; classes are cancelled. |

DECEMBER

- | | | |
|-------|-----------|----------------------------------------------|
| 15-22 | Inclusive | Exam period |
| 23 | Saturday | Fall semester ends. |
| 24 | Sunday | Winter break begins. |
| 25 | Monday | Christmas Day. University is closed. |
| 26-31 | | University is closed. Classes are cancelled. |

Spring 2007**JANUARY**

- | | | |
|----|---------|----------------------------------------------------------------------|
| 1 | Monday | New Year's Day. University is closed. |
| 15 | Monday | Martin Luther King's Birthday celebrated. University is closed. |
| 16 | Tuesday | First day of classes |
| 21 | Sunday | Commencement |
| 22 | Monday | Commencement snow date |
| 23 | Tuesday | Last day for 100 percent refund for withdrawal from spring semester* |

FEBRUARY

- | | | |
|----|-----------|--------------------------------------------------------------------------|
| 12 | Monday | Lincoln's Birthday. University is open; classes are in session. |
| 19 | Monday | President's Day celebrated. University is closed; classes are cancelled. |
| 20 | Tuesday | Monday class schedule |
| 21 | Wednesday | Last day for 50 percent refund for withdrawal from spring semester* |

MARCH

- | | | |
|-------|-----------|----------------------------------------------------------|
| 7 | Wednesday | Last day for academic withdrawal from spring semester |
| 11-17 | Inclusive | Spring break. University is open; classes are cancelled. |

APRIL

- | | | |
|---|----------|-----------------------------------------------------------|
| 6 | Friday | Good Friday. University is closed; classes are cancelled. |
| 8 | Saturday | University is closed; classes are cancelled. |

MAY

- | | | |
|------|-----------|------------------------|
| 4-11 | Inclusive | Examination period |
| 12 | Saturday | Spring semester ends. |
| 15 | Tuesday | Commencement |
| 16 | Wednesday | Commencement rain date |

**Does not apply to financial aid recipients. See Refund Policy for Title IV Fund Recipients.*

Summer Session I 2007**MAY**

- | | | |
|----|--------|---------------------------------------------------------------------------------------------|
| 21 | Monday | First day of classes. Last day for 100 percent refund for withdrawal from Summer Session I. |
| 28 | Monday | Memorial Day. University is closed. |

JUNE

- | | | |
|----|-----------|---------------------------------------------------------------------|
| 5 | Tuesday | Last day for 50 percent refund for withdrawal from Summer Session I |
| 7 | Thursday | Last day for academic withdrawal from Summer Session I courses |
| 27 | Wednesday | Summer Session I ends. |

Summer Session II 2007**JULY**

- | | | |
|----|-----------|--------------------------------------------------------------------------------------------|
| 4 | Wednesday | Independence Day. University is closed. |
| 9 | Monday | First day of classes. Last day for 100 percent refund for withdrawal from Summer Session I |
| 19 | Thursday | Last day for 50 percent refund for withdrawal from Summer Session II |
| 24 | Tuesday | Last day for academic withdrawal from Summer Session II courses |

AUGUST

- | | | |
|----|---------|-------------------------|
| 14 | Tuesday | Summer Session II ends. |
|----|---------|-------------------------|

Fall 2007**SEPTEMBER**

- | | | |
|----|-----------|--------------------------------------------------------------------|
| 3 | Monday | Labor Day. University is closed. |
| 4 | Tuesday | First day of classes |
| 12 | Wednesday | Last day for 100 percent refund for withdrawal from fall semester* |

OCTOBER

- | | | |
|----|-----------|----------------------------------------------------------------------|
| 8 | Monday | Columbus Day celebrated. University is open; classes are in session. |
| 10 | Wednesday | Last day for 50 percent refund for withdrawal from fall semester* |
| 24 | Monday | Last day for academic withdrawal from fall semester courses |

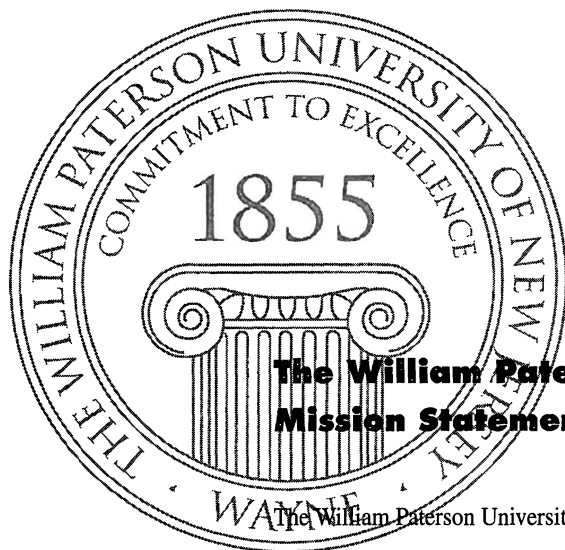
NOVEMBER

- | | | |
|----|----------|-----------------------------------------------------------|
| 6 | Tuesday | Election Day. University is open; classes are in session. |
| 11 | Sunday | Veterans Day. University is open; classes are in session. |
| 22 | Thursday | Thanksgiving Day. University is closed. |
| 23 | Friday | University is open; classes are cancelled. |
| 24 | Saturday | University is open; classes are cancelled. |

DECEMBER

- | | | |
|-------|-----------|----------------------------------------------|
| 14-21 | Inclusive | Exam period |
| 22 | Saturday | Fall semester ends. |
| 23 | Sunday | Winter break begins. |
| 25 | Tuesday | Christmas Day. University is closed |
| 26-31 | | University is closed; classes are cancelled. |

**Does not apply to financial aid recipients. See Refund Policy for Title IV Fund Recipients.*



The William Paterson University of New Jersey Mission Statement

The William Paterson University of New Jersey is a comprehensive public institution of higher learning with a mission that incorporates teaching, research and creative activity, and service. Maintaining a tradition of leadership in general education and multiculturalism, the University is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning.

■ It offers rigorous baccalaureate, graduate degree, and certification programs for both traditional and nontraditional students. ■ The University's distinguished teachers, scholars, and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers, advanced studies, and productive citizenship in an increasingly global economy and technological world. ■ The University values diversity and equity as essential to educational excellence, with an obligation by everyone in the University community to create and maintain a climate in which respect and tolerance are recognized as part of the institution's commitment to educational quality.

Approved: Board of Trustees, February 21, 1998

The William Paterson University of New Jersey Vision Statement

William Paterson University is committed to excellence in all its programs, functions, and services. Members of the University community strive to achieve the highest professional and ethical standards, and work together to realize the institution's vision. ■ The University is dedicated to maintaining a student-centered environment that promotes

the academic and professional success of students. Through high quality educational programs and opportunities provided by distinguished faculty and staff, students will become lifelong learners and seek knowledge, competencies, and skills that will make them responsible and productive citizens committed to improving their communities.

Effective academic and extracurricular programming, including innovative course scheduling, and support services will be provided to meet the needs of all students. ■ As the cornerstone of the University, academic excellence is

advanced through rigorous educational programs that challenge students to high levels of achievement. Excellence is maintained through program reviews and continuous planning and assessment of curricular and student development

initiatives. The research and scholarly endeavors of faculty will be supported, and the library's role as the center of the University's learning environment will be strengthened. ■ The University will maintain state-of-the-art

technology with respect to both the infrastructure and its application in teaching, learning, research/scholarship, and

administrative functions. To help prepare students in an increasingly interdependent "global village" and world economy, international education will be promoted through appropriate curricular initiatives throughout the campus.

■ In the University's outreach efforts, programs and opportunities will be offered to help address the educational, economic, social, and cultural needs of the state and surrounding region, and continue to contribute to the economic and social development of the City of Paterson. Mutually beneficial relationships will be pursued with schools, private and public agencies, and other institutions of higher education. ■ Recognizing that diversity and multiculturalism are

essential to academic excellence, the University reaffirms its commitment to multiculturalism and diversity among faculty, students, staff, administrators, and programs. A climate of civility, tolerance, and respect for others will be maintained, and appropriate measures will be taken to deal effectively with any form of discrimination.

DIVERSITY STATEMENT

Diversity enriches the educational experience through the exchange of different ideas, beliefs, and perspectives.

Diversity promotes growth and a healthy society because it challenges stereotyped preconceptions; encourages critical thinking; and helps students learn to communicate effectively with people of varied background.

Diversity strengthens communities; prepares students to become good citizens in an increasingly complex, pluralistic society; fosters mutual respect and teamwork; and helps build communities whose members are judged by the quality of their character and contributions.

Diversity enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace.

The William Paterson University of New Jersey is a public university, and accepts as a part of its mission the responsibility to address the needs of the diverse institutions and populations within its service area.

The Board of Trustees of William Paterson University strongly reaffirms its support for diversity among faculty, students, staff, and programs, and commits everyone in the William Paterson University community, in their roles and responsibilities, to implement the University's diversity initiatives, and maintain a climate of respect and tolerance as part of the institution's commitment to educational quality.

Approved: Board of Trustees, February 21, 1998

INTRODUCTION

Since its founding as Paterson City Normal School in 1855, William Paterson University has provided educational programs and resources for northern New Jersey and its people. Dedicated to excellence and access, and committed to evolving to meet current needs in the field of higher education, the University strives to offer the highest quality programs in the liberal arts and professions at a reasonable cost to students.

Located 20 miles west of New York City, William Paterson reflects the diversity of its constituents, approximately 11,500 of whom are enrolled in programs in the University's five Colleges: the College of the Arts and Communication, the Christos M. Cotsakos College of Business, the College of Education, the College of Humanities and Social Sciences, and the College of Science and Health. Having developed from an institution dedicated historically, and solely, to the professional preparation of teachers, William Paterson has become a comprehensive public university. Today it offers courses of study in 31 undergraduate and 19 graduate degree programs, as well as a number of programs leading to endorsement for teacher certification and other professional qualifications.

As a public institution, the University is funded by the State of New Jersey and through tuition revenues and a variety of other sources. Its careful management of funds has enabled William Paterson to develop an infrastructure for the use of information technology, strong library holdings, communication facilities that are second-to-none in this tier of the state, studios and laboratories, and other aspects of campus environment that support teaching and learning. The faculty consists of highly talented individuals dedicated to teaching and the pursuit of knowledge and creative expression, more than 90 percent of whom hold terminal degrees in their fields.

The University is governed by a Board of Trustees and is accredited by the Middle States Association of Colleges and Secondary Schools, which periodically reviews and reaffirms the accreditation status of William Paterson to ensure continuous improvement and purposeful change. The Middle States Association of Colleges and Secondary Schools affirmed its accreditation following the last decennial review in June 2001. At the beginning of the new millennium, the University looks forward to the challenges of the future as it builds on the foundations of the past.

General Information

Admissions

Fees and Financial Aid

Student Life

Academic and Institutional Support Services

Policies and Procedures

Academic and Related Regulations

Special Academic Programs

Degree Programs

Admissions

William Paterson University invites applications from all qualified students. Students seeking undergraduate admission, whether full or part time, degree or non-degree, must submit a completed application form, all of the required transcripts and documents, and a \$50 nonrefundable, nontransferable application fee. In order to be considered for any semester, the application and all supporting transcripts and information must be received on or before the established deadlines.

All Applicants

Because the number of applications has continued to increase over the past several years, William Paterson University has experienced an unprecedented demand for services to new students. It is now essential that students interested in attending William Paterson University apply for admission and related services (financial aid, scholarships, residence hall space, and testing) as early as possible. To encourage early applications, William Paterson University has instituted the Priority Service Program.

In the Priority Service Program, students applying for admission by April 1 for the fall semester and October 1 for the spring semester receive priority consideration from the Office of Residence and Life, Office of Scholarships, and Office of Testing. Though these dates are the priority service deadlines, students may apply much earlier, and are encouraged to do so.

Application Deadlines

Applications and supporting transcripts and information must be received by the deadline dates shown below:

Freshmen, Transfer, Second Degree, Readmit:

Fall: May 1 Spring: November 1

Applicants who do not submit required records of all prior college coursework, high school records, standardized test results or other required documents by the deadline will not have their application reviewed for that semester.

Enrollment Deposit

Prior to enrolling, a \$125 deposit is required of freshman to secure permission to enroll. Included in this is a \$75 orientation fee and a \$50 admissions deposit fee. Transfer, readmit and second degree students are also required to pay a \$50 admission deposit fee. This deposit is nonrefundable and nontransferable.

Proof of High School Graduation

In order to comply with state and federal regulations regarding financial aid, all applicants (freshmen, transfer, readmit, second-degree students) must submit proof of high school graduation (copy of high school diploma or high school record with date of graduation posted). Students will not be allowed to register without compliance with these laws.

Immunization

Prior to registration, all accepted students must submit proof of immunization against measles, mumps, and rubella.

Art and Music Majors

All freshmen, transfer, and second baccalaureate degree students selecting art as their major must submit a portfolio for review by the Art Department as part of the admissions criteria. Information regarding the review will be sent to you upon receipt of your application. Portfolio review days are conducted each Wednesday, throughout the semester. Appointments are required, so please contact the Art Department at 973-720-2404.

All freshmen, transfer, and second baccalaureate degree students selecting music as their major must audition as part of the admissions process. Information regarding the audition will be sent to you upon receipt of your application. Contact the Music Department at 973-720-2315. See the Admissions Web page for the schedule for classical audition and music placement tests. Jazz auditions are by tape only with a submission deadline of March 1. In addition to passing the portfolio review or audition, students must meet regular admission criteria as well. Passing the departmental requirements does not automatically admit you to the University.

FRESHMEN

Admissions Requirements

Freshman candidates are required to have an official high school transcript or GED and SAT or ACT scores sent to the Admissions Office.

High School Record

Admission to William Paterson University is selective. Students must complete a minimum of 16 Carnegie Units or GED and have demonstrated strong academic ability. It is strongly recommended that you take more than the minimum courses. Your record must show the following courses:

Subject Area	Minimum Unit	Requirements
English	4	Composition, Literature
Mathematics	3	Algebra I, II; Geometry
Laboratory	2	Biology, Chemistry, Physics
Earth Sciences		
Anatomy/Physiology		
Social Science	2-3	American History, World History, Political Science
Additional College Preparatory Subjects	4-5	Advanced Math, Literature, Foreign Language, Social Sciences

Certain departments have specific requirements beyond those listed above.

- Students who plan to major in mathematics or science are expected to have taken more than the minimum courses in those areas.
- Nursing students need a full year of both biology and chemistry.
- GED: A high school equivalency diploma recognized by the state of New Jersey may be presented in place of the above requirements.

SAT/ACT Requirements

Entering freshmen must have taken the Scholastic Assessment Test (SAT) or the American College Test (ACT) and have had their scores sent to the Admissions Office at William Paterson University. To submit your scores to William Paterson, indicate code 2518 for the SAT and code 2584 for the ACT.

ADVANCED STANDING STUDENTS

(Including transfer, readmit, and second baccalaureate degree students)

Priority Service

Priority service through individualized appointments and course registration is provided for advanced standing students accepted by April 1 for the fall semester and October 1 for the spring semester.

Transfer Students

William Paterson University accepts students for the fall and spring semesters (September and January) for full- or part-time study. When applying, students must present at least 12 college-level credits with a minimum 2.0 grade point average (GPA); computer science and nursing majors must have a minimum 2.5 GPA. Special education majors and students in teacher certification programs must have a minimum 2.75 GPA. Note: some majors, such as business or nursing, have specific course requirements that are examined by committee.

There are some limitations on the number of credits accepted, e.g., a maximum of 70 credits from a two-year college, 90 credits from a four-year college; the last 30 credits required for graduation must be earned at William Paterson University; no more than 15 transfer credits required for a major will be accepted; credits earned 10 years prior to the date of admissions are accepted only at the discretion of the University, regardless of achievement. More details on transferring credits may be obtained from our admissions staff.

Please follow these steps when applying for admission:

1. You must request that all colleges previously attended forward a transcript of all college work completed to the Admissions Office. The application form must show all courses in progress which will not appear on a transcript as submitted. To ensure accurate evaluations, applicants from out-of-state colleges should have appropriate catalogs sent to the Admissions Office.
2. Please include a copy of credit by examination, either CLEP or USAFI.
3. Credit will most likely be transferred in most cases if
 - a. the college from which credits are to be transferred is on a list of approved colleges and universities;

- b. the courses match the requirements or curriculum selected;
 - c. all post-secondary work carries at least a C average, 2.0 cumulative grade point average on a four (4) point scale;
 - d. a minimum grade of C is achieved for the course.
4. Admissions decisions are made on a rolling basis. Early application and early submission of all required records are advised, as first-choice courses and housing space may be limited or gone before the application deadline.
 5. Applicants admitted with 60 credits must declare a major and be accepted by a major department.
 6. Applicants who have completed fewer than 12 transferable credits must submit SAT scores and an official high school transcript.
 7. Transcripts received from students after admission to William Paterson University and not listed on the application will not be accepted or reviewed for transfer credit.

Note: Applicants who do not submit required records of all prior college coursework, high school records, standardized test results, or other required documents by the deadline, will not have their applications reviewed for that semester.

READMIT STUDENTS

Students who have enrolled in undergraduate courses at William Paterson University as matriculated (degree) students and who withdrew or took an unofficial leave of absence must file an application for readmission. All credits previously taken by a student seeking readmission are subject to review in accordance with the academic credit life policy. If college courses have been completed at another college or university, an official copy of the transcript(s) must be forwarded to the William Paterson University Admissions Office.

Application files will remain incomplete until transcripts are received. Certain university policies may require applicants to complete additional forms and/or supply further information resulting in a delay of the admissions process. Applicants are encouraged to submit your application and all required documents as early as possible.

William Paterson students who exited the University in poor academic standing may be required to file an appeal with the dean of the college to which they are applying. If you are uncertain of your prior

academic history, please contact the Admissions Office or request a student copy of your transcript from the Registrar's Office.

Readmission of students who withdrew from the University in good standing will be expedited. Students who have been dismissed from the University for academic reasons must be absent from enrollment in the University for a minimum of one academic year. The application for readmission of a student who was dismissed, or withdrew, from the University with a GPA of less than 2.0 requires an appeal to the appropriate academic Dean (declared students) or the Director of Academic Development (undeclared students). On readmission, the student will be in status of probation under the terms of an agreement with the readmitting Dean/Director for a course of study and academic support to attain status of good standing within an appropriate time period.

Students should also give evidence of ability to do university-level work subsequent to their dismissal, including evidence showing that the student had taken steps to improve his or her academic performance with potential for success at William Paterson University.

SECOND BACCALAUREATE DEGREE

Students who already hold a baccalaureate degree and a minimum 2.0 grade point average (a 2.5 average for nursing and computer science) may apply for admission to obtain a second baccalaureate degree. Such students pay undergraduate fees, all credits earned through this program appear as undergraduate credits on the student's transcript and students are subject to all requirements affecting undergraduates; including the completion of all major requirements and collateral courses. Nursing students must complete the freshman requirements in order to be eligible for sophomore status in nursing. Students who hold bachelor's degrees and who wish to apply to the Teacher Certification Programs must have completed their degree with a 2.75 GPA and apply to the Graduate Certification Program.

Transfer Credit Acceptance from New Jersey Community Colleges

William Paterson University welcomes applications from transfer students. The University has articulation agreements with many New Jersey community colleges to facilitate transfer from those institutions to this University.

William Paterson adheres to the "Transfer Articulation Principles for New Jersey Colleges and Universities" approved by the New Jersey Presidents' Council in May of 1997 and the "General Education Foundation for Associate in Arts and Associate in Science Transfer Programs in New Jersey's Community Colleges." These principles address transfer admission for students earning associate degrees from New Jersey community colleges, and policies governing acceptance of general education credits and admission to specific academic programs. Copies of both of the above referenced documents can be obtained from the Office of Admissions. For further information please call (973) 720-2125 or visit the Admissions Web page at www.wpunj.edu.

SPECIAL ADMISSION

Educational Opportunity Fund Program (EOF)

The Educational Opportunity Fund offers special admissions consideration to entering first-year students who show academic promise, yet lack the educational and economic means to gain admission through traditional procedures. EOF transfer students from other colleges are also admitted. Educational support services as well as counseling are provided by the program. EOF also offers students the opportunity to begin their university experience in a mandatory summer enrichment program designed to familiarize them with the academic demands of higher education, strengthen their basic skills, and assist them in adjusting to university life.

To apply for admission to William Paterson University through the Educational Opportunity Fund Program, you must meet specific academic and income requirements, be a U.S. citizen or permanent resident, and be a New Jersey resident for the last twelve (12) months. Specific income requirements are based on the two calendar years preceding application. Applicants may also qualify if they are:

- A ward of the court;
- Under legal guardianship;
- A welfare recipient;
- On disability.

To receive more information, please answer questions 17 and 20 on the admissions application. If you wish to receive an EOF application to be considered for admission through the EOF program, or if you have any questions, please call 973-720-2181.

Sponsored Students

The Sponsored Student Program is a support program for students who are marginally underprepared and do not fully meet the academic criteria for admission. The academic credentials of these students may not reflect the full range of talents that the student brings to the intended program of study. Sponsored students enter the university through a special admission process, including an interview. As a condition of acceptance, the students participate in a program that provides advisement, counseling, tutorial assistance, and other support, as needed, to assist them in their educational and social adjustment to the university.

Early Admission

This program is available for highly motivated and academically exceptional students who have completed their junior year of high school and seek university admission. They may submit an application for early admission provided they meet the following criteria: (1) minimum combined SAT scores of 1100 (or equivalent PSAT score) and rank in the top 10 percent of their class, and exhibit exceptional talent in a special area; (2) receive the endorsement of a teacher or counselor; (3) submit a written essay describing their reasons for seeking early admission.

Adult Students

Within the William Paterson University community there are a large number of adult or nontraditional students. Some are returning to school after a time lapse, some are taking courses to directly support their careers, and others come for personal enrichment. Many attend on a part-time basis with classes in the day, evening, or on Saturday or Sunday.

Students who have not completed any college coursework and are 21 years old or older or have been out of high school for 2 years or more are considered nontraditional students. They must submit a high school transcript indicating graduation or copies of GED scores and a diploma for evaluation. An interview may be necessary before a decision is made.

International Students

Those individuals who wish to attend the University on a non-immigrant visa are welcome to apply for admission in the fall and spring semesters. Applicants for admission to a bachelor degree program must have completed course work equivalent to a high school diploma in the United States and must

meet any additional admissions criteria established for each academic program. All non-native English speakers must score a minimum of 213 on the computer based test of English as a Foreign Language (TOEFL), 550 on the paper and pencil version. The TOEFL requirement will be waived for those individuals who completed studies in a country where the official language of instruction is English. Transfer students will be exempt from TOEFL if:

1. More than 24 credits have been completed at a U.S. university or college.
2. Completion of English Composition I and Composition II or Literature (Not English as a Second Language courses) at a U.S. college or university with a C grade or better.

An evaluation of all foreign educational credentials must be forwarded from one of the following professional evaluation service agencies:

World Education Services
PO Box 745, Old Chelsea Station
New York, NY 10113-0745
212-219-7300
www.wes.org

Educational Credentials Evaluators
PO Box 92970
Milwaukee, WI 53202-0970
414-289-3400
www.ece.org

International Consultants of Delaware
914 Picket Lane
Newark, DE 19711
302-737-8715
www.icdel.com

Globe Language Services
319 Broadway, 2nd Floor
New York, NY 10007
212-227-1994
www.globelanguage.com

Josef Silny & Associates
PO Box 248233
Coral Gables, FL 33124
305-666-0233
www.jsilney.com

Educated Choices
127 Inwood Avenue
Upper Montclair, NJ 07043
973-746-6512
www.educatedchoices.com

(Please note that high school credentials require a document-by-document evaluation while post-secondary credentials require a course-by-course review).

Individuals in non-immigrant status who are required by the U.S. Immigration and Naturalization Service to maintain a permanent residence in home countries as a condition of entering or remaining in the United States are not eligible to establish residence in the state of New Jersey and thus are charged out-of-state tuition rates. The Office of International Students and Scholars will review and approve the supporting documents that prove financial eligibility to receive a certificate for a student visa (Form I-20AB) or exchange visitor visa (Form IAP-66). Students on valid F-1 status will be charged as in-state residents after successful completion of two consecutive semesters of study at William Paterson University. Transfer students with an AA/AS degree from a New Jersey Community College (F-1 visas only) will be granted an out-of-state tuition waiver beginning the first semester of attendance at the University. Only those individuals who have an Associates degree posted on their college transcript at the time of acceptance to the University and are in valid F-1 status are eligible for the waiver. Students must maintain good academic standing and legal status for continued eligibility. All applicants must submit:

1. A completed William Paterson University application and the corresponding processing fee;
2. Official copies of high school or college transcripts or an official evaluation of foreign credentials;
3. TOEFL results (if applicable);
4. Financial affidavit of support and corresponding documents;

Advanced Placement

An entering student who presents an outstanding score on an appropriate College Board Achievement Test, College Level Examination Program (CLEP), or who demonstrates advance standing qualifications by other acceptable evidence may, with proper approval, enroll in an advanced course.

William Paterson University participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB). In this program, high schools offer students accelerated or honors courses on a college level in several fields. Examinations covering these courses are administered annually by the CEEB and are graded by the Board on a scale of 1 to 5. The University accepts scores of 3, 4 or 5 and awards credit and, if desired, placement in intermediate courses according to the achievement demonstrated.

NONDEGREE STUDENTS

Adults may attend William Paterson University on a nondegree basis. Such students may register for a maximum of 6 credits per semester and no more than 24. In order to qualify for registration you must meet the following requirements:

1. Possess a high school or GED diploma.
2. Must not have been in attendance at a high school for a minimum of two years prior to the completion of the application. Any applicant who attended a previous college or university must have achieved a minimum cumulative grade point average of 2.0.

Students who have graduated from high school two years prior to the application or who have completed a GED must submit a copy of their diploma or transcript indicating date of graduation with the application.

Students with previous college studies must submit a transcript of all previous college work showing a minimum 2.0 GPA with the application. Please refer to the nondegree application for the deadlines for each semester.

Special Note: Nondegree students are not eligible for state or federal financial assistance of any kind. Students may be required to take the nondegree Basic Skills Test for placement.

The William Paterson University Program for High School Students

William Paterson University offers its facilities to enrich the academic development of gifted and talented high school students in the area. Outstanding high school juniors and seniors may apply to take regular college courses during the school year. Students attend regular college courses and earn credits that may be applied to their college records.

Students must submit a nondegree application with a \$50 application fee, the results of the SAT with a minimum score of 1000 (PSAT of 100), a high school transcript with a minimum rank in the 90 percentile, and recommendations from a teacher and/or guidance counselor. Successful applicants may also enroll for courses during the University's summer sessions.

Visiting Students

Students from other colleges or universities who wish to attend William Paterson as visiting students must provide a letter of permission from the appropriate official (registrar, dean, etc.) at their "home" institution.

The letter must state the semester(s) of attendance requested and that the student is in good academic standing as well as the course(s) or statement about the course(s) to be taken. This letter must be returned with the non-degree application to the admissions office for you to receive registration information. Visiting students are required to comply with William Paterson University policies.

William Paterson University students who wish to attend another college or university as visiting students must be in good academic standing and must secure an approved visiting student application form from the dean of the college of their major. The application must be completed by the student and approved by the dean.

Senior Citizens

Senior citizens, age 65 or over, who wish to take courses on a tuition-free, space-available basis must submit the non-degree application along with proof of age (driver's license photocopy). The \$35 application fee is waived.

Continuing Education and Distance Learning (973-720-2436)

The Center for Continuing Education and Distance Learning is regionally responsive, nationally recognized, and internationally engaged in a variety of contemporary lifelong learning initiatives. Located at the new Valley Road Campus, it offers the latest technologies, complete distance learning capabilities and a wide range of career and professional development needs. Because the Center works closely with businesses, health care, education, and industry, these communities benefit from executive training, certificate programs, and workforce development opportunities.

The University Centers at regional community colleges enable students to transition from a two-year to a four-year degree. By extending University resources to the region, students can take classes at area community colleges through a strategic mix of in-person, interactive television, and online course instruction. Approximately 50 courses are offered electronically each semester.

High school students are encouraged to participate in the High School Scholars program. By enrolling in William Paterson University courses while still in high school, students can get advanced placement credit, and a head start on their college degree.

The Center is a conduit to the community, and committed to offering state-of-the-art learning for a lifetime.

Fees and Financial Aid

Tuition, fees, and refund policies are subject to change at any time in accordance with policies established by the New Jersey State Board of Education or the William Paterson University Board of Trustees.

Tuition and fee rates are published each semester and for the summer sessions in the Master Schedule of Courses. Please consult the appropriate issue for current rates. Some fees are included in the tuition total and others are listed separately on student bills.

Part-time Undergraduate Tuition and Fees

New Jersey resident tuition (per credit)	\$255.00
Out-of-state resident tuition (per credit)	410.00
General service fee (per credit)	29.40
Student activity fee (per credit)	3.25
Student athletic fee (per credit)	5.01
Student Center fee (per credit)	8.43
Student Center Wayne Hall facility fee	9.68
Information technology fee (per credit)	6.50
Campus facilities fee	\$18.38
Total for New Jersey residents (per credit)	\$228.00
Total for Out of State residents (per credit)	\$372.00

Full-time Undergraduate Tuition and Fees

(flat rate per semester)	
New Jersey resident	12 credits or more \$3,976
Out-of-state resident	12 credits or more \$6,345
(Flat rate charge for full-time undergraduate students includes charges for general service fee, student activity fee, student athletic fee, and Student Center fee. It does not include charges for student laboratory fees and other fees listed below.)	
Laboratory course fee	\$40
(Applicable courses only, maximum charge of \$90 per semester)	
Private lesson fee	\$125
Music practice room fee	\$40
(Music majors only)	
Student teaching fee	\$225
(Applicable courses only)	
Freshman orientation fee	\$75
(Each incoming full-time freshman who enrolls in September must pay the orientation fee.)	
Late fee (nonrefundable)	\$75
Bad check fee (nonrefundable)	\$25
Late registration fee (nonrefundable)	\$150
Parking/Transportation fee (each fall and spring semester)	\$25
Summer partial payment fee (nonrefundable)	\$25
Summer parking fee (visiting students)	\$15

Added course fee (nonrefundable, per course)	\$15
Partial payment fee (nonrefundable)	\$15

Refund Policy Students may use Voice Response Registration (VRR) to withdraw from a course. The date that the student uses VRR to drop a course determines the amount of the refund, if a refund is applicable.

The refund schedule is as follows:	
Withdrawal before the end of drop/add	100%
Withdrawal during the first third of the semester	50%
Withdrawal after the first third of the semester	NONE

Dates for each of the above categories are published on the calendar page of the Master Schedule of Courses for each semester/session.

Tuition and fees are refunded in full, if applicable, when classes are cancelled by the University.

Students charged a flat rate will receive credit for refundable charges during 100% and 50% periods, if withdrawing below 12 credits (full-time status).

Refund Policies for Title IV Fund Recipients

The Higher Education Re-Authorization of 1998 regulates the manner in which the University will process the Return of Federal Title IV Funds. Beginning in the Fall semester of 2000, new regulations prescribe a different formula for determining how much federal financial aid students are entitled to receive. These are the students who were dismissed, withdrew, took a leave of absence or stopped attending while a term is in progress. The term "Title IV" refers to aid programs as authorized under the Higher Education Act of 1965 and includes the following programs:

- Federal Stafford Student Loan – Unsubsidized
- Federal Stafford Student Loan – Subsidized
- Federal Parent Loan for Undergraduate Study
- Federal Perkins Loan
- Federal Supplemental Educational Opportunity Grant
- Federal Pell Grant

If a student is dismissed, withdrew or stops attending before the first day of classes, all Federal aid is returned to the appropriate program. The Federal Return Policy requires that any unearned amounts of Title IV funds be returned to the appropriate Federal programs if the student stops attending before the 60% point of the term as measured in days. (Scheduled breaks of more than five consecutive days are excluded). This point is reached after the 66th calendar day of the fall term and after the 65th calendar day of the spring term. Students who remain enrolled through at least 60 percent of the

payment period (semester) are considered to have earned 100 percent of the aid received and will not owe a repayment of Federal Title IV grant funds.

When a student has received Federal Title IV funds in excess of their eligibility, it is the student's responsibility to return the unearned funds. William Paterson University policy is to return the unearned funds for the student to the appropriate programs. The Higher Education Act (484) (b)(2)(c), however, requires that only 50 percent, (one-half), of grant aid received be returned. The University will calculate this amount for student notification. Unearned grant money must be returned to the appropriate aid programs in order to maintain aid eligibility for future enrollment periods. Any loan funds borrowed must be repaid according to the terms of the promissory note.

Payment Options

Monthly Payment Plan The University now offers a monthly payment option through Tuition Management Systems (TMS). The program allows students and families to spread all or part of the academic year's expenses over 12, 11, 10, 9, 8 and 7 or 5, 4, or 3 equal monthly payments with no interest. The service cost for 12-month enrollments is \$60. The service cost for 5-, 4-, 3-month enrollment is \$40. Payment plan enrollment fees are nonrefundable and may be paid to TMS by telephoning 1-800-722-4867 or 1-800-356-8329 and utilizing your Visa, MasterCard or Discover card, or by visiting www.afford.com.

Summer Partial Payment Plan Students may apply for an installment plan through the Bursar's Office. The first payment must include one-half of tuition and fees/room and board, plus a partial \$25 non-refundable fee. If payment is not made by the due date, a **\$75 late fee** will be charged to your account. This installment plan is available for **summer only**.

Students with outstanding balances will have their accounts placed on "hold." The hold will deter future registration and will disallow the release of records, such as transcripts, until the balance is paid in full.

Insurance

Student Medical Insurance New Jersey state law requires students to maintain medical insurance. The current cost of mandatory student accident and sickness insurance is \$52 per year for full-time students effective from August 15 to August 14. Coverage may also be purchased for a spouse or dependents, or for a half-year (spring semester) for \$32.

Room and Board (Per Semester)

Room and Board The current charge for residing on campus is \$2,745 in the Towers, Hillside Hall Matelson Hall and White Hall, and \$2,940 in the apartments per semester. The single room rate is \$3,250. Off-campus housing is \$2,700. Students residing in the Towers, Hillside Hall, Matelson Hall, White Hall, and Central Hall and off-campus are required to purchase a food plan. Students living in the apartments and Pioneer and Heritage Halls, are eligible to participate in the food plan, but are not required to do so. Room and board rates pertain to academic year 2004-2005 and are subject to change.

Meal Plans Offered by the University

8-Meal Plus \$300	\$1,290
8-Meal Plus \$425	\$1,425
8-Meal Plus \$525	\$1,525
10-Meal	\$1,290
15-Meal	\$1,340
19-Meal	\$1,425
150-Meal Block	\$1,550
225-Meal Block	\$1,655
Average Meal Plan	\$1,425

Financial Aid (973-720-2022)

The University administers a number of need-based financial aid and scholarship programs designed to assist eligible* students in meeting their financial obligations to the University.

Challenge and/or standardized exams may not be used as part of full-time status in determining financial aid eligibility. Additionally, fees for credit by exam options will not be covered by financial aid.

All federal and state financial aid awards are based on need and are awarded without regard to race, religion, creed, age, sex, or handicap.

**Nondegree students are not eligible for state or federal financial assistance of any kind.*

Application Process

To apply for need-based financial aid and William Paterson scholarship programs, a student is required to fill out and submit a Free Application for Federal Student Aid (FAFSA). Paper FAFSAs are available from high school guidance offices or the University Financial Aid Office. Applications may also be submitted electronically through FAFSA on the Web (www.fafsa.ed.gov).

To allow ample time for processing, applicants are urged to file their FAFSA before April 1.

In addition, many William Paterson University scholarships and awards require individual applications available through designated departments and offices.

Requirements for Receiving Federal and New Jersey State* Aid

To receive financial assistance, a student must meet the following eligibility requirements:

- A. Be a citizen of the United States or eligible noncitizen;
- B. Have financial need (except for Unsubsidized Stafford Loan);
- C. Register with Selective Service, if required;
- D. Be accepted as a matriculated student at William Paterson University;
- E. Not owe a refund on a Federal grant or be in default on a Federal educational loan;
- F. Maintain satisfactory academic progress according to federal, state, and institutional guidelines;
- G. Submit required documentation in a timely manner.

The total amount of scholarship and financial assistance (grants, loans and campus employment) may not exceed the cost of attendance at William Paterson University.

**Applicants must be legal residents of New Jersey for at least 12 consecutive months prior to receiving NJ grants.*

Cost of Attendance/Student Budgets

Student budgets can be determined only by reflecting average costs. Independent student budgets are adjusted according to federal guidelines.

Estimated Commuter Costs (annual)

Tuition and Fees	\$7,952
Books and Supplies	\$1,000
Total	\$8,952

Estimated Resident Costs (annual)

Tuition and Fees	\$7,952
Books and Supplies	\$1,000
Room (Average)	\$5,490
Meal Plan (Average)	\$2,850
Total	\$17,292

Tuition and fees for out-of-state students are \$12,690

All charges (tuition, room, board, fees) pertain to academic year 2004–2005 and are subject to change by Board of Trustees approval.

Scholarships and Awards

Recognizing and reinforcing William Paterson's commitment to excellence, the University offers numerous scholarship programs, granted on the basis of academic performance and related achievements.

Scholarships are categorized as those available to incoming freshmen and transfers, and those available to upperclass students. An additional listing describes scholarship opportunities provided through the New Jersey Higher Education Student Assistance Authority (NJHESAA).

Freshman Scholarships/Awards

William Paterson University Trustee Scholarships award full tuition and fees to freshmen among the top ten-ranked admitted students in each of the five ethnic categories defined by the federal government. The groupings are Black, Caucasian, Hispanic, American Indian/Alaskan Native and Asian/Pacific Islander. No application is required; all accepted students are considered and notification is on a rolling basis. It may be packaged with other sources of scholarships (except the Presidential) and need-based aid. Financial need is not an eligibility factor. Scholarship awards are automatically renewed for up to four years based on a maintained minimum cumulative GPA of 3.0, full-time undergraduate status, and satisfactory academic progress toward graduation.

Garden State Scholarship Program — Edward J. Bloustein Distinguished Scholars and Urban Scholars awards \$1,000 each year to full-time students based upon their high school records and SAT scores at the conclusion of the junior year. Notification from the state of New Jersey and the University is automatic. It may be packaged with other sources of scholarships and need-based aid. Financial need is not an eligibility factor. Scholarship awards are automatically renewed each year for up to four years based upon satisfactory academic progress and continued undergraduate enrollment in a New Jersey college or university. Note: Awards are pending state funding of this scholarship program.

William Paterson University Distinguished Scholarships are matching \$1,000 scholarships to students selected as Edward J. Bloustein Distinguished Scholars and Urban Scholars by the state of New Jersey. Notification from the University is automatic. It may be packaged with other sources of scholarships and need-based aid. Financial need is not an eligibility factor. Scholarship awards are automatically renewed each year for up to four years based on a maintained minimum cumulative GPA of 2.0, full-time undergraduate status, and satisfactory academic progress toward graduation at William Paterson.

Sara J. Longendyck Scholarship

One scholarship up to \$500, funded by the family and friends of Sara Longendyck in her memory, is awarded to a female student who graduated from Clifton High School.

John Victor Machuga Scholarship

Four full scholarships are funded by the John Victor Machuga Foundation. Recipients must be graduates of a Passaic County high school. They must be able to demonstrate significant financial need, qualify for financial aid, and exhibit leadership traits that bring recognition to the school, the department or the community.

Music Department Talent Scholarship

This scholarship awards grants in varying amounts to incoming music majors each year who demonstrate outstanding talent in performance audition. Applicants are automatically considered for smaller Music Department awards. Applications must be submitted early in the spring semester, and awards are automatically renewed for up to four years upon meeting specified departmental requirements.

New Jersey Nets Scholarship

Each year, four, four-year \$2,000 scholarships are funded by the New Jersey Nets/Devils Foundation and the William Paterson University Foundation. Students must maintain the institutional GPA requirement with fulfillment of degree within six years, be a graduate of a New Jersey high school within the past two years, demonstrate financial need, and have a history of community service or involvement.

North Jersey Regional Development Council Scholarship

One \$1,000 scholarship is annually funded by the North Jersey Regional Chamber of Commerce. Recipients must be Passaic County residents majoring in business who demonstrate financial need. Students must maintain full-time status and a minimum GPA of 2.5 to be considered for renewal.

Audrey and Albert Pelham Scholarship

One \$1,250 scholarship is awarded to an African American student graduating from an inner-city high school or returning to college to complete his/her degree. Award is renewable for up to four years if the student maintains a minimum 2.5 GPA the first year and 2.75 for subsequent years.

Joseph and Arlene Taub Scholarship

Three \$3,000 scholarships are funded by the Joseph and Arlene Taub Foundation. Recipients must be graduates of Eastside High School in Paterson, New Jersey, from economically disadvantaged families who qualify for financial aid. Students must live in the dormitories and demonstrate the potential to succeed in higher education and successfully contribute to the local community and society at large.

Freshmen and Transfer Students Scholarships/Awards

Outstanding Scholars Recruitment Program

(O.S.R.P.) is a merit-based scholarship program sponsored jointly by the state of New Jersey and William Paterson University. This program is available to freshmen, who are New Jersey residents, based upon both the class rank and combined SAT 1 score of the student. These amounts are inclusive of other merit scholarships offered by the state of New Jersey (Edward J. Bloustein Distinguished and Urban Scholarships). It may be packaged with other sources of scholarships and need-based aid. Financial need is not an eligibility factor. Scholarship awards are automatically renewed each year for up to four years based on a maintained minimum cumulative GPA of 3.0, satisfactory academic progress toward graduation, and full-time undergraduate status.

Awards are based on the following criteria:

Class Rank	Combined SAT 1	Annual Award
95-100%ile	1500-1600	\$7,500
	1400-1490	\$6,500
	1350-1390	\$5,000
	1300-1340	\$4,500
	1250-1290	\$4,000
90-94%ile	1500-1600	\$6,000
	1400-1490	\$5,000
	1350-1390	\$4,500
	1300-1340	\$4,000
	1250-1290	\$3,500
85-89%ile	1500-1600	\$4,000
	1400-1490	\$3,000
	1350-1390	\$2,500

Presidential Scholarships offer full tuition and fees to 100 high-achieving students based on academic merit and are offered in connection with the University Honors Program (www.wpunj.edu/ICIP/honors/). Fifty are offered annually to freshman honor students and fifty to transfer honor students. It may be packaged with other sources of scholarships (except the Trustee) and need-based aid. Financial need is not an eligibility factor. Scholarships are awarded on a rolling basis to those who have been admitted to the University and who have submitted a Presidential Scholarship application (available from the Admissions Office). The deadline for submission is May 1.

The **freshman** Presidential Award targets high school students involved in honor-level programs and courses, advanced placement courses, and high school/college articulation programs. Minimum requirements are 1200 SAT 1 scores and class rank in the top 20 percent. In addition to academic performance, qualifying criteria also include leadership, service, and civic activity. Scholarship awards are automatically renewed for up to four years based on a maintained minimum cumulative GPA of 3.0, full-time undergraduate status, and satisfactory academic progress toward graduation.

To be eligible for the **transfer** Presidential Award, the student must have a minimum cumulative 3.5 GPA (including all previous colleges) and/or be a member of the *Phi Theta Kappa* National Honor Society. Priority goes to AA/AS degree recipients. In addition to academic performance, qualifying criteria also include leadership, service, and civic activity. Scholarship awards are automatically renewed for up to two years based on a maintained minimum cumulative GPA of 3.0, full-time undergraduate status, and satisfactory academic progress toward graduation. Two awards are reserved for *Phi Theta Kappa* students from each community college in New Jersey.

William Paterson University Scholarships for African American and Hispanic Students are \$1,000 awards granted to students of color on the basis of their academic profiles and extracurricular activities in high school or college. It may be packaged with other sources of scholarships and need-based aid. Financial need is not an eligibility factor. Scholarships are awarded on a rolling basis to those who have been admitted to the University and who have submitted an African American and Hispanic Student Scholarship application (available from the Admissions Office). The deadline for submission is May 1. Scholarship awards are automatically renewed for up to four years based on a maintained minimum cumulative GPA of 2.6, full-time undergraduate status, and satisfactory academic progress toward graduation.

Academic Excellence Scholarships grant ten four-year \$1,000 awards and seven one-time-only \$750 awards based on academic achievement to accepted full-time students. One scholarship is reserved for either a music or art major, alternating each academic year. It may be packaged with other sources of scholarships and need-based aid. Financial need is not an eligibility factor. Scholarships are awarded on a rolling basis to those who have been admitted to the University and who have submitted an Academic Excellence Scholarship application (available from the Admissions Office). The deadline for submission is March 15.

Minimum **freshman** requirements are 1100 SAT 1 scores and class rank in the top 15 percent. Awards of \$1,000 are automatically renewed for up to four years based on a maintained minimum cumulative GPA of 3.0, full-time undergraduate status, and satisfactory academic progress toward graduation.

Transfer students must have a minimum cumulative 3.45 GPA (including all previous colleges) and priority goes to AA/AS degree recipients. Awards of \$1,000 are automatically renewed for up to two years based on a maintained minimum cumulative GPA of 3.0, full-time undergraduate status, and satisfactory academic progress toward graduation.

The Russell and Ethel Muter Scholarship, one \$500 scholarship, is funded by Russell '73 and Dr. Ethel Muter '73. Recipient must have an associate's degree from a community college in New Jersey, with preference given to Raritan Valley Community College. Recipient must be either a math or accounting major, have and maintain satisfactory academic progress, and have a minimum GPA of 3.2.

William Paterson University Foundation Scholarships

Ben Shahn Gallery Scholarship

One scholarship up to \$500, created by friends and patrons of Ben Shahn Gallery, is awarded to a student majoring in art with a minimum GPA of 3.0.

Bergen County Retired Educators Scholarship

Two \$500 scholarships are made possible through the generosity of the Bergen County Retired Educators Association. The scholarships are for full-time students who reside in Bergen County and demonstrate a record of academic achievement, community or public service, and who plan a career in teaching.

Frank and Lydia Bergen Scholarship

Three scholarships of \$2,500 are funded by the Frank and Lydia Bergen Foundation. Recipients must be classical music students with superior musical ability, a GPA of 3.0, and demonstrated financial need.

Braxton Foundation Scholarship

Two \$3,500 scholarships, funded by the Braxton Foundation, are for sophomores, juniors, or seniors who require financial assistance to remain at the University.

Michael and Emma Burns Scholarship

One scholarship up to \$500 is funded by Michael '64 and Emma Burns '64. The recipient is a student who has served at least one semester on the *Beacon* or *Pioneer Times* newspaper staff and is currently on the newspaper staff with a minimum GPA of 2.5.

Herbert and Constance Califano Scholarship

One scholarship up to \$500 is funded by the Califano family and friends. The recipient must be majoring in mathematics, pursuing a career in teaching, and planning to study on the graduate level. He/she must be active in campus activities, achieve a minimum GPA of 3.5, and not be eligible for state or federal grant programs.

Castrol Scholarship

Two scholarships at \$2,000 and one at \$2,500 are funded by Castrol for a financially needy minority or non-traditional student from Passaic County who is enrolled in the Christos M. Cotsakos College of Business.

Paul K. Chao Scholarship

One scholarship, funded by Professor Paul Chao, for up to \$500 is for a student with financial need majoring or about to major in African, African American, and Caribbean Studies.

Class of 1973/1974 Scholarship

One scholarship up to \$750, donated by members of the Classes of 1973 and 1974, is for a student who demonstrates financial need.

Cotsakos Family Scholarship

One scholarship up to \$2,500 is made possible by Christos '73 and Tami Cotsakos '71. The recipient must be a resident of Paterson, NJ, and demonstrate financial need.

Sam and Irene Dedio Scholarship

One scholarship up to \$2,600, funded by Sam and Irene Dedio, is for a junior majoring in communication or business with a minimum GPA of 3.0. Preference is for a full-time student who works part-time. The scholarship may be renewed for another year if a minimum GPA of 3.0 and full-time status is maintained.

Grace Waldron Degraaf Scholarship

One scholarship up to \$500 has been donated by Grace Waldron DeGraaf '36 for a full-time student with a minimum GPA of 3.0 pursuing a career in education.

Helen Doelee Demarest Scholarship

One \$2,000 scholarship has been created by the family and friends of Helen Doelee Demarest '27/'36/'53. The recipient must demonstrate financial need and be preparing for teacher certification with the intention of teaching at the elementary or secondary level.

Isaiah Dock Scholarship

One \$250 scholarship, in memory of Isaiah Dock and donated by the Dock family and friends, is awarded to an African American single parent who demonstrates financial need and is a student with a minimum 3.0 GPA. The recipient must be at least a second-semester sophomore. Graduate students are also eligible.

Fiftieth Reunion Scholarship

Two scholarships for \$1,000 were created by alumni in celebration of the 50th anniversary of their graduation from William Paterson. The scholarship recipient are chosen on a rotating basis from the University's five colleges.

Fiftieth Reunion Endowed Scholarship

One \$500 scholarship has been created by alumni in remembrance of the 50th anniversary of their graduation from William Paterson. The scholarship recipient would be chosen on a rotating basis from the University's five Colleges.

Patricia Theiller Franklin Scholarship

Up to five \$2,000 scholarships were created in the memory of Patricia Theiller Franklin '86. Recipients must be nursing majors.

Anna Freund Scholarship

One scholarship up to \$500 was created by Anna Freund '63 and friends to be awarded to an undergraduate, female, non-traditional student (over 25 years of age).

Joseph A. Gorab Scholarship

One \$500 scholarship is available to a student pursuing studies in the field of teaching the learning disabled. He/she also must maintain a minimum 3.0 GPA and pursue extracurricular activities.

Barbara M. Grant Scholarship

One scholarship up to \$500 has been created by Barbara M. Grant '54. Preference is given to a student in the College of Education with a minimum GPA of 3.7.

Agnes C. Grimshaw Scholarship

One scholarship of \$750 or more has been created by Agnes Grimshaw '25 for a student with scholastic ability; a biology or chemistry major is preferred.

Leola G. Hayes Scholarship

One scholarship up to \$500, donated in memory of Leola G. Hayes, is for a freshman majoring in special education who demonstrates financial need.

Hobart Family Scholarship

Preference for one scholarship up to \$500 created by the Hobart family is given to a political science or history major who demonstrates financial need.

Sol Hoffman Scholarship

One scholarship up to \$500, funded by the family and friends of Sol Hoffman, is awarded to a child of an AFL-CIO parent who demonstrates financial need and exhibits some community involvement.

Donald L. Hughes Scholarship

One \$1,000 scholarship honoring Donald L. Hughes is funded by the North Jersey AAA. Recipient must be a current member (or closely related to a current member) of the North Jersey AAA.

Gary Hutton Scholarship

One scholarship up to \$500 was created by the friends of Gary Hutton '73 in his memory. Preference is for an African American recipient majoring in music. The student must be in good academic standing with satisfactory progress toward a degree.

Mohammed T. Khairullah Scholarship

One \$500 scholarship has been donated by Mohamed Khairullah for a resident of Prospect Park enrolled in the College of Education or Christos M. Cotsakos College of Business. Student must be full-time with a minimum GPA of 3.25 with a preference for community involvement.

Ruth Klein Scholarship

Two \$500 scholarships are funded by the friends of Ruth Klein in her memory. Recipients must be graduate students in education or counseling who have completed a minimum of 12 credits, achieved a minimum GPA of 3.50, and have a record of outstanding leadership and/or community involvement.

Thomas G. Lambrix/Union Camp Scholarship

One scholarship of up to \$500 is funded for a communication major who has demonstrated financial need and achieved academic progress towards a degree.

Linder Family Scholarship

One \$1,000 scholarship has been donated by Judith and Stewart Linder for a student pursuing a career in education with a minimum GPA of 3.0. Full- or part-time employment in childhood education is preferred with the ability to demonstrate financial need.

John Victor Machuga Endowed Scholarship

Two \$2,500 scholarships are funded by the John Victor Machuga Foundation. The recipients must be high-achieving students of color.

Maltese Family Scholarship

One scholarship up to \$500 is funded by the Maltese family. The recipient must be a communication major with demonstrated financial need. Preference is given to a first-generation Italian American.

Vincent and Mary Ann Mazzola Scholarship

One scholarship of up to \$1,000 was created by Vincent '73 and Mary Ann Mazzola. Eligibility is restricted to first-year, full-time students who demonstrate financial need as well as potential determination and the will to complete rigorous college-level work.

McDermott Teaching Scholarship

Four \$500 scholarships have been donated by the McDermott family for students who are pursuing teacher certification. Recipients must be accepted into the professional teaching component and have minimum sophomore level standing, a cumulative GPA of 3.0, and a letter of faculty support.

Joan M. Mulcahy Scholarship

One \$1,000 scholarship is funded by Michael Mulcahy '73/M.A. '74 in memory of his wife, Joan Mulcahy '97. Recipient should be a deserving full- or part-time (preferably full-time) working mother. Preference is given to a student majoring in sociology or psychology.

Dorothy and James O'Connor Scholarship

One scholarship funded by Andrew and Danielle McKay in honor of Andrew's parents is for a junior or senior with a minimum GPA of 3.5.

Pepsi Bottling Group Scholarship

One scholarship at \$500 was donated by the Pepsi Bottling Group for a full-time student in junior year with a minimum GPA of 3.4. Student must be enrolled in the Christos M. Cotsakos College of Business and pursuing a business career. Preference for a student with financial need.

Aniello J. Pesce Scholarship

One \$5,000 scholarship was created by William Pesce '73 in honor of his father. Recipient must be an outstanding student from the Christos M. Cotsakos College of Business who is also a first-generation college student.

Olivia J. Phillips Scholarship

One scholarship up to \$500 was created by Dorothy Emerson in memory of her daughter, Olivia J. Phillips '68. It is to be awarded to a full-time, undergraduate student who is planning a career in teaching. The student must demonstrate financial need.

Pi Lambda Theta Scholarship

Two, two-year, \$500 scholarships and one, one-year, \$300 nonrenewable scholarship are funded by the Beta Chi chapter of Pi Lambda Theta. The recipient must be a student pursuing certification in education with a minimum GPA of 3.5.

Susan G. Radner Scholarship

One scholarship up to \$1,250, funded by Susan Radner, is restricted to a student enrolled in the College of the Humanities and Social Sciences. The recipient must maintain a 2.50 GPA to be considered for renewal.

Aaron L. Rubin Scholarship

A number of scholarships up to \$5,000, established by Jacob Rubin in memory of his brother, for students who have matriculated into the honors program.

Maria Saa and Marietta Cutillo Family Scholarship

One scholarship up to \$1,000 funded by Professor and Mrs. Orlando Saa for a student in Spanish. The student should have financial need and a minimum GPA of 3.0, with emphasis on academic excellence.

Senior Class Endowed Scholarship

One scholarship of \$1,000 or more is funded by graduating seniors for a deserving undergraduate.

Arnold and Myrna Speert Scholarship

One \$2,500 scholarship is funded by friends and family of Arnold and Myrna Speert. Preference is for a recipient with demonstrated financial need.

Walter and Louise Sutcliffe Scholarship

One \$3,000 scholarship and eleven \$2,000 scholarships are funded by the Walter and Louise Sutcliffe Foundation. Recipients are minority nursing students with a minimum GPA of 2.75 and demonstrated financial need.

Twenty-fifth Reunion Endowed Scholarship

One \$1,000 scholarship was created by alumni in celebration of the 25th anniversary of their graduation from William Paterson. The scholarship recipient is chosen on a rotating basis from the University's five colleges.

Edward and Stella Van Houten Scholarship

Five undergraduate and/or five graduate scholarships of \$2,000 each are funded by the Edward and Stella Van Houten Foundation. Recipients are students of color majoring in nursing with a minimum GPA of 2.75 and demonstrated financial need. Special consideration is given to those who have the additional burden of loans to repay.

Paul Vouras Minority Student Scholarship

A scholarship up to \$500 for a student of color is funded by the late Professor Paul Vouras.

Wayen Foundation Scholarship

Two \$2,500 scholarships funded by the Wayen Foundation are awarded to students of Chinese descent.

Wienke-Mault Scholarship

One scholarship up to \$1,200 is donated by Helen Mault to a student who is a graduate or undergraduate pursuing a career in education. The student must have a minimum GPA of 3.0, or have financial need.

Clair B. Wightman Scholarship

One scholarship in memory of Dr. Clair Wightman, funded by Florence Wightman, is for a student who is preferably an educational leadership major.

William Paterson University Employees Scholarship

One scholarship up to \$1,500 is funded by William Paterson employees. The recipient must be a student entering sophomore, junior, or senior year who has demonstrated academic achievement, contributed to the life of the University through participation in recognized activities, and who is employed on- or off-campus for a minimum of 15 hours per week.

Woman's Club of Paterson Scholarship

One \$1,000 scholarship, funded by the former Women's Club of Paterson, is awarded to a female resident of Paterson.

Frank Zanfino Scholarship

One scholarship up to \$750, funded by the friends and family of Frank Zanfino '49, is alternately awarded to a student enrolled in the Christos M. Cotsakos College of Business and the College of Education.

Academic Departmental Foundation Scholarships and Awards

Cotsakos Family Scholarship Fund in Music

An undetermined number of scholarships totaling \$14,000, funded by Tami and Christos Cotsakos, are awarded to students majoring in music.

To apply: Contact the William Paterson University Music Department for information (973.720.2315).

E*TRADE Music Scholarship

A number of scholarships ranging from \$2,000 to \$3,000 have been created by alumna Tami Cotsakos, for classical music students in recognition of their outstanding musical talents. Scholars are expected to meet the normal expectations of the Music Department. Scholarships may be renewable for up to four years with full-time status and a minimum GPA of 2.75. Scholarship and financial aid packages may not exceed the amount of educational expenses for attendance at the University.

To apply: Contact the William Paterson Music Department for more information (973.720.2315).

Gamma Lambda Award

An award of \$100 is given to an outstanding student in mathematics.

For information: Contact the William Paterson Department of Mathematics chairperson (973.720.2158).

Eric and Leonore Hummel Award

Funded by the friends of Eric and Lenore Hummel, \$500 is awarded to a student who has matriculated in the master's program and who has a minimum GPA of 3.25 after the completion of at least four courses. Students applying for membership in *Kappa Delta Pi* will be considered. Financial need is also taken into account.

To apply: Contact the William Paterson Department of Special Education chairperson (973.720.2118).

Thad Jones Scholarship

Several scholarships up to \$500 are awarded to a music major in the Jazz Studies Program.

To apply: Contact the William Paterson University Music Department for an application (973.720.2315).

Howard B. Leighton Scholarship

One scholarship in the amount of \$2,000 has been donated by Professor Howard B. Leighton. The recipient must be a full-time undergraduate student with permanent New Jersey residence, must be majoring in studio or art history, and preferably have demonstrated talent and excellence in her/his chosen major. Financial need should not be a criteria.

To apply: Contact the William Paterson University Art Department for an application (973.720.2401).

Helen and Philip Manno Award

One \$100 award is given to a graduating senior with the highest GPA in English for the academic year.

For information: Contact the William Paterson University Department of English (973.720.2214).

Music Faculty Award

Ten to 15 awards, funded by the Music Faculty and ranging from \$150 to \$400, are given annually to outstanding music students.

For more information: Contact the William Paterson Department of Music chairperson (973.720.2315).

Paterson Teachers for Tomorrow

Several full-time scholarships have been created through the generosity of multiple donors. Recipients are graduates of the Paterson school district and members of the Future Teachers Club who want to return to Paterson to teach in an urban district. Award is net of financial aid. Students are recommended by the Department of Education.

For more information: Contact the William Paterson Department of Education (973.730.2137).

Paterson Teachers for Tomorrow/Raymond Miller Scholarship

Several full-time scholarships have been created through the generosity of Raymond Miller. Recipients are graduates of the Paterson school district and members of the Future Teachers Club who want to return to Paterson to teach in an urban district. Award is net of financial aid. Students are recommended by the Department of Education.

For more information: Contact the William Paterson Department of Education (973.730.2137).

Fred C. Rummel Scholarship

Scholarships ranging from \$1,500 to \$2,500 are funded by the Rummel Foundation. Recipients must be in the top 20 percent of their high school graduating class and/or have a minimum GPA of 3.30. Awards are given to full-time students enrolled in the William Paterson Honors Program. To be renewed, recipients must demonstrate financial need and maintain a GPA of 3.0. Preference is given to students of color.

To apply: Contact the William Paterson University Honors Office for an application (973.720.3657).

Carole Sheffield Award

One \$500 award, named in honor of William Paterson Professor Carole Sheffield, is awarded to a distinguished student of political science and women's studies. Student must have a record of community service and activism.

To apply: Contact the William Paterson University Women's Studies Office for additional information (973.720.3547).

Marguerite Tiffany Scholarships

Two scholarships up to \$750, created by family and friends in memory of Marguerite Tiffany, are awarded to deserving incoming or attending art students as chosen by Art Department representatives.

To apply: Contact the William Paterson University Art Department for an application (973.720.2402).

Norma Van Dyke Award

Award up to \$500, funded by Ellen Bedell, goes to a graduating senior (restricted to a women's studies major) with a minimum overall GPA of 2.8 and a minimum GPA of 3.0 in all women's studies courses. Recipient must exhibit evidence of community service, social activism or scholarly research.

For more information: Contact the William Paterson University Women's Studies Office for additional information (973.720.3547).

Paul Vouras Humanities Award

One award up to \$500, donated by Professor Paul Vouras, is to be given to an academically outstanding senior (either in history or philosophy) who is going on for graduate work. Recipients are to be nominated by the department and selected by department chairs.

For more information: Contact the William Paterson University College of the Humanities and Social Science dean (973.720.2413).

Paul Vouras Social Science Award

The Social Science Award of \$250, donated by Professor Paul Vouras, is given to an academically outstanding senior (either in sociology, political science, or psychology) who is going on to graduate work. Recipients are to be nominated by the department and selected by those department chairs.

For more information: Contact the William Paterson University Dean of the College of the Humanities and Social Science (973.720.2413).

C. Kent Warner Scholarship

Up to four \$1,000 scholarships are awarded to full-time biology majors.

To apply: Contact the William Paterson University Department of Biology for an application (973.720.2245).

William Paterson University Alumni Association Scholarships

Alumni Academic Achievement Scholarships

Scholarships of \$500 to \$1,000 are funded by the William Paterson University Alumni Association. Students must have a GPA of 3.0 or above, and be at least a sophomore at the start of the fall semester. Some are named scholarships, which honor those who were important in the institution's history. Financial need is not a consideration.

Alumni Family Member Scholarships

Ten \$500 to \$1,000 scholarships are funded by the William Paterson University Alumni Association for a full-time undergraduate student who is the immediate family member of an alum. A sponsorship letter is required. Current William Paterson students must be enrolled full-time (minimum 24 credits) and have a 2.75 or higher GPA on a 4.0 scale.

Alumni Fellowship

One in-state, full tuition and fee scholarship, which also includes a \$300 book stipend, is funded by the William Paterson University Alumni Association. GPA must be 3.0 or higher and the student must be a junior or senior with 58 credits or more. The recipient is required to work in the Alumni Relations Office 15 hours per week. Half of the fellowship is based upon work performance.

Charles A. Anderson Scholarship

Two \$1,400 scholarships are funded in the name of Charles Anderson for elementary education certification candidates with a minimum GPA of 3.0 and at least 24 credits completed. One is for either an undergraduate or graduate student, and the other is for an undergraduate student of color. Students must display civic/community involvement. Financial need is not a consideration.

Dominic Baccollo/SGA Scholarship

Up to three \$500 to \$1,000 scholarships have been created by the Student Government Association honoring Dominic Baccollo. A minimum GPA of 2.35 and involvement in on-campus, extracurricular activities are required. Scholarship is open to full- and part-time students. Financial need is not a consideration.

Campus and Community Service Scholarships

Numerous \$500 to \$1,000 scholarships are funded by the William Paterson University Alumni Association. Recipients must be at least sophomores with a minimum GPA of 2.5 and be heavily involved in extracurricular activities. Financial need is a secondary consideration.

Mary C. Davidow Scholarship

One \$500 scholarship was created by the family and friends of Mary Davidow. The recipient must be a full-time junior or senior majoring in English with a minimum GPA of 3.0. Secondary consideration is involvement in extracurricular activities. Financial need is a secondary consideration.

Donald Duclos Scholarship

One \$500 scholarship was created by the family and friends of Donald Duclos. The recipient must be a full-time senior majoring in English with a minimum GPA of 3.0. Secondary consideration is involvement in extracurricular activities. Financial need is a secondary consideration.

Fran Gesner Scholarship

One scholarship equivalent to three in-state graduate credits was created by the friends of Fran Gesner. Recipient must be a full-time student in the communication disorders graduate program, have a minimum GPA of 3.2 with at least 6 graduate credits, and have resided for a significant time in Passaic County. Secondary criteria include financial need, involvement in extracurricular activities, and a commitment to the communication disorders field.

Herb Jackson Scholarship

One scholarship equivalent to six undergraduate, in-state credits was created by the friends and family of Communication Professor Herb Jackson. The recipient must have completed 50 credits, have a minimum GPA of 3.0, and major in communications. Primary consideration is work experience on *The Beacon*. Secondary consideration is involvement in other extracurricular activities. Financial need is a secondary consideration.

Alice M. Meeker Scholarship

One \$500 scholarship was created by the family and friends of Alice Meeker. The recipient must be a full-time junior or senior pursuing a teacher's certificate with a minimum GPA of 3.0. Financial need is secondary consideration.

Mae Randazzo Willging Scholarship

One scholarship, equivalent to three to six undergraduate, in-state credits, was created by the family and friends of Mae Randazzo Willging '37. The recipient must be a full-time junior or senior pursuing a career in elementary education with a high GPA. Secondary consideration is involvement in extracurricular activities. Financial need is a secondary consideration.

Federal and New Jersey State Financial Aid Programs

Students may also be eligible for need-based financial aid available through state and federal programs. Awards generally come from more than one source, are called financial aid "packages," and are usually comprised of grants, loans, and campus employment.

A grant is financial aid that does not have to be paid back. Loans are borrowed monies that must be repaid with interest after the student graduates or is no longer enrolled at the University. Student employment consists of campus jobs and provides a great opportunity for students to meet and work with faculty, staff, and fellow students while learning skills that could impact positively on their future.

The University participates in the Federal Direct Student Loan Program, consisting of Federal Direct Stafford Loans (subsidized and unsubsidized) and Federal Direct Plus loans. The U.S. Department of Education is the lender (rather than a bank or credit union).

William Paterson's Financial Aid Office utilizes the Gateway System to ensure expediency in approving New Jersey grants and to assist in the timely payment of vouchers. The Gateway System provides the individual up-to-date financial aid eligibility for students who apply for grants and scholarships through the New Jersey Higher Education Student Assistance Authority.

New Jersey State Grants

Tuition Aid Grants (TAG) are awarded to students who are, or intend to be, full-time undergraduates. Applicants must demonstrate a need for student aid. Grants range from \$200 to \$3,354 per academic year.

Educational Opportunity Fund Grants (EOF) are awarded to undergraduates from educationally disadvantaged backgrounds with demonstrated financial need. Grants for students range from \$200 to \$1,200 per academic year.

The Public Tuition Benefits Program awards the costs of tuition up to the highest amount charged at a New Jersey public college or university to dependents of emergency service personnel and law enforcement officers killed in the line of duty. They must be enrolled in a New Jersey college or university on at least a half-time basis. Applications may be obtained by calling the Office of Student Assistance Financial Aid Information Center toll-free at 1.800.792.8670.

Federal Grants

Federal Pell Grants are awarded to undergraduate students who are enrolled at least half-time and demonstrate financial need. Grants range up to \$4,000 per academic year. Some students enrolled less than half-time may also be eligible.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students who demonstrate great financial need and are enrolled at least half-time. Grants may range from \$100 to \$1,100 per academic year.

Educational Loans

The Federal Direct Stafford Loan Program is available to full- and half-time students whose eligibility is determined by a federally mandated formula. Annual loan limits, based on academic levels, are as follows: Freshman, \$2,625; Sophomore, \$3,500; and Junior/Senior, \$5,500. The interest rate is variable; the rate for 2002/2003 is 3.46 percent. Repayment must begin six months after graduation, withdrawal from school, or enrollment below half-time.

The Federal Plus Loan Program is available to parents of eligible, dependent, undergraduate students enrolled at least half-time and who are making satisfactory progress toward a degree or certificate. Parents may borrow up to the cost of education per child minus other financial aid. Repayment must begin within 60 days after disbursement at variable rates of interest. The rate for 2002-2003 is currently 4.86 percent.

The Federal Perkins Loan, formerly the National Direct Student Loan (NDSL), is available to students with financial need. Repayment at 5 percent interest begins six to nine months after the borrower ceases to be at least a half-time student, with up to 10 years to repay. Loans may range from \$100 to \$1,200 per academic year.

New Jersey College Loan to Assist State Students (NJCLASS) is offered through the state of New Jersey to students and their families. The applicant must be enrolled at least half-time. Families may borrow up to the cost of attendance minus other financial aid per academic year for four years. The interest rate is fixed and depends upon the repayment option chosen by the borrower.

Work-Study Programs

Federal College Work Study provides jobs for students in need of financial assistance and permits them to work on campus for a maximum of 15 hours per week. Students are paid bimonthly.

Veterans Programs

For information on state and federal veterans programs, including veterans benefits, veterans tuition and credit program, and the POW/MIA program, contact the Registrar's Office at 973.720.2423.

William Paterson Financial Aid Satisfactory Academic Progress Policy

A student shall be considered to be maintaining satisfactory academic progress for the purpose of financial aid upon the successful completion of ten (10) credit hours per semester during the first year of enrollment.

During the second and third year of enrollment the student must successfully complete twelve (12) credit hours per semester. Thereafter, the successful completion of fifteen (15) credit hours per semester will constitute satisfactory progress. In addition to meeting the minimum number of credit hours required, each student must maintain the minimum grade point average to be considered for financial aid.

Credit Hours	Cumulative Grade Point Average
0 - 20	1.50
21 - 32	1.75
33 - 44	1.90
45 and above	2.00

Student Life

Recognizing the need for the social and cultural, as well as the academic development of the individual, William Paterson University offers a wide range of activities to meet the needs and interests of the entire student body. Students directly participate in selecting, planning, and implementing social and cultural events.

Through participation in campus organizations and activities, students gain experience in governing their own affairs, accepting responsibility and learning to appreciate other people and their points of view.

Annual sponsored campus activities generally include Welcome Week; Homecoming Weekend; Latin Heritage Month; African Heritage Month; Springfest; and the Senior Dinner Dance. Other activities include feature and art films; folk, rock, and jazz concerts; lectures; dances; theatre presentations; art exhibits and many others.

Any student who wishes to participate on committees or join any club or organization may obtain information by contacting the Office of Campus Activities and Student Leadership or Student Government Association in the Student Center. All students are encouraged to participate in the activities of their choice, and membership in all clubs and organizations is open to all William Paterson University students regardless of race, religion, sex, national origin, handicap, or sexual orientation.

Student Government Association (973-720-2157)

All students are members of the Student Government Association (SGA), which is funded by the student activity fee. The Student Government Association is the focal point for student participation in the governance of the University. Each year students are elected to hold executive, committee, class, and representative offices within the Student Government Association. The legislature is responsible for political and financial decisions that affect the student body.

The Student Government Association is responsible for chartering and funding over 50 clubs and organizations that are active on campus.

Additionally, the Student Government Association retains the services of an attorney, who offers free consultation to students during weekly visits. It also provides a discounted pharmacy plan and sexual health services for all students.

Clubs and Activities

Extracurricular life at William Paterson University is largely sponsored by dozens of campus clubs — service clubs, cultural clubs, academic clubs, and special interest clubs. The Student Activities Programming Board (SAPB) is the major programming organization on campus, producing social, cultural, educational, and recreational activities for the entire student population.

The SAPB is funded by the Student Government Association and relies on student input to plan a variety of events open to the university community. Membership is open to all interested students.

The SAPB is composed of the following committees, each sponsoring activities in its particular area: cinema, concerts, entertainment, lectures, advertising, festivals, daytime, travel, and multicultural activities.

SGA Chartered Clubs and Organizations

Accounting Society
Alliance for Sexual and Gender Diversity
Anthropology Club
Billiards Club
Bowling Club
Brothers for Awareness
Caribbean Students Association (CARIBSA)
Catholic Campus Ministry Club
Chess Club
Christian Fellowship
Computer Science Society
Disturbing the Peace
Dynamic Desi
Education Club
Essence/English Club
Equestrian Club
Exercise and Movement Science Club
Fencing Club
Feminist Collective
Filipino American Cultural Entity (FACE)
French Club
Future Marketers of America
Galen Society
Graduate Student Nurses
Graduate Students Organization
Greek Senate
Haitian American Students Association (HASA)
Hillel (Jewish Students Association)
History Club
Ice Hockey
International Student Association

Math Club
Music and Entertainment Industry Students Association (MEISA)
Muslim Student Association
National Association for the Advancement of Colored People (NAACP)
Natural Sciences Club
Organization of Latin American Students (OLAS)
Outdoors Club
Peace and Justice Coalition (PJC)
Pioneer Players
Pioneer Yearbook
Political Science Club
Psychology Club
Sales Club
Sisters for Awareness, Black Leadership and Equality (SABLE)
Spreading History and Dance to Every Student (SHADES)
Sociology Club
Spanish Club
Student Activities Programming Board (SAPB)
Student Art Association
Student Business Association
Student Government Association
Student Film Association
The Beacon
The Dance Team
Universal Hip Hop Cultural Organization (UHHCO)
United Asian Americans
United Students for Awareness (USA)
WCRN Radio
WPBN-TV

Media Organizations

The **Pioneer** yearbook is the University annual, which provides an overall pictorial and editorial record of the activities of the University year and portraits of the senior class.

WPSC Radio offers students an opportunity to learn the many facets of radio through practical experience and to participate in broadcasting music, news, and sports, as well as learn about advertising, engineering and audio production. WPSC, located in Hobart Hall, is also carried on UA Columbia Cablevision.

WCRN is the University's on-campus radio club. It serves the university community by broadcasting music and serves as a training ground for disc jockeys.

Intercollegiate Athletics (973-720-2356)

William Paterson is a member of the highly competitive NJ Athletic Conference, the Eastern College Athletic Conference, National Collegiate Athletic Association, and the NJ Intercollegiate Association for Women.

Currently the University offers 18 intercollegiate varsity sports for men and women as well as co-ed cheerleading. All sports compete in Division III.

Men's varsity sports include baseball, basketball, cross country, football, soccer, swimming, indoor and outdoor track. Women's varsity sports include basketball, cross country, field hockey, soccer, softball, swimming, indoor and outdoor spring track, tennis and volleyball.

Greeks at William Paterson

Although fraternities and sororities have been active at William Paterson University since the 1950s, they were first recognized by the administration and the Student Government Association (SGA) in the late 1970s. At that time, the SGA chartered the Inter-Fraternity Sorority Council to govern the Greek system. Today's system is similar but, due to growth, has become the Greek Senate.

Greeks are a driving force behind student life on campus. They may be found raising donations for charity, organizing special events for campus entertainment, attending leadership programs, collecting food or clothing to help the less fortunate, or participating in various clubs or organizations. Being involved in Greek life offers endless opportunities to gain leadership experience, social and managerial skills, and friendships that last a lifetime.

Greek Senate

Greek Senate Committees and Codes

Fraternity Committee (f)
National Pan-Hellenic Council (np)
United Cultural Greek Council (uc)
Pan-Hellenic Committee (s)

Fraternities

Alpha Phi Delta (f)
Kappa Delta Rho (f)
Lambda Sigma Upsilon (uc)
Lambda Theta Phi (uc)
Phi Beta Sigma (np)
Tau Kappa Epsilon (f)
Tau Phi Beta (f)
Alpha Phi Omega (co-ed service fraternity, uc)

Sororities

Alpha Kappa Alpha (np)
Alpha Sigma Alpha (s)
Alpha Sigma Tau (s)
Beta Zeta Phi (s)
Delta Phi Epsilon (s)
Delta Sigma Theta (np)
Lambda Tau Omega (uc)
Lambda Theta Alpha (uc)
Mu Sigma Upsilon (uc)
Omega Phi Chi (uc)
Phi Sigma Sigma (s)
Theta Phi Alpha (s)
Zeta Phi Beta (np)

Position on Hazing

William Paterson recognizes that student clubs, teams, chapter, and organizations are an integral part of college life. They provide a practical way to gain professional experience and leadership skills, further enhancing the university experience based on academics and social activities. This relationship carries with it certain rights of the University to protect and preserve an appropriate environment in which students may participate.

Thus, all students are expected to conduct themselves as responsible members of the University community and to respect their fellow citizens. Any departure from these standards, as defined in the *Student Handbook* and state regulations, may subject any individuals(s) or groups to disciplinary action.

Hazing is defined as any action taken or situation created, intentionally (on- or off-campus) to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol; paddling in any form; creation of excessive fatigue; physical and psychological shocks; wearing of public apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; or any other morally degrading or humiliating games or activities.

Honor Societies

Alpha Kappa Delta - Gamma Chapter: Sociology
Alpha Psi Omega: Theatre
Kappa Delta Pi - Zeta Alpha Chapter: Education
Lambda Pi Eta Beta - Xi: Communication
Omicron Delta Epsilon: Economics
Phi Alpha Theta - Rho Alpha Chapter: History
Pi Lambda Theta - Beta Chi Chapter: Education
Pi Sigma Alpha Iota Kappa Chapter: Political Science
Psi Chi: Psychology
Sigma Theta Tau - Iota Alpha Chapter: Nursing
Upsilon Pi Epsilon: Computing Sciences

Machuga Student Center (973-720-2292)

The John Victor Machuga Student Center, which serves as the focal point for social and cultural activities for the University, is undergoing a \$40-million, three-year construction project that will significantly expand William Paterson's ability to meet the far-ranging needs of the campus community.

Students, faculty, staff, community members, and alumni congregate in the Student Center for a wide range of event and services. Located in the Center will be recreational areas, an art gallery lounge, the ID Center, the Center Cafe, a coffee house and entertainment lounge, dining areas including the food court and restaurant, and outdoor dining terraces. A newly expanded ballroom is also being constructed to unite architecturally the Student Center with Wayne Hall, which contains the main dining facility for students and which is being renovated, as well.

The Student Center will also house student offices including those of the SGA, Student Activities Programming Board, The Beacon newspaper, Pioneer yearbook, and various social, academic, and service clubs.

The Recreation Center (973-720-2776)

Designed for student recreational activities, the Recreation Center (Rec Center) is a place to get together with friends to have fun, get in shape, and relieve stress. It contains a large multipurpose arena that can accommodate 4,000 spectators at concerts, exhibits, athletic events, and can be divided into three courts for basketball and volleyball. Additional facilities include four racquetball/handball courts (two equipped for wallyball); a large weight room equipped with free weights, Body Masters, Cybex, Nautilus, and Paramount machines; and a separate fitness room with lifecycles, stair climbers, rowing machines, elliptical machines, treadmills, and a skate machine. The multipurpose exercise room is equipped with exercise mats, a speed bag, and a heavy bag. The locker rooms have saunas and whirlpools. The Rec Center is also a Ticketmaster outlet, where you may purchase tickets for favorite Broadway shows, athletic events, or concerts.

The Rec Center is open daily providing early morning and late evening hours to accommodate students' busy schedules. Students may also take advantage of Open Rec Swim time, which takes place in Wightman Pool. Hours are posted each semester.

The Rec Center is open daily providing early morning and late evening hours to accommodate students' busy schedules. Students may also take advantage of Open Rec Swim time, which takes place in Wightman Pool. Hours are posted each semester.

The Department of Recreational Services provides a wide variety of recreational opportunities and programs, such as Aerobics, T'ai Chi Chuan, Water Safety Instructor, Lifeguard Training, CPR and First Aid. Special one-day events and theme weeks, such as Midnight Madness, Aerobics Superclass, and Fitness Week enhance overall student wellness.

The Department of Recreational Services also provides intramural activities, such as leagues for football, tennis, basketball, volleyball, racquetball, softball, floor hockey, indoor soccer, and wallyball. William Paterson University intramural teams occasionally participate in extramural events against other institutions' intramural sport teams.

Women's Center (973-720-2946)

The Women's Center provides a comfortable and supportive space for students to relax and exchange ideas and feelings about gender and women's issues. The Center's philosophy is focused on mutual respect, empowerment, and development in an atmosphere that furthers personal and political growth. Students are referred to on- and off-campus services that meet their needs and interests.

The Center has a resource library with information about area services, internships, and volunteer opportunities and printed materials on a range of topics.

The Women's Center also sponsors and cosponsors a variety of cultural, activist, and informational programs on campus and in conjunction with community groups.

The Center is open weekdays and has some evening hours and programs. All are welcome to attend.

Education Enrichment Center (973-720-3106)

Toward the mission of recruiting and retaining students of color, numerous services are offered through the Education Enrichment Center. Some of the services offered include the following:

- Mentorship Programming
- Student Leadership Development
- Tutorial Assistance Program
- Share Time to Save Minds
- Alliance for Minority Participation in Science and Mathematics (AMPS)
- Minority Student Activities Program Collaboration
- Pre-College Academy

Academic and Institutional Support Services

The Academic Support Center (973-720-3324)

Hunziker Wing 218

The Academic Support Center provides free tutoring in most general education subjects to help students achieve academic success. Students meet with tutors individually or in small groups. Tutoring techniques vary, depending on the student's learning style and the subject matter. These range from a simple review of written assignments to computer-assisted instruction. The Center also organizes and conducts study skills workshops frequently throughout the semester. Topics covered include textbook reading and analysis, test taking skills, note taking, and time management.

The Early Alert for Student Success program is coordinated by the Center. This program is designed to assist students who are experiencing problems that are interfering with academic progress. Students complete an early alert form with their instructors or advisors, and then take this form to the recommended support service, where they receive prompt assistance, e.g., tutoring, counseling, etc.

The Science Enrichment Center (973-720-3340)

Science Hall 421A

At the Science Enrichment Center (SEC), students work with tutors individually and in study groups in a resource-rich environment that supplements the material that science classes study.

The Center offers:

- study skills workshops;
- use of anatomical models; and,
- a test bank and other reference materials; computer program, CD-ROMs, and video disks.

Students may drop in for individualized assistance or join a pre-scheduled study group led by experienced tutors who work closely with faculty members to ensure that students' time is spent focusing on relevant class material.

Call 973-720-3340 for a schedule and complete information.

The Writing Center (973-720-2633)

The Atrium

Writing Center tutors can help you

- improve your writing skills;
- sharpen your critical thinking ability;
- clarify your interpretation of poems, plays and short stories;
- document your research papers;
- develop your word processing skills.

No appointment is required; call 973-720-2633 for hours of operation. (Remember to bring your own 3-1/2" disk.)

The Gloria S. Williams Advisement Center (973-720-2727)

Located in Wayne Hall, the Advisement Center fulfills two important campus needs:

1. an information and referral service for students with general academic questions and problems
2. more personalized advisement services for students who have not yet decided on a major, or are exploring alternative majors.

Students who need answers to routine academic questions may visit the Academic Information Counter, located just inside the Advisement Center. Staffed with specially trained student assistants called "Peer Advisors," the Academic Information Counter is available to students on a drop-in basis during the day and in the evening.

In addition to having their questions answered, students may obtain the following materials from the Advisement Center: degree audits for every major, schedule of classes booklets, academic department brochures and flyers, and many other items of interest.

Advisor Assignments

Upon admission to the University, each student in a major is assigned a faculty advisor to provide assistance with curriculum planning appropriate to the major course of study. Freshmen who are undeclared receive advisement from their Freshman Seminar instructor. Undeclared upperclassmen receive advisement from full-time professional advisors in the Advisement Center.

Alumni Association (973-720-2176)

Every student who earns a degree from William Paterson University is automatically a member of the Alumni Association. Maintaining contact with alumni, the Association keeps alumni informed of university developments. The Association coordinates events, such as homecomings and reunions, sponsors the Athletic Hall of Fame, Distinguished Alumni Awards, and the Outstanding Senior Award.

Upon graduation, all alumni receive identification cards, which enable them to continue using the many university facilities that were available to them as students. Alumni are encouraged to remain active members of the university and their generous contributions permit the Association to support the institution through its grant and scholarship programs.

Declaration/Change of Major

Students in good academic standing may declare or change one or more majors after completing at least one semester at William Paterson University.

Declaration/change of major applications may be completed at the Advisement Center during operating hours. These are then forwarded to the appropriate department chairperson for action. Students are notified, in writing, of the chairperson's decision and are assigned an advisor in the new major upon acceptance. Declaration of Minor forms are also available at the Center.

Early Alert Program

The Early Alert program is coordinated by the Center. This program is designed to assist students who are experiencing problems that are interfering with academic progress. Within the first six weeks of the semester, instructors complete an early alert form online and forward it to the Early Alert Coordinator, who follows up with the student to recommend appropriate support services, i.e., tutoring, counseling, etc.

Campus Ministry (973-720-6184)

Interfaith Council

In recognition of the various religious communities present on our campus, the William Paterson University Interfaith Council was formed to meet the spiritual and religious needs of our students, faculty, and staff. The Council is coordinated by the advisers to the chartered club "C" members: Catholic Campus Ministry, Christian Fellowship, Hillel, and the Islamic Students Association. Each of the groups may be contacted on campus at the Student Center. The Catholic Campus Ministry Center is located next to

entry #1, 219 Pompton Road. The on-campus phone number is 973-720-3524 and the off-campus number is 973-595-6184. The Interfaith Council meets regularly and provides many interfaith activities, socials, and services for all students.

Bishop Rodimer Catholic Campus Ministry Center and the Jesus Christ Prince of Peace Chapel

The Catholic Campus Ministry (CCM) and Chapel, located next to Entry 1, serves the students, faculty, and staff of the University through social, service, self-awareness and spiritual programs, and is open to all. In recognition of its various outreach programs, sponsored with sororities, fraternities, the SGA, and Alumni Association, the CCM Center has been the recipient of Outstanding Program, Outstanding Club, and "Students First" awards for many years. The CCM Center offers religious services, social outreach, counseling, retreats, as well as social events and parties for the students, regularly. The Center hosts the Campus Ministry Club and is also used regularly by the Greek organizations for retreats, meetings, and social gatherings. Mass is offered at the Jesus Christ Prince of Peace Chapel on Sundays (September–July) at 10:45 a.m. and 7:30 p.m. and is open to the whole University community. For further information, contact its Web site: www.princeofpeacechapel.com.

Career Development Center (973-720-2282)

The Career Development Center provides a comprehensive career development program designed to assist students in making appropriate career choices and in developing plans to achieve their goals. To maximize potential and marketability, students are encouraged to take advantage of services early and often in their undergraduate careers. The office is open Monday, 8:00 a.m. - 7:00 p.m.; and Tuesday–Friday, 8:00 a.m. - 5:00 p.m. Services include:

Career Guidance - Professional counselors are available during day and evening hours for individual appointments. Decision making, career pathing, vocational testing, critiquing of resumes, preparing students for interviews, and discussing the job market are just a few areas that staff members are skilled to handle.

Workshops - Each semester an extensive job readiness and career planning workshop series is offered, covering a wide range of topics, some of which include career decisions for the undecided, exploring careers in your major, planning for graduate school, resume writing, interview techniques, and job search strategies.

Technology – The Center offers students access to the department's computer lab and utilizes web-based technology to support major components of this office including such job search functions as resume preparation and referrals. All employment listings, recruitment activities, programs, information and links to appropriate web sites are posted on our homepage for viewing and retrieval. Easy-to-use computerized guidance programs that can aid students in the career decision making process are also available to students.

Internships - An Internship Coordinator assists students in identifying career related, credit-bearing placements. Attention is given to resume development, preparing students for interviews and work related ethics.

Recruitment and Job Fair Programs - These events are scheduled periodically for students to meet and discuss career-related information and job opportunities with area employers.

Community Service/Job Location and Development Program - A counselor assists students in securing community service jobs, and part-time, summer, and temporary off-campus employment. Primary emphasis is on development of career-related positions.

Child Care Center (973-720-2529)

The William Paterson Child Care Center, located in Hunziker Wing, Room 35, provides an affordable and balanced preschool program for children and grandchildren of William Paterson students, staff, faculty, and alumni. The center, licensed by the state of New Jersey, is open to children who are toilet-trained and between the ages of two-and-a-half and six. Registered students may use the center for as many hours per week as needed, regardless of class schedule, from 7:45 a.m. to 5:00 p.m., Monday through Friday.

The daily schedule of activities, preplanned and spontaneous, are child-inspired. They include language, prereading and premath skills, and the introduction of social studies, science, music, and art in a developmentally appropriate, integrative setting.

Counseling and Health and Wellness Centers

The Counseling and Health and Wellness Centers assist students in achieving success in their academic experience and their personal and professional goals throughout life by offering personal counseling and health care services.

The **Counseling Center** is located in Morrison Hall 115. The telephone number is (973) 720-2257. Appointments may be made by telephone or in person. Twenty-four hour/seven days a week emergency/crisis intervention is available by calling the Counseling Center telephone number. During the fall and spring semesters, the Counseling Center is open Monday from 8:30 a.m. to 7:00 p.m. and Tuesday to Friday 8:30 a.m. to 4:30 p.m. During the summer, the hours are Monday, 8:00 a.m. to 7:00 p.m., and Tuesday to Thursday, 8:00 a.m. to 5:15 p.m.

The Counseling Center provides a wide range of free, confidential counseling services for all students. Typical problems seen are: academic stress, time management issues, issue with self-esteem/self-doubt, difficulties with friends or family, unhappiness and depression, anxiety, harmful habits, eating-related problems, assertiveness, and conflict resolution, anger management, and communication in relationships.

The Counseling Center staff welcomes opportunities to collaborate with individuals, all student groups, staff, faculty, and the larger William Paterson community, and can provide consultation, presentations, and workshops.

The Health and Wellness Center is located in Wayne Hall on the first floor. The telephone number is 973-720-2360. To better serve all students, please call ahead to make an appointment. Emergencies are attended to immediately. For emergency medical care or assistance, call University Public Safety at 973-956-3300, or the Health and Wellness Center. The Health and Wellness Center's hours of operation are Monday, Tuesday, Wednesday and Friday, 8:30 a.m. to 4:30 p.m., and Thursday, 8:30 a.m. to 6:00 p.m.

The Health and Wellness Center provides caring and professional services to students that promote good health to support students' academic success. The practice emphasizes wellness and promotion of self-care by giving individuals the information they need to make healthy life-style choices and good health-care decisions. The services provided include care for illness and injury, physical exams, health-related counseling, nutritional counseling, immunizations, skin testing for tuberculosis, an on-site, low cost pharmacy, clinical clearances, athletic clearances, referrals for specialty care, emergency care, lab tests, or HIV testing. The Center also provides women's and men's health services, which include gender-specific cancer screening (pap tests, testicular exam, breast exams), contraceptive methods and emergency contraception, testing for infections, risk assessment, and pregnancy testing and counseling.

Confidentiality

All communication between a student and the Health and Wellness Center staff is strictly confidential. A student's health record is **NOT** a part of his or her academic record. No information about a student's visit to the Health and Wellness Center will be released within the University or to anyone without the student's prior written approval.

Insurance

It is mandatory in the State of New Jersey that all full-time students carry medical insurance. Students will be charged for full-year insurance in the fall semester. A student with private medical insurance who wishes to waive the University's insurance fee must come to the Bursar's Office within 30 days of the start of the semester to fill out a medical insurance waiver. All students, regardless of insurance coverage, may use the services at the Health and Wellness Center. For further questions regarding insurance charges, please contact the Bursar's Office at 973-720-2234.

Health Requirements

All students are required to submit the University Health Form, which includes a completed health record and current immunization information. The State of New Jersey **mandates** documentation of a MMR after the first birthday and a measles booster after 1990 for University attendance. If documentation is unavailable, lab testing may be done to verify immunity. A current immunization for tetanus, hepatitis B and meningitis and a tuberculosis test are highly recommended for University students.

Please submit all documentation to the Health and Wellness Center, Wayne Hall, if not filed at the time of admission to William Paterson University. Failure to file proper documentation will prevent continued enrollment at the University. Contact the Health and Wellness Center with any questions regarding immunization requirements.

Disabled Student Services (973-720-2218)

The University provides equal access to all programs, activities, awards, and related benefits without discrimination on the basis of disabling conditions.

William Paterson believes in a total educational experience and, as such, mainstreams students with disabilities into its regular programs and activities and adapts the programs, evaluation, and services delivery to meet the individualized and unique capabilities of the student. Students are encouraged to participate in the campus community's diverse activities.

The Office of Disability Services, located in Morrison Hall, coordinates services for students with permanent disabilities, including assistance in registration, advisement, parking, referrals, adapted classroom activities, and other special needs. All offices, departments, programs, and personnel of the University cooperate to ensure an equally accessible educational environment. Information regarding accommodations, services and adaptive technology is available.

There are a limited number of specially equipped rooms for students with mobility impairments in the residence life complexes. Students wishing to live on campus must be self-sufficient. Final determination as to occupancy shall be made by the Director of Residence Life in consultation with the Director of Student Health Services and other university specialists.

It is the responsibility of the student to identify him/herself and request assistance from the Office of Disability Services.

If a student experiences difficulty because a program or class is housed in a facility that is inaccessible, the Coordinator of Disability Services should be contacted to facilitate the relocation of that class, program, or service to an accessible area.

The Coordinator may involve the instructor, department chairperson and/or the appropriate dean when a problem arises concerning a specific classroom activity or course requirement. At the beginning of each semester, the student should contact the Coordinator of Disability Services in order to notify the student's instructors of the special considerations required of a student with a disability. This cooperation enhances the probability of a student's success in a course.

To ensure the safety of all students, the University requests that all students with mobility impairments file their schedules with the University Police each term. This information will be used only in the event of a fire or other natural disaster.

Suggestions as to how William Paterson University can more effectively assist students with disabilities are welcomed. General questions pertaining to accessibility and accommodations of students should be directed to the Office of Disability Services, Morrison Hall 115, 973-720-2218.

Any student with a disability who believes that he or she has been a victim of discrimination should refer to the Discrimination Complaint Procedure published in the Student Handbook for resolution of the grievance.

First-Year Experience (973-720-2219)

The Office of First Year Experience serves the needs of all first-year students, regardless of age. The director assists students with the complexities of making the transition into university life. This is done through personal counseling, referral to a campus support service, or by means of a variety of programs and services that the office administers either directly or indirectly (freshman/parent orientation, orientation leader training, Freshman Seminar and Convocation).

Our freshman commuters receive specialized assistance from their orientation leaders throughout the fall semester.

First-Year Seminar

The First Year Seminar is a one-credit course designed for all freshmen. The goals of the First Year Seminar are to introduce freshmen to the academic demands and social aspects of university life and to ease their transition into a new environment. Freshmen meet with their instructors once a week for fourteen weeks during the semester to discuss issues defined as problematic for freshmen: communication with peers, faculty and staff, study skills, time and money management, and the use of university support services.

Instruction and Research Technology (973-720-2959)

The University provides a wide range of technology services for students and faculty. Support for technology in education and learning is provided by Instruction and Research Technology (IRT) in public access laboratories throughout the campus in both academic buildings and residence halls. Supported software at all locations includes typical productivity applications that fall into the following categories: word processing, spreadsheets, databases, graphics programs, and Internet tools. Through its four departments: Media Services (Library), Instructional Technology (Atrium), Distance Learning (Hobart Hall), and Technical Support Services (Hobart Hall), IRT serves the academic programs with technology support.

IRT provides support for students and faculty in the use of technology for learning and in research. IRT administers the Student Technology Consulting Program, which hires and trains selected students to support computer use in the public access laboratories, provide training in computer applications and

the Internet, and assist in digital media production. Another division of the university, Information Services (IS) supports the campus electronic mail system, available to all enrolled students, and the student dial-in access services to the University.

The Atrium Building is the primary space for the public access laboratories holding over 130 computers arranged in computer-intensive classrooms with video projection capacity and a multimedia and Internet development center assisted by the Digital Media Services group and Graduate Technology Consultants. Digital Media Services includes scanners, CD-ROM writers, digital mastering, and related software tools. Computer classrooms in the Atrium are "preferred access labs," available to the general public during hours not otherwise scheduled for classroom instruction. Other computer labs are located in the Science building, Raubinger Hall, Ben Shahn, Hobart Hall, Coach House and the Residence Halls. The Library and IRT jointly support and maintain the Electronic Resource Center (ERC) which includes PC and Macintosh computers connected to the campus network. In addition, library-specific applications are available in this location as well as software that may be checked out through the library's circulation system. Other departmental computer labs are available to support the needs of students in particular disciplines, including mathematics, computer science, art, history, music, and environmental science and geography.

IRT provides technical support services to the television, radio, audio, and video programs in the university. This support includes services to the satellite, broadcast, and distance education facilities in cooperation with NJEdge. Local cable access to the campus including the residence halls and community cable access is supported by IRT.

Students find classroom and lecture presentations increasingly using computer technology in instruction as all classrooms on campus have network connections, both to the local campus network and the Internet. Video conferencing is available in most of the academic buildings on campus. Support of on-line courses through our course management program, Blackboard is provided by the Instructional Technology department of IRT.

The University is an Internet Class B domain (wpunj.edu) currently connecting through ATM provided by contracted Internet service provider.

Office of International Students and Scholars (973-720-2976)

The Office of International Students and Scholars offers multidimensional services for undergraduate and graduate students as well as visiting faculty from abroad. Individuals studying or teaching at William Paterson with a nonimmigrant visa are provided assistance with visa matters such as certificates of eligibility (e.g. I-20, IAP-66), assistance with curricular and optional practical training applications, on and off campus employment procedures, transfer clearance process, change of status applications, and other procedures. Continuous contact with this office will ensure assistance with the transition to a new academic and social environment and guidance with regards to cross-cultural adjustment. Furthermore, OISS serves as an information clearinghouse and support center for international students and faculty.

Library (973-720-3172)

The David and Lorraine Cheng Library supports the academic programs of William Paterson University and provides resources and services to meet the needs of the University community. Highly trained and expert staff is available to help you make the best use of the Library. The staff is dedicated to assisting students develop the information literacy skills essential to your academic and future success. We consider our staff to be the single most important resource we have to offer and hope that you will take full advantage of the extensive information services available at your request. The Library is open daily during the Fall and Spring semesters with some adjustment for holidays and Summer sessions.

The Library houses approximately 340,000 volumes and 18,000 audiovisual items. Over 1,700 periodical subscriptions are supplemented by several online databases including the full-text of periodicals. More than 80 general and subject databases provide access to a wide range of resources to meet the University community's needs in each field of study. Many of these databases are accessible off-campus. A Curriculum Materials Center offers K-12 resources to support teacher education.

A 110-seat auditorium and two classrooms are available for instruction in the use of information resources. The 36-workstation electronic resource center is a convenient place to use both library tools and a variety of computer applications. The Library catalog is accessible from workstations interspersed throughout the building. Several individual study carrels and group study rooms are available on two floors, providing space for quiet study and collaborative projects.

Learn more about the Library's resources and services by visiting its Web site (www.wpunj.edu/library) or contacting the Reference Desk (973-720-2116). Library hours and phone numbers are posted on the Web page. The Library is a great resource for students, but you have to learn how to use it. The best way is to spend some time in the Library and talk with staff members.

Residential Facilities (973-720-2714)

Residential life at William Paterson University is based on the belief that on-campus living provides a unique opportunity for students to gain a variety of personal learning experiences that supplement and complement the formal learning that occurs in the classroom. The goal of the residence life program is to develop an environment that supports students' academic endeavors and promotes individual development. It is expected that students will contribute positively to the on-campus community, as involvement is paramount to personal fulfillment and growth. The program seeks to make the residence halls a place where students are able to:

- Meet other students and live successfully with others;
- Assume responsibility for their own lives and the living environment;
- Participate in a variety of educational, social and cultural activities;
- Develop leadership skills through participation in residence hall government, social and judicial organizations.

The University provides eight areas of housing for students: the Towers, Hillside Hall, Matelson Hall, White Hall, Century Hall, the apartments, Pioneer and Heritage Halls. Construction is underway on two new residence halls that will house 372 students by fall 2005. Each new, four-story residence hall will consist of three wings. Four to five suites—which include two double rooms and a bathroom—will cluster around a common lounge.

The Towers is a large, modern facility designed to accommodate 1,033 underclassmen. Two double-occupancy rooms are connected by a bath and together constitute a suite housing four persons. A limited number of single-occupancy rooms are also available to students with disabilities or special needs. Each room is furnished to include beds, desks, chairs, wardrobes, and drawer space. Students are responsible for their own linens and personal effects. Located within the pavilion that connects the Towers is a spacious lounge and recreation area. Individual floors also have lounge and study space. Laundry, TV, and vending facilities are located in the building.

Hillside Hall accommodates 250 students in double and single rooms. The rooms are arranged in "suite style" with a bathroom connecting two separate rooms.

Matelson Hall accommodates approximately 130 students and features a floor for nursing majors. In support of an academic environment, students must maintain a 2.5 GPA and must apply through the Residence Life Office. Each floor is conducive to a variety of living arrangements, including traditional doubles suite-style and single occupancy rooms.

White Hall accommodates approximately 73 upperclass and graduate students who are 21 years of age or older. Each floor has room arrangements conducive to a variety of living opportunities including traditional doubles suite-style and single occupancy rooms for graduate students.

Pioneer and Heritage Halls offer apartment-style living for upperclass students (juniors and seniors). Each apartment is designed to accommodate four students and contains two bedrooms, a full bath, kitchen, and living/dining area. The apartments are furnished with closets, desks, beds, chairs, a dinette set, sofa, and occasional furniture. Students are responsible for their own cooking utensils, linens, and personal effects. Study and recreation lounges, laundry facilities, and vending machines are also available.

Century Hall accommodates 287 students in double rooms. Rooms are arranged in suite style, with a bathroom connecting two separate rooms.

Residence Life Staff Each of the residence hall areas is administered by a live-in resident director who is a full-time member of the Student Services staff. The "RD" is responsible for the overall operation of the hall, supervises the resident assistant staff, as well as coordinates educational, cultural, social, and recreational programs and student advisement.

The resident assistant is a fellow student who has received extensive training to work with students. The "R.A." is one of the first people to greet students when they arrive on campus. An upperclassman selected for his/her special personal qualities and dedication to serve fellow students, an RA lives on each floor and seeks to enhance the community spirit essential to the residence halls. RAs are knowledgeable about the University and its resources and are trained in counseling and advisement skills.

Dining Services Students living in the Towers, Century Hall, Hillside Hall, Matelson, and White Hall are required to be on the meal plan each semester. Apartment residents may either use the cooking facilities in their apartment or choose a meal plan arrangement. Major University dining facilities are the Wayne Hall Dining Room and the Student Center Food Court.

Activities and Programs The Residence Life staff, together with students, plans dances, outings, dinners, lectures, study workshops, movie nights, and a host of other events that take place on weekdays and weekends. Resident students traditionally are enthusiastic participants in these programs. Outdoor tennis courts, football, baseball and softball fields, in addition to a fully equipped recreation center, are a short walk from the residence halls. Wightman Gym houses a heated, competition-sized swimming pool and a basketball court. For jogging enthusiasts, a quarter-mile track circles the football field.

The Office of Campus Activities, 973-720-2518, also works closely with the Residence Life staff in coordinating programs and events. In short, students can always find some extracurricular activity with which to get involved. Religious services for all denominations are conducted through the William Paterson Christian Fellowship. The Catholic Campus Center serves many residents and invites students to use the center. The Jewish Student Association also encourages participation by resident students. Many churches and synagogues are conveniently situated near the campus. Rides are available by directly contacting the church or synagogue.

Financial Matters Room rates are quoted on a per-person, academic-year basis. The residence agreement is signed for the full academic year. Students are billed on a semester basis. The semester's room payment is due in full before a student is allowed to move into the residence hall. In addition, payment for the meal plan is required of all Towers, Hillside Hall, Matelson Hall, and White Hall residents prior to moving in.

Off-Campus Housing Many students choose to live off campus. A full list of off-campus vacancies in local homes and apartments is maintained by the Residence Life Office and is available on request. Arrangements regarding rent and regulations are negotiated directly with the landlord.

Safety and Transportation

The **Shuttle Bus System** at the University connects the various parking areas with the academic and recreational areas of the campus. The shuttle route helps students avoid the hassle of looking for a parking space and, at the same time, allows students to enjoy a relaxing ride and tour of the campus while riding to class. The University's shuttle bus system is known as the Pioneer Shuttle and operates free of charge to all William Paterson students, faculty, staff, and guests.

Currently, the shuttle bus operates from 7:30 a.m. to 2:30 a.m., Monday through Friday, and loops the main campus at approximately 30-minute intervals.

From the main campus, the 1600 Valley Road shuttle bus provides direct service to and from 1600 Valley Road and the Power Art Center, in approximately thirty-minute intervals. From Monday through Thursday, this service operates from 7:30 a.m. through 11:00 p.m. On Friday, this service operates from 7:30 a.m. through 10:00 p.m.

A separate downtown Paterson shuttle bus operates from 7:30 a.m. through 11:30 p.m., in approximately one-hour intervals to the city's business area.

On weekends, one shuttle services the main campus, 1600 Valley Road, the Power Art Center, and downtown Paterson and operates from 8:00 a.m. through 6:00 p.m., Saturday through Sunday.

On Sunday, one shuttle services the main campus, the Shop-Rite and Power Art Center on Hamburg Turnpike, and downtown Paterson; it operates from 12:00 p.m. through 6:00 p.m.

Student Information and Referral Center (973-720-2292)

In an effort to better serve both day and evening students, the University has established a centrally located Student Information and Referral Center on the first floor of the Student Center. The Center has been designed to provide general University information, answer questions most frequently asked by students and provide referral to the campus office which can directly address individual student needs. The Student Information and Referral Center is supported by administrative staff and students. In cases where referral to another office is necessary, the staff member provides advanced guidance and directions, and assists in making the appointment. The Center also serves as a drop-off/pick-up site for many of the forms and printed materials used by students. For information, call 973-720-2292.

Veteran, Reservist, New Jersey National Guard Members, and Dependent Services

William Paterson University offers assistance for veteran and dependent students in obtaining monthly educational benefits from the Veterans Administration. Students applying for benefits for the first time or transferring to William Paterson University must contact the Office of the Registrar, College Hall, 973-720-2423, to complete the necessary forms. All students receiving veteran benefits must report to the Office of the Registrar, College Hall, each semester or summer session to verify course load, graduation date, and academic program. The Veterans Administration requires each person receiving V.A. benefits to acknowledge and agree to all rules and regulations governing veteran eligibility at William Paterson University.

The State of New Jersey has granted a waiver of tuition for active members of the New Jersey National Guard for up to 15 credits per semester. For further information on veteran benefits and the rules and regulations, and to apply for these benefits, please call 973-720-2423.

A student at William Paterson University who is unable to complete a course because the student is called to partial or full mobilization for state or federal active duty as a member of the National Guard or a reserve component of the Armed Forces of the United States shall be entitled to the options set forth in Public Higher Education 18A:62-4.2. Please contact the Office of the Registrar, (973) 720-2423, for further information regarding appropriate options.

Policies and Procedures

Students should consult other regular University publications for announcements and procedures regarding University policies. These publications include, but are not limited to, the *Student Handbook* and *Master Schedule of Courses*. The complete Student Disciplinary Code is published in the *Student Handbook*.

Affirmative Action Policy

William Paterson University does not discriminate on the basis of race, color, age, sex, religion, creed, national origin, sexual orientation or disability. University policies and practices are consistent with federal and state laws pertaining to equal opportunity in admission and education policies, scholarship, loan, athletic and other school-administered programs.

Specifically, William Paterson University complies with Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964 and their respective implementing regulations.

Acquired Immune Deficiency Syndrome (AIDS)/HIV Disease Policy

The staggering implications of this life-threatening disease, AIDS/HIV, are becoming part of our nation's consciousness. Colleges and universities can no longer afford to take a complacent posture, as they are now forced by circumstances to abandon their fervent hope that AIDS/HIV would not become a campus issue. William Paterson University has made the necessary preparations to protect the rights of both those students who have been exposed to or infected by the AIDS/HIV virus, as well as the noninfected members of the University community. Above all, all members of the University community are expected to display a humane, well-informed reaction to those whose lives have been compromised by being exposed to, or infected by, the virus. The entire Acquired Immune Deficiency Syndrome (AIDS)/HIV Disease Policy is published in the *Student Handbook*.

Student Disciplinary Code

Students' Rights and Responsibilities

Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They

should be free to support causes by orderly means that do not disrupt the regular and essential operation of the University.

It is the responsibility of all students of the University to adhere to the letter and spirit of duly enacted university policies, rules, and regulations. Students shall not violate or attempt to violate any duly promulgated and approved university policy, rule or regulation.

Violations of said policies, rules, or regulations may result in a variety of sanctions.

The University shall attempt to address disciplinary matters privately, informally, and expeditiously before resorting to formalized procedures or the use of outside agencies.

Institutional Authority to Ensure Fulfillment of the University's Mission

The authority to discipline students for violations of University policies, rules and regulations is assigned by the President to the Office of the Dean of Student Development for implementation by the Dean of Student Development or his/her designee. Disciplinary action may be taken against students for violation of University policies, rules and regulations.

Due Process and Disciplinary Procedures

It has been recognized that due process in higher education's disciplinary matters does not parallel the requirements of due process in a court of law. However, the University ensures that the elementary requirements of due process in all disciplinary matters will be implemented when charges are brought against a student for violation of university policies, rules or regulations. Charges should be brought to the attention of the Office of the Dean of Student Development.

Discrimination Complaint Procedure for Students

The University has promulgated both informal and formal procedures for resolving student complaints of discrimination. Any student who believes that he or she has been discriminated against on the basis of race, sex (including sexual harassment), age, national origin, religion, marital status, physical or mental handicap, or sexual orientation should follow the procedures outlined in the Discrimination Complaint Procedure for Students. The entire procedure is published in the *Student Handbook*.

Demonstration Guidelines and Procedures

The University is committed to the principles of academic freedom and deliberative discourse. All members of the campus community are encouraged to participate fully in the academic life and governance of the institution through various administrative and advisory committees, in the performance of their respective roles, and in all forums, formal and informal, for debate and deliberation.

Recognizing that a healthy and productive climate for debate involves a provision for criticism and dissent, the University affirms the right of those — including students, faculty, staff, and members of the public — who dissent from conditions, issues, or proposed actions to express their views by whatever orderly means they deem appropriate, preserving the rights of others to their beliefs and opinions.

Protest and dissent by verbal and other symbolic means are therefore protected. Protest and dissent which interfere with the freedom of speech, assembly, or ability to carry on normal activities among any individuals or groups exceed the bounds of protection. When, in the judgment of the President or his/her designee, dissent or protest interferes with the rights of others, actions will be taken by the President or his/her designee to rectify the situation by appropriate means. It is the duty of the President and the administration, and the responsibility of all the members of the campus community, to affirm the rights of all to protected expression and communication.

Procedures

For the purpose of enhancing the campus climate and preserving the rights of individuals and groups, the University institutes the following guidelines and procedures to assist members of the community in meeting these expectations.

A. Regarding Organized Demonstrations:

1. All persons or organizations intending to stage demonstrations on the William Paterson University campus must contact the Dean of Student Development (or designee) one week prior to the event. The dean will designate an appropriate area for the demonstration, i.e., one which will not restrict access to buildings or facilities or otherwise obstruct the conduct of normal activities. The Dean of Student Development shall notify the individual or group of his/her decision regarding time, place, and manner of the event as soon as possible to allow for general notification.

B. Regarding Spontaneous Demonstrations

1. Because not all conditions, events, or actions that stimulate dissent may themselves be foreseeable, and because demonstrations may emerge under such circumstances, there is an expectation that spontaneous demonstrations occur from time to time.
2. Under these circumstances it is the responsibility of both the Dean of Student Development (or designee) and the demonstrating parties to cooperate with the aim of supporting the rights of all and protecting the safety of all while enabling the expression of opinion.
3. The Dean of Student Development and dissenting parties will therefore negotiate:
 - a. To seek to remedy the situation which gives rise to the demonstration, if possible or appropriate, or
 - b. To provide a forum for the expression of opinion and the continuation of debate and dialogue that seeks to resolve conflict, find remedy, or allow for meaningful expression of ideas.

Violations

Since the spirit of these guidelines and procedures is violated when any party abrogates the rights of individual or groups as outlined above, it is the responsibility of all parties to avoid such abrogation in the following ways:

1. In the event that a demonstration or other expression of dissent becomes disruptive to the rights of others or poses a threat to health and safety, including that of the dissenting parties, the Dean of Student Development or other designated representative of the administration in his/her absence shall assume responsibility, on behalf of the University, for presenting to the disruptive parties the concerns of the University and shall seek to provide alternative avenues for expression; in the event that accommodation is not reached, the Dean of Student Development or other representative of the administration shall ask the disruptive parties to cease their activities.
2. The production of noise, for instance through the use of loudspeakers, but not only by electronic or other means, or other annoying effects in the environment which disrupts the activities of others will be considered a violation of any agreement regarding a scheduled or spontaneous demonstration and will result in a request to cease disruption immediately.

3. In rare cases where activities are disruptive and the disruptive parties refuse to comply with a request to conduct alternative activities or to cease disruption, the University reserves the right, and has the responsibility to the community, after due deliberation and consultation, to request the intervention of University Police to ensure the health and safety, access to facilities, and concurrence with the law.
4. If the demonstration causes disruption, destruction, or inconvenience, the demonstration leader will be informed by the Dean of Student Development or his/her representative that the William Paterson University Police may be called to end the demonstration if there is no compliance with the directives or if the behavior causing the disruption, destruction, or inconvenience does not cease.

Adjudication and Appeal

1. Individuals or groups who believe that their rights have not been respected under these guidelines and procedures may seek remedy by written communication with the Dean of Student Development.
2. Individuals or groups who deliberately violate this policy will face sanctions following a hearing by the Office of the Dean of Student Development.
3. Appeal of decisions regarding complaints of the violation of rights or the imposition of sanctions shall be heard by the Dean of Student Development.
4. In rare circumstances, when no other avenue is to be discovered for adjudication and appeal, the President or his/her designee shall appoint a mediating team to discover the facts of a situation and make recommendations regarding appropriate remedies or sanctions. The decision of the President or his/her delegated representative, following this review, shall be the final decision of the University.
5. In case of a violation of law, William Paterson University Police will assume jurisdiction and may take appropriate action.

Extracurricular Activities

Extracurricular activities include participation in any clubs, fraternities, sororities, athletics or organizations recognized by the University or any of its agencies that do not qualify for academic credit. All extracurricular activities shall be open to all full-time and

part-time students who have paid the appropriate student activity fees, except where the organizations are members of national bodies that have more stringent requirements.

Students holding any elective office or who are members of the executive board of any student organization must maintain a minimum cumulative grade point average of 2.0 to participate.

Students who have been dismissed for reasons of academic standing may not participate in extracurricular activities, as herein defined, even though they may have been readmitted on appeal.

When any outside organization stipulates "normal academic progress" for full-time students as a requirement for participation, such progress will be defined as follows: (1) taking 12 credits in the semester of participation; (2) completing successfully 24 credits during the previous 12 months of academic study. This condition shall not apply to students who have never previously had full-time status at William Paterson University or who have had full-time status only the previous semester.

Students whose extracurricular activities are limited by this policy may appeal based upon extenuating circumstances to the Dean of Student Development for permission to participate in extracurricular activities. Individuals whose cumulative grade point average is below 2.0 shall not be entitled to an appeal.

Proof of Immunization

The State of New Jersey has enacted legislation that requires students enrolled at William Paterson University to provide proof of immunization against measles, mumps, and rubella. The following documents will be accepted as evidence of immunization history provided the specific immunization and the exact date of each immunization administered is listed.

1. An official school immunization record from any primary or secondary school in New Jersey indicating compliance with the immunization requirements of N.J.A.C. 9:2-14.3.
2. A record from any public health department indicating compliance with the immunization requirements of N.J.A.C. 9:2-14.3.
3. A record signed by a physician licensed to practice medicine or osteopathy in any jurisdiction of the United States or foreign country or other licensed health professional approved by the New Jersey State Department of Health indicating compliance with the immunization requirements of N.J.A.C. 9:2-14.3.

Exemptions

Any student born before January 1, 1957, will be exempt from documenting immunization records.

If immunization conflicts with religious beliefs, it will be necessary for the student to file a statement to this effect accompanied by a letter from an official representative of your religion explaining the basis of the religious conflict.

If a student has a medical contraindication to the vaccine, he or she must provide a written statement from a licensed physician. The statement must include the reason and specific period of time the vaccine is contraindication.

All students are required to submit the University Health Form, which includes a completed health record and current immunization information. Immunizations for tetanus, Hepatitis B, meningitis, and a test for tuberculosis are highly recommended for all University students.

Please submit all documentation to the Health and Wellness Center, Wayne Hall, if not filed at the time of admission to William Paterson. Failure to file proper documentation will prevent continued enrollment at the University. Contact the Health and Wellness Center with any questions regarding the immunization requirements.

Sexual Harassment Policy

Sexual harassment of students or employees by faculty, administrators, other employees or fellow students is a form of sex discrimination prohibited by state and federal laws as well as University policy. In order to protect the relationship of trust that must exist if the William Paterson University environment is to foster independent and creative learning, the University considers that sexual harassment is inappropriate and not consistent with the highest standards of professional conduct for any member of the academic community.

The University has promulgated both informal and formal procedures for resolving student complaints of discrimination.

William Paterson University is committed to developing and sustaining a community where all can learn and work together free from harassment and exploitation.

This policy is intended to address all members of the University community including students, faculty, librarians, professional staff, clerical staff, maintenance, campus police and security, managers, administrators, and the Board of Trustees as well as any vendors doing business with the University.

Sexual harassment encompasses any sexual attention that is unwanted. Sexual harassment can be verbal, visual, or physical. It can range from repeated unwelcome sexual flirtation and inappropriate gender-based put-downs of individuals or groups of people to physical abuses, such as sexual assault or rape. Whether particular verbal, non-verbal, or physical conduct constitutes harassment in violation of this policy will depend upon all of the circumstances involved, the context in which the conduct occurred, and the frequency, severity, and pattern of the conduct.

The University recognizes that even the possibility of harassment is destructive to individuals, to groups and to the community. While sexual harassment most often takes place in situations where there is a power differential between the persons involved, the University recognizes that sexual harassment may occur between persons of the same status. Sexual harassment may also occur between persons of the same sex. Sexual harassment contaminates teacher/student and supervisor/subordinate relationships as well as those among student peers and faculty or staff colleagues. When, through fear of reprisal, a student, staff member, or faculty member submits or is pressured to submit to unwanted sexual attention, the entire community is undermined. The University will not tolerate behavior among members of the community which creates an unacceptable working or educational environment, and it will initiate appropriate sanctions against the offender.

Legal Definitions

Effective September 1, 1993, all New Jersey State departments, colleges/universities, and authorities have been required to abide by the State's Sexual Harassment Policy. This policy follows federal and state laws as outlined in Title VII of the Civil Rights Act of 1964 as amended; N.J.S.A. 10:5-1 et. seq.; Title IX of the 1972 Education Amendments; N.J.S.A.11A:1-1 et. seq.; N.J.A.4A:7-1.3.

Sexual harassment includes but is not limited to:

Gender Harassment: generalized gender-based remarks and behavior;

Seductive Behavior: inappropriate, unwanted, and offensive physical or verbal sexual advances;

Sexual Bribery: solicitation of sexual activity or other sexual behaviors by promise of reward;

Sexual Coercion: coercion of sexual activity by threat of punishment; and

Sexual Assault: gross sexual imposition, like touching, fondling, grabbing, or assault.

For general policy purposes, sexual harassment may be described as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature. The Courts have classified cases in two ways:

1. **Quid-pro-quo:** when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status; and/or submission or rejection of such conduct by an individual is used as the basis of employment decisions or academic decisions affecting that individual. Quid-pro-quo harassment is equally unlawful whether the person resists and suffers the threatened harm or submits and thus avoids the threatened harm.

2. **Hostile environment:** when such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment. A cause of action is established if the complained-of-conduct would not have occurred but for the student or employee's gender, and it was severe or pervasive enough to make a reasonable person of the same sex believe that the conditions of learning and/or employment are altered and the environment is hostile or abusive.

The Courts have recognized that the harassing behaviors affect a third party when academic or work benefits are denied because of the sex-biased coercion of another student or employee; or when the conduct directed at another student or employee is so pervasive as to create a hostile learning or working environment. Favoritism, or perceptions of favoritism, that result from consensual relationships may also contribute to a hostile work or learning environment and constitute third party harassment.

Reasonable Woman Standard

The Courts have recognized that the difficulty in defining the unwelcome, hostile, or offensive nature of an environment may lie in the fact that men and women may disagree as to what constitutes offensive, degrading conduct. In response to this key issue, the courts have adopted a "reasonable woman" standard.

Under this standard, attention is focused on the victim's perspective. In the typical case, in which a woman is the target of harassment, a claim would be found to be harassment if a "reasonable woman" would consider the action hostile or offensive. In other cases, the standard of the Court would concern whether or not a reasonable person of the same gender, similarly situated, considered the action hostile or offensive.

Examples of Sexual Harassment

As reported in *Sexual Harassment on Campus: A Policy and Program of Deterrence* by the American Council on Education, examples of harassment include, but are not limited to:

- Threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, living situations, or letters of recommendation (the threat can be overt or implied from the conduct, circumstances, and relationship of the person involved);
- Unwelcome sexual advances, whether direct propositions of a sexual nature or subtle pressure for sexual activity;
- Persistent, unwanted attempts to change a professional or educational relationship into a personal one;
- Verbal abuse of a sexual nature;
- Repeated sexual oriented kidding, teasing, joking or flirting;
- Graphic commentary about an individual's body, clothing, sexual prowess, or sexual deficiencies;
- Demeaning or derogatory gender-based comments about a particular group, whether sexual or not;
- Leering, whistling, touching, pinching, or brushing against another's body;
- Offensive, crude language;
- Display of objects or pictures which are sexual in nature that would create a hostile or offensive work, learning, or living environment;
- Behavior of a sexual nature that discomforts or humiliates and demonstrates insensitivity.

Consensual Relations

The University's educational mission is promoted by professionalism in employee/student relationships. Consensual amorous relationships between supervisors and their subordinates, or faculty and students undermine the ethical integrity of the University community. Such relationships are problematic for the people involved as well as having a negative impact on others in the work environment.

Moreover, other students and employees may be affected by such unprofessional behavior because it places or may be perceived to place the staff/faculty member in a position to favor or advance one person's interest at the expense of others and implicitly makes obtaining benefits contingent on amorous or sexual favors.

Therefore:

No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in his or her course and/or whose academic work is being evaluated by the faculty member. No staff member shall have an amorous relationship with a student whom the staff member has the power to penalize or reward.

A staff/faculty member who fails to withdraw from participation in activities or decisions that may reward or penalize a student with whom the staff/faculty member has or has had an amorous relationship will be deemed to have violated his or her ethical obligation to the student, other students, colleagues, and the University.

Supervisory staff/faculty who engage in consensual relationships with individuals they supervise or their students should be aware that they are violating University policy and are subject to formal disciplinary action, up to and including removal.

Copies of the Sexual Harassment Policies and Complaint Procedure can be also obtained from these offices:

- Associate Vice President and Dean of Student Development, 973-720-2179
- Women's Center, 973-720-2946
- Associate Vice President for Human Resources, 973-720-2723
- Associate Vice President and Dean of Graduate Studies and Research, 973-720-2121
- Director of Employment Equity and Diversity, 973-720-2389

A more inclusive list of persons serving as sexual harassment contact persons is available through the offices listed above.

Academic and Related Regulations

INTRODUCTION

Every student is expected to know and comply with all policies and regulations stated in this catalog, in the *Student Handbook* and in each semester's *Master Schedule of Courses*. Students are also expected to be aware of and responsible for their scholastic standing at all times. This includes their cumulative and major grade point average, number of credits completed and progress toward meeting graduation requirements.

Each semester the Registrar publishes in the *Master Schedule of Courses*, a series of deadline dates for course withdrawal, pass/fail, repeat course, and other important actions that students may need or want to take regarding their academic status. Students are expected to make themselves aware of, and comply with, these deadlines.

The University reserves the right to introduce changes in the rules regulating admission, programs, instruction, and graduation. Changes take effect as determined by the proper authorities and apply to prospective students as well as to those already enrolled. Students are, therefore, urged to read carefully all materials sent from the University by mail and/or posted in appropriate locations around campus. Regular contact with faculty and other advisors is strongly recommended.

The administration of academic regulations is the function of the dean of each college. Students may request in writing, through the department chairperson to the appropriate dean, an exemption from or waiver of a particular academic regulation.

Students experiencing academic difficulty are advised to consult first with the faculty member directly concerned. If for some reason the problem cannot be resolved, students should consult the assigned academic advisor.

Upon admission to the University and to a major program, students are given an On Course Null Audit sheet outlining particular requirements and recommending the sequence in which they should pursue those requirements. It is the students' responsibility to use this computer-assisted advising tool, keep it updated and have it available each time they consult with their academic advisor and register for the new semester. Students who misplace or lose the degree audit control sheet may obtain a new copy from the

Advisement Center. Students may also generate their own copy and review their academic progress via the institution's student access system on the University web page.

Academic Credit Life

When the progress toward a degree is interrupted, academic credits that are 10 years or older are subject to review and a deconal decision. These credits may not be allowed as part of the current degree. Degree requirements must be satisfied by completing appropriate, current, course requirements. Old credits would count as free electives. All program requirements must be met with unduplicated credits.

Academic Honors

Dean's List Students carrying a minimum of 12 credits who earn a grade point average of 3.45 or better are named to the Dean's List.

Courses taken under the pass/fail option are not counted toward the 12-credit requirement.

Graduation Latin Honors Students who have completed at least 64 credits not including credits earned with pass/fail grades at William Paterson University and who graduate with a final grade point average of 3.45 or better for all undergraduate courses are recognized as honor students with the following designations:

Average of 3.45-3.64 = *cum laude*

Average of 3.65-3.84 = *magna cum laude*

Average of 3.85-4.00 = *summa cum laude*

Undergraduate second-degree students are not eligible for graduation honors.

Academic Integrity Policy

I. Standards of Academic Conduct

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects that all members of the University community shall conduct themselves honestly and with professional demeanor in all academic activities.

William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed.

Members of the University community are expected to acknowledge their individual responsibility to be familiar with, and adhere to, the Academic Integrity Policy.

II. Violations of Academic Integrity

Violations of the Academic Integrity Policy include, but are not limited to, the following examples:

A. Cheating during examinations includes any attempt to (1) look at another student's examination with the intention of using another's answers for attempted personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.

B. Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

C. Collusion is working together in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

D. Lying is knowingly furnishing false information, distorting data, or omitting to provide all necessary, required information to the University's advisor, registrar, admissions counselor, professor, etc., for any academically related purpose.

E. Other concerns that relate to the Academic Integrity Policy include such issues as computer security, stolen tests, falsified records, as well as vandalism of library materials. No list could include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.

III. Faculty Responsibilities for Upholding the Academic Integrity Policy

A. Faculty are expected to be familiar with the Academic Integrity Policy. Each faculty member will inform students of the applicable procedures and conditions early in each semester before the first examination or assignment is due.

B. Ordinarily, class tests and final exams should be proctored. Proctoring is defined as having a faculty member present in the room. Proctoring is the responsibility of the faculty member teaching the course although, where necessary, that responsibility may be shared with, or delegated to, faculty colleagues or graduate assistants assigned to the course.

IV. Resolution of Academic Integrity Policy Violations

A. If a faculty member has sufficient reason to believe that a violation may have occurred on any work submitted for a grade, he/she must attempt to discuss this matter with the student within ten (10) working days of the incident.

B. After discussing this matter with the student, and if the student accepts the proposed penalty, the student waives his/her right to a hearing.

Depending on circumstances as assessed by the faculty member who has discussed the matter with the student, the penalty imposed could be:

1. Resubmission of the assignment
2. Failure of the assignment
3. Failure of the course
4. Forced withdrawal from the course with no credit received
5. Imposition of other appropriate penalties with the consent of the student
6. Recommendation to the President of suspension or expulsion from the University
7. With any of the above, the faculty member can have a written record of the sequence of events placed in the student's permanent record with a copy to the student.

C. If the student does not admit to a violation or disagrees with the proposed penalty, he/she must:

1. Speak directly to the faculty member within ten (10) working days of being informed of a violation or of the proposed penalty. If, after repeated attempts, the student is unable to reach

the faculty member within ten (10) working days, the student must notify the department chairperson in writing within that ten (10) day period.

2. If, after discussion with the faculty member, the student is dissatisfied with the outcome, the student must contact the department chairperson, presenting a dated, written, and signed statement describing the specific basis for the complaint. At this time, the student will also provide the faculty member with a copy of these written materials.
3. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student will request that the chairperson convene the Department Executive Council (or other appropriate department committee)—excluding the faculty member involved—to hear the appeal. The faculty member will submit a written, dated, and signed statement of the alleged violation to the council/committee. The student will submit a written, dated, and signed statement describing the basis of the complaint. The accuser will assume the burden of proof. When the faculty member involved is the chairperson, then the student will request that the Dean of the College convene the Department Executive Council (or other appropriate department committee). The Department Executive Council/Committee will submit its decision to the chairperson (or College Dean, if the faculty member involved is the chairperson).
4. If not satisfied with the Department Executive Council's (or other appropriate department committee's) decision, the student may ask the Dean of that College to bring the matter to the College Council. The faculty member will submit a written, dated, and signed statement of the alleged violation. The student will submit a written, dated and signed statement describing the basis for the complaint. The accuser will assume the burden of proof. The chairperson of the department concerned will not take part in the final vote (though the written decision from the department chairperson will be part of the record). The College Council's decision will constitute the University's final decision regarding the substantive nature of the case.

5. Each step in the procedure must be initiated within ten (10) working days of the faculty, chairperson, department, or College response. Dated, written, and signed statements are required at each step. Likewise, at each level, the faculty member(s), chairperson, Department Executive Council (or other appropriate department committee), or College Council must complete a review of all pertinent written materials prior to rendering a decision, in writing, within ten (10) working days of receipt of complaint materials. In case the faculty member has verifiably been unable to be contacted, or in other instances of extenuating circumstances affecting students or faculty, it is understood that the student's right to appeal will not be jeopardized and the time constraints will be extended. Due process must be followed at every step of this procedure. No penalty will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the penalty was inconsistent with professional standards of the discipline.

6. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of the procedure, read it, and understands it before the appeal can proceed.

V. The Academic Integrity Policy is published in the following University publications:

1. *Student Handbook*
2. *University Catalog*
3. *Faculty Policy Handbook*

Academic Standing: Students Matriculating Prior to Fall 2003

William Paterson University expects all matriculated undergraduate students to maintain a cumulative grade-point average (hereafter referred to in this policy as "GPA") of at least 2.0.* The basic principle of this policy, therefore, is that any student whose GPA falls below 2.0 is no longer in good standing. Academic standing will be computed at the end of the first semester by which the student has accumulated a total of twelve (12) attempted credits and every semester thereafter. As academic standing is a serious matter, it is important that all students set as a priority and succeed in the achievement of the 2.0 GPA or better at the conclusion of each semester.

*Students are advised that admission to, continuation in, and graduation from majors requiring a GPA higher than 2.0 are dependent upon achievement of that higher GPA.

Explanation of Academic Standing Guidelines

Academic Status up to 60 Attempted Credits

Academic Standing Guidelines

Below 2.0 one semester = **Jeopardy of Probation**

Below 2.0 two semesters = **Probation**

Below 2.0 three semesters = **Jeopardy of Dismissal**

Below 2.0 four semesters = **Dismissal**

1. Students who have earned lower than a 2.0 GPA after attempting the first twelve (12) credits are placed in the status of **Jeopardy of Probation**.
2. Students in the **Jeopardy of Probation** status have one semester to achieve the 2.0 GPA. Those who fail to do so are placed in the status of **Probation** for one semester.
3. Students who fail to raise the GPA to 2.0 by the end of the **Probation** semester are placed in the status of **Jeopardy of Dismissal** for one semester.
4. Students who fail to raise the GPA to 2.0 after the **Jeopardy of Dismissal** semester are automatically dismissed from the University.

Any student who has attempted up to 60 credits and who has a GPA below 2.0 at the end of **any four (fall or spring) enrolled and completed semesters, consecutive or nonconsecutive**, will be dismissed and must appeal to be reinstated.

Academic Status 60 Attempted Credits and Above

Below 2.0 one semester = **Jeopardy of Dismissal**

Below 2.0 two semesters = **Dismissal**

1. Students who have attempted 60 credits or more and who fail to earn a GPA of 2.0 or above are placed in the status of **Jeopardy of Dismissal** for one semester.
2. Students who have attempted 60 credits or more and who fail to raise the GPA to 2.0 by the end of the **Jeopardy of Dismissal** semester are automatically dismissed from the University.

Any student who has attempted 60 credits or more and has had a GPA below 2.0 after **any two (fall or spring) enrolled and completed semesters, consecutive or nonconsecutive**, will be dismissed and must appeal to be reinstated.

Any student who has had a GPA below 2.0 at the end of three semesters **prior to attempting 60 credits** or has a GPA below 2.0 at the end of **any semester after having attempted 60 credits** will be dismissed and must appeal to be reinstated.

The **academic status** of a student will be noted by semester on the student grade report. Students may repeat courses to raise the GPA (according to the Repeat Course Policy). However, the number of semesters in which the GPA was below 2.0 will still be noted on the University's internal records and on the student's unofficial transcript despite the retroactive benefit of the improved grade. Official transcripts will not show these notations.

Explanation of Procedures for Students with a GPA Below 2.0

It is the responsibility of any student whose category of academic status is **Jeopardy of Probation, Probation, or Jeopardy of Dismissal**, to meet the following conditions:

1. Register for no more than 12-14 credits in the following fall or spring semester, and no more than two courses in either the first or second summer session.
2. Meet with his/her academic advisor within the first ten days of the semester following the notice of unsatisfactory academic status and monthly throughout the semester or as indicated by advisor.
3. Enter into an academic agreement with William Paterson University through which the student will develop an academic plan. The student will use the academic plan to assist herself/himself in acquiring appropriate academic counseling and tutoring, career information, and/or personal counseling.

It is the intention of the University to offer both the necessary time and opportunities for students to work out problems and to correct situations that contribute to unacceptable academic performance. **Students are expected to demonstrate compliance with the above outlined procedure during any semester wherein the GPA is below 2.0.**

Dismissal

The dismissal policy is constructed to allow students every opportunity to discover academic problems and rectify them within the first 60 credits. It affords first-year and sophomore students ample time to adjust to the demands of University courses and to develop the skills necessary for success. Although it is assumed most academic difficulties will be addressed during that time, the policy also allows for some adjustment to the more serious academic rigors of the upper-level major courses. Therefore, as earlier defined in this policy, the conditions listed below constitute reason for academic dismissal:

1. Student has attempted **up to 60 credits** and has a GPA below 2.0 at the end of any four semesters.
2. Student with a history of completing three semesters with a GPA below 2.0 **before attempting 60 credits** at the end of an additional semester **after having attempted 60 credits**.
3. Student has attempted **60 credits and above** and has a GPA below 2.0 at the end of any two semesters.

Explanation of Student Appeal Procedure

1. Appeals of dismissal may be made in writing to the appropriate Dean of the College for majors and to the director of academic development for all undeclared students.
2. Appeals will be heard **only once a year**. Dismissed students are no longer entitled to the rights and privileges of a student of William Paterson University upon due notice of dismissal.
3. It is the responsibility of the student to provide additional information or documentation that might warrant reconsideration of the dismissal and reinstatement.
4. The appeal process will be completed and a decision will be rendered no later than August 7. Students will be notified of the decision by mail.

Reinstatement

A successful appeal results in reinstatement into the University. Reinstatement is not automatic. The decision regarding reinstatement will be based on such factors as (but not limited to) the following:

1. Evidence of adherence to terms of the academic agreement made with the University during semesters with a GPA below 2.0.
2. Evidence of maturity and commitment to academic work.
3. Evidence of academic growth as revealed through independent study or study at another college.
4. Correction of academic weaknesses or other factors that contributed to the dismissal.
5. Acceptance of the student by the College/Department in which he/she will major.

Reinstated students will have a probationary period with two semesters to raise the GPA to 2.0. After reinstatement, any one semester with a GPA below 2.0 will place the student in **Jeopardy of Dismissal**. A second semester with a GPA below 2.0 will result in **Dismissal**.

Academic Standing: Students Matriculating Fall 2003 or After

Incomplete Policy

Work relating to grades of Incomplete (IN) must be completed and grades submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the grade was issued.

Grades of Incomplete (IN) may be assigned only when the student has successfully completed most of the work required for a course but, due to extraordinary circumstances, is unable to submit a portion of course work or completed final project (paper, exam, or other work) by the end of the semester. Under no circumstances should an Incomplete (IN) be assigned when, through negligence or with no acceptable excuse, a student fails to take an examination or to submit required work on time.

Grades of Incomplete (IN) may be assigned only with an agreement of mutual understanding between the faculty member and the student expressed on an Incomplete Grade Form indicating the reason for the Incomplete (IN), the work to be completed, the work that had been completed for a grade, and deadline for completion.

A copy of this agreement must be signed by the faculty member and student and approved by the department chair, with copies to the Dean of the College and the Registrar, when the grade of Incomplete (IN) is submitted.

Change of Existing Grade Regulations

1. Grade-change policy. A report of the student's grades is entered on the official record and is altered only upon the initiation of the instructor and the approval of the department chairperson and appropriate Dean.
2. Incomplete-grade policy. Grades of Incomplete ("IN") should be changed within 30 days after the first day of the next semester. All grades of "IN" not changed by the appropriate time to a letter grade upon the recommendation of the proper faculty member are automatically changed to a grade of "F" by the Registrar.

Pass/Fail Courses

General Education courses cannot be taken on a pass/fail basis. With the exception of courses that are designated by the University as "pass/fail only," students may exercise a pass/fail option for free elective courses only and for a maximum of 3-4 credits or one course per semester and a career maximum of 12 credits or four courses, whichever is greater. Students must be in good academic standing (minimum cumulative GPA of 2.0) to opt for pass/fail.

Probation /Dismissal

This policy is divided into two sections, the first relating to first-time full-time freshmen and the second relating to students who have earned 24 plus credits at the time they become subject to the provisions of the policy (i.e., when their cumulative GPA becomes less than 2.0).

First-Time Full-Time Freshmen

A first-time full-time freshman student who has attempted 12-23 credits toward graduation and whose cumulative grade point average is less than 2.0 is in the status of academic probation and must adhere to the conditions noted herein:

1. Register for no more than 12-14 credits in the following fall or spring semester, and no more than two courses in either the first or second summer session;
2. Meet with his or her advisor within ten days of the beginning of the semester following notice of status of probation and monthly throughout the semester or as directed by the advisor; and
3. Enter into an academic agreement with the advisor that includes an academic plan to assist the student in acquiring appropriate academic assistance, tutoring, career information, and/or personal counseling.

A first-time full-time student in status of probation after the second semester of matriculation, who has attempted 24 plus credits, and whose cumulative GPA is less than 2.0 is subject to dismissal, with the ability to appeal the dismissal to the Dean of the appropriate College (if a declared major) or the Director of Academic Development (if undeclared). Criteria for an Appeal of Dismissal include mitigating factors such as (a) evidence of adherence to the terms of a prior academic agreement, (b) evidence of progress toward a cumulative GPA of 2.0, or (c) change in personal circumstances.

A first-time full-time student who has been reinstated on appeal for a third semester and who does not achieve a cumulative GPA of 2.0 will be dismissed. The student may appeal to the Dean or the Director of Academic Development. The sole criterion for appeal will be progress toward achieving a GPA of 2.0. A first-time full-time student who has completed four semesters without achieving a GPA of 2.0 in any of the preceding semesters will be dismissed without the right of appeal.

Full-Time Upper-Level Students (24-Plus Credits)

An upper-level student, defined as one who has already earned 24 or more credits, whose GPA falls below 2.0 in any semester will be placed on academic probation and must adhere to the conditions noted herein:

1. Register for no more than 12-14 credits in the following fall or spring semester, and no more than two courses in either the first or second summer session;
2. Meet with his or her advisor within ten days of the semester following notice of status of probation and monthly throughout the semester or as directed by the advisor; and,
3. Enter into an academic agreement with the advisor that includes an academic plan to assist the student in acquiring appropriate academic assistance, tutoring, career information, and/or personal counseling.

An upper-level student whose cumulative grade point average is less than 2.0 for two consecutive semesters will be dismissed from the University, with the ability to appeal the dismissal to the Dean of the appropriate College (if a declared major) or the Director of Academic Development (if undeclared). Criteria for an Appeal of Dismissal include mitigating factors such as (a) evidence of adherence to the terms of a prior academic agreement, (b) evidence of progress toward a cumulative GPA of 2.0, or (c) change in personal circumstances.

If the appeal is granted and the student does not achieve a GPA of 2.0 in the subsequent semester, the student is dismissed without right to appeal.

Other Circumstances

A part-time student with a GPA of less than 2.0 should confer with his or her advisor (if in a major) or the Advisement Center (if undeclared) for counsel regarding his or her academic program and support services.

Repeat Course Policy

A first-degree undergraduate student may repeat once any course taken for credit toward degree completion in which he or she received a grade of D+ or lower. A course in which a failing (F) grade is received may only be repeated twice. In the case where a department or program requires that departmental permission be granted to repeat a particular course, this requirement will be stated in the officially approved course outline, syllabus, and other official publications.

Readmission

Readmission of students who withdraw from the University in good standing will be expedited.

Students who have been dismissed from the University for academic reasons must be absent from enrollment in the University for a minimum of one academic year. The application for readmission of a student who was dismissed from or withdrew from the University with a GPA of less than 2.0 requires an appeal to the appropriate academic Dean (declared students), the director of the first-year experience (undeclared freshmen), or the director of academic development (undeclared upperclass students). On readmission, the student will be in status of probation under terms of an agreement with the readmitting Dean/director for a course of study and academic support to attain status of good standing within an appropriate time period.

Students should also give evidence of ability to do university-level work subsequent to their dismissal, including evidence showing that the student had taken steps to improve his or her academic performance with potential for success at William Paterson University.

Expungement

Former William Paterson students who left the University for academic reasons and subsequently successfully completed two semesters or 24 credits at an accredited institution of higher learning with a GPA of 2.0, or who have graduated from a county or community college or other accredited two-year institution (or four-year institution, if seeking a second degree), will be considered as new applicants and their prior William Paterson University grade point average will be excluded from cumulative GPA calculation if they are readmitted.

Attendance

Students are expected to attend regularly and punctually all classes, laboratory periods, and other academic exercises. Students are responsible for all work required in courses. Individual instructors determine the effect of absences upon grades and may permit or deny the privilege of making up work, including examinations, within the time limits of the semester. Students are encouraged to ask instructors about their class attendance policy if it is not explicitly stated on the course syllabus.

In the event of a prolonged absence due to illness or personal emergency, a student is advised to consult with the Office of the Dean of Student Development regarding withdrawal from courses.

Audit

Students may register for a course with the audit option without receiving any credit or a grade. Students do not participate in class assignments and requirements. Students must pay regular university fees and tuition. Transcripts will reflect AU for audit. Students wishing to take a course on an audit basis must complete the necessary form at the Office of the Registrar during the first ten (10) days of the fall or spring semesters or during the first three (3) days of summer sessions I or II. Once the form is submitted the decision is irreversible.

Class Standing

Class standing is determined based upon a student's total credit hours earned.

Freshman:	00-23 earned hours
Sophomore:	24-57 earned hours
Junior:	58-89 earned hours
Senior:	90 or more earned hours

Course Credit Load

Credit

A credit is a unit of measure of curricular work. Generally, a credit is awarded for one hour of class attendance a week for one semester. In some studies, such as studio or laboratory courses, several hours may be required to earn one credit.

Full-Time Students Students completing 128 credits in eight (8) semesters require an average load of 16 credits per semester, although up to 19 credits in some major programs may be carried without special approval. Registration for more than this number of credits per semester is permitted only under unusual circumstances and requires high academic standing and written approval of the student's advisor, department chairperson, and the appropriate dean. A student must be registered throughout the semester for a minimum of 12 credits to be considered full time. A student who registers for a minimum full-time load and then withdraws from courses, bringing the credit load below the minimum full-time requirements, relinquishes full-time status.

Part-Time Students Students carrying fewer than 12 credits are part-time students.

Nondegree Students The nondegree student is limited to part-time enrollment each semester and may take a maximum of 24 credits as a nondegree student. To proceed beyond this maximum, the nondegree student must apply for formal acceptance to a program through the Admissions Office.

Summer Sessions I and II Students may not carry more than two courses (usually 6-7 credits) during each term. This policy of maximum load applies equally to all students.

Course Repeat Policy

A first degree undergraduate student may repeat once any course taken for credit toward degree completion in which he or she received a grade of D+ or lower. A course in which a failing (F) grade is received may only be repeated twice. In the case where a department or program requires that departmental permission be granted to repeat a particular course, this requirement will be stated in the officially approved course outline, syllabus, and other official publications.

Course Withdrawal

A student withdrawing from a course may do so by using Voice Response Registration process (VRR) or by written notice to the Office of the Registrar within the timeframe specified in the Master Schedule of Courses. Failure to follow this procedure will result in the recording of a grade of F. For withdrawal/refund dates, please refer to the semester *Master Schedule of Courses*. Failure to attend classes does not constitute a withdrawal from a course. Students seeking to withdraw from all courses must follow the procedures described under the Leave of Absence/Withdrawal section in this catalog.

Credit by Examination and Experience

Credit by Examination

Currently registered undergraduate students in good standing may receive credit for certain courses by successful performance in examinations offered by academic departments, in examinations of the College Level Examination Program (CLEP), the Thomas Edison College Examination Program (TECEP), or the College Proficiency Examination Program (CPEP). In some instances, a supplementary laboratory, practicum, or performance examination may be required to satisfy major program requirements.

Students who think they have sufficient knowledge, acquired by experience or private study, are encouraged to accelerate or enrich the university program in this way. When credit by examination is awarded by the University, it is so entered on the student's transcript. Failure in such examinations carries no penalty.

The credit-by-examination policy is subject to the following limitations:

1. No duplication of credit is permitted.
2. No examination is permitted in a subject in which students have pursued more advanced work for which they have received credit.
3. No examination is permitted in courses in which failing grades have been previously assigned.
4. The level of achievement required for award of credit is at least that which is normally specified and recommended by the American Council on Education and generally accepted practice.
5. Transfer students are entitled to advanced standing, subject to the above general limitations. Such standardized and challenge examinations should not be undertaken lightly by the student, for acceptable standards and norms for satisfactory achievement are locally and nationally established, and the grades thereby achieved do become a part of the student's permanent record. Full-time students who attempt these testing options are still expected to maintain a minimum 12-credit load during any semester of residence; exceptions may be made for students in their final semester of degree completion. Challenge and/or standardized exams may not be used as part of full-time status in determining financial aid eligibility. Additionally, fees for credit by exam options will not be covered by financial aid.

University policy limits the number of credits a student may be awarded toward the baccalaureate degree through CLEP, TECEP, CPEP, challenge examinations, and other credits awarded for advanced standing to a maximum of 98. Students who avail themselves of this maximum advanced standing credit are, nevertheless, expected to fulfill all major program prescriptions even though they may exceed the minimum 128 credits for the baccalaureate degree. Various testing options are fully discussed below.

College Level Examination Program (CLEP)

The College Level Examination Program is a nationally recognized series of examinations that primarily tests the content and theory of undergraduate courses normally offered during freshman and sophomore years. They are prepared, updated and

processed by the Educational Testing Service.

There are 35 computer-based examinations from which to choose. The University recognizes and grants credit for a satisfactory performance above the 25th percentile. Subject examinations are available and are generally equivalent to freshman-sophomore electives or introductory courses in major program sequences. Subject examinations are equivalent to single-semester (3 credit course) or two-semester (6 credit sequence). The University recognizes and grants credit for a satisfactory performance in these examinations for a minimum standard score of 50.

Credit for the required freshman English course, Writing Effective Prose, ENG 110, is granted only upon successful completion of the subject examination, Freshman College Composition (with essay).

Since CLEP examinations are primarily geared to freshman-sophomore levels, a student may be granted a maximum of 60 credits through these examinations whenever earned. Credit is awarded to students after the initial test or the first retest only. Examinations may be repeated after a six-month waiting period. **Any currently enrolled student who has completed 60 or more credits is ineligible to take General Examinations. Any currently enrolled student who has completed 90 credits is ineligible to take Subject Examinations.**

The Office of Testing maintains the CLEP Examination Program and their course equivalencies at William Paterson University. Additional information that governs these policies may be obtained at the Office of Testing web site—www.wpunj.edu/officeoftesting—or by contacting the office at 973-720-2570.

TECEP and CPEP

The University recognizes credit earned in TECEP exams, sponsored by Thomas Edison College of New Jersey, and CPEP exams, sponsored by the New York State Regents External Degree Program.

William Paterson recognizes and accepts a grade of C or better on some examinations presently available in these series, subject to the following restrictions:

1. No duplication of credit for CLEP, TECEP, or CPEP tests is permitted.
2. Students who have completed content and theory examinations may be required also to take local laboratory or performance examinations under special arrangements and with an additional fee.
3. Certain examinations may not be accepted in fulfillment of baccalaureate major programs and/or certification requirements. Students should consult major advisors about the acceptability and transferability of credit in their major sequence.

4. Unlike CLEP tests, only results of the initial testing are recognized by William Paterson University. Students are cautioned that passing grades earned in these examinations are added to their permanent record.

Military Credit

United States Armed Forces Institute (USAFI) course credit is counted as "military" credit. Correspondence courses taken through an accredited college count as academic credits. College correspondence courses, USAFI courses or a combination of both, are limited to a total of 30 credits. Speech performance courses taken by correspondence are not accepted for credit.

Credit for military service schools is granted in accordance with the recommendations published by the American Council of Education (ACE) in the publication *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Since no military credit will be awarded to a student unless the work was completed prior to entry, any desired USAFI courses should be taken while still on station before enrolling at William Paterson University.

Credit for Veterans

Following the recommendations of the American Council of Education (ACE), the University awards credit to qualified veterans for military and academic experiences. In addition, veterans may apply for an evaluation of any courses they may have completed in special training schools, correspondence schools, and academic courses completed under the auspices of the United States Armed Forces Institute. The University adheres strictly to the minimum recommendation for credit by ACE and USAFI.

Air Force ROTC

William Paterson University students can earn appointments as commissioned officers in the United States Air Force through an ROTC crosstown agreement with the New Jersey Institute of Technology (NJIT). Students with two or more years of college remaining, in either undergraduate or graduate programs, are eligible to apply. Credits for all aerospace study courses taught at NJIT are applicable as free elective credits toward graduation from William Paterson University. For information on the conditions, benefits and procedures of the program, contact the Office of the Registrar at (201)-596-3626.

Curriculum Individualization

The degree programs outlined in the respective majors represent minimum requirements for all students who wish to receive a baccalaureate degree from William Paterson University. The University does, however, offer credit options to students who demonstrate unusual experiences, interests, and abilities.

Undergraduate students may receive course credit, advanced placement, or advanced standing. Criteria include school records, official documents, and various examinations referred to in the section on Credit by Exam and Experience. Credit thus gained may be used to accelerate or enrich a student's program. Students who wish to complete a degree in a shorter period of time may pursue these various acceleration options. Students who wish to complete work or courses beyond those ordinarily prescribed in a major or for a degree may choose enrichment opportunities.

Students must take responsibility for making sure that their selection of courses meets the requirements of their chosen degree program; they should consult regularly with their faculty advisor for guidance.

Degree Requirements

To qualify for an undergraduate degree at William Paterson University, a student must earn a minimum of **128 of the correct credits in an authorized program of study to which one has been duly admitted**, achieve a minimum 2.0 (C) cumulative grade-point average and a 2.0 average in the major. Due to requirements of accrediting agencies some majors may require a major GPA greater than 2.00 for admission and/or retention in the major. Interdisciplinary programs or honors programs may also have unique requirements.

Degree requirements are normally composed of the following components:

1. University Basic Skills Program

The Basic Skills Program at William Paterson University is designed to assist you in achieving your academic and career goals. The program helps to prepare you for college level courses and courses required for graduation. These courses are prerequisites for many of your college level courses. The Basic Skills Program (BSP) is a form of academic support. We offer courses that are designed to help

you improve your skills in mathematics, college reading, and writing. In addition to the courses, we offer workshops and specialized tutoring to help in more difficult aspects of college coursework. The courses offered are:

- BRI 109 College Reading/Rate Improvement
- ENG 108 Basic Writing
- MATH 106 Basic Mathematics with Algebra

Each course is offered for 3 credits and each counts toward your semester credit load. These credits are included in determining your class level (first year, sophomore, junior, etc), in defining full time status and for financial aid purposes. However, these credits do not count toward graduation.

In order to determine if you need to take courses in Basic Skills Program, you will be required to take a Placement Test. This test will help us to determine the appropriate Basic Skills and college level courses you should take in your first year at William Paterson.

The test you will take is called the Accuplacer Test. Most of it is computerized and includes sections in each of the following areas:

- Reading Comprehension
- Sentence Skills
- Algebra
- Essay Writing

After taking the test you will receive a letter informing you of your basic skills placement. You must complete all basic skills courses by the beginning of the third semester. You will also be taking college level courses alongside basic skills. For your first semester at William Paterson University, the University will develop your class schedule. After that your advisor will help you in selecting the appropriate courses for each semester.

2. General Education Requirements

The goal of General Education is to provide broad, coherent knowledge for the development of individuals and their participation as citizens in society. Familiarity with a broad range of academic disciplines and the acquisition of general intellectual skills fosters critical and creative thinking, effective writing and communication, and the formation of humanistic values.

To this end, General Education courses introduce the student to basic concepts and methods in major fields of knowledge. The collective aim of these courses is to enhance students' appreciation of literature and the arts, an understanding of the natural world, and knowledge of diverse societies and cultures.

The General Education program is innovative in that it addresses the issues of diversity. Students examine the role of race, class, and gender in the shaping of American life and, through the non-Western course requirement, they study other cultures and perspectives.

Approximately 60 credits of General Education coursework must be completed for the bachelor of arts and bachelor of science degrees. General Education requirements differ for students receiving the bachelor of fine arts or bachelor of music degrees.

The general education requirement is divided into eight areas: Arts and Communication, Humanities, Science and Mathematics, Social Science, Health, Racism and Sexism, GE Electives, and Non-Western Culture. Specific courses must be selected in fulfillment of the General Education areas. Refer to the Master Schedule for the specific courses permissible in each category.

REQUIREMENTS 59-60 CREDITS

A. Arts and Communication 6 credits

- Art
- Communication
- Music
- Theatre

(No more than 3 credits may be taken in any department.)

B. Humanities 21 credits

- Writing Effective Prose 3
- Foreign Language
(dependent upon placement) 0-6
- History 6
- Literature 3
- Philosophy 3

C. Science 11-12 credits

- Mathematics 3-4
- Science 8

D. Social Science 9 credits

- Anthropology
- Geography
- Political Science
- Psychology
- Sociology
- Economics

(No more than 3 credits may be taken in any one area.)

E. Health or Movement Science 3 credits

F. A course in Racism and/or Sexism 3 credits

G. General Education Electives 6 credits

Chosen from a group of upper-level (200 or above) courses or any other acceptable GE courses; these may not be in the major or collateral areas.

H. Non-Western Culture

Each student takes at least one course in some aspect of non-Western cultures. A student may choose any course from the approved list that is published each semester in the Master Schedule. This requirement does not require a student to take an additional three credits. A non-Western cultures course may count as part of general education, the major, upper level electives or free electives and fulfill this requirement. This is the only instance of counting the same course in two categories.

Important Note: Some departments require that specific courses must be selected in one or more general education categories for particular majors. Students are therefore urged to consult with their faculty advisor in selection of courses to meet GE and major requirements.

3. The Major

Each student must pursue a course of study in sufficient depth to be acquainted with both the basic body of knowledge therein and the frontiers to which it reaches. Credit requirements for the academic majors vary according to type of program. **Courses applied to a major may not be used to fulfill general education requirements.**

In a bachelor of arts program, major courses total between 30 and 40 credits.

In a bachelor of science program, up to 60 credits may be required.

In specialized degree programs, such as the bachelor of fine arts and the bachelor of music, major course requirements often exceed 60 credits.

Multiple Major Courses of Study

A student may select a second major course of study. Upon successfully completing an additional major, the student is awarded a single degree. Notation of both major courses of study is made on the student's official transcript.

4. Upper-Level Electives

Nine (9) credits of upper-level electives (200 or above) outside the major, collateral areas and above the 100 level.

5. Teacher Certification Programs

Students seeking teacher certification should refer to the section of this catalog describing the **College of Education** and the **Departments of Elementary and Early Childhood Education, Secondary and Middle School Education, and Special Education and Counseling** for further details on teacher certification requirements.

6. Free Elective Courses

Students are encouraged to explore areas of study not included under the general education designation and not included in the major or collateral areas' course of study. The number of credits of free electives required in each program is determined by subtracting the total of credits in general education, the major, teacher certification where applicable, and upper-level electives from 128.

Important Note: All freshmen must take the course WPC 101, Freshman Seminar. In a small class setting students develop a close relationship with a faculty member who helps introduce the William Paterson University experience.

7. Waivers

Waivers from university curriculum requirements may be provided when deemed educationally advantageous for an individual student. When the need for a waiver arises because of requirements for mandated courses set by an outside accrediting agency, priority is given to the requirement of the accrediting agency. A student who requests a waiver should apply to the major department chairperson, who then forwards the request to the appropriate academic dean.

8. Academic Residency Requirement

All students must complete the last thirty (30) credits in residence at this institution.

9. Time Limit for Degree

A baccalaureate degree must be completed within a period of ten years from the time the student first matriculated. Waivers and extensions of time must be approved by the dean of the college of the students' major.

Extracurricular Activities

Key components of the academic policies and related procedures governing extracurricular activities are enumerated in University Policy Number 10, approved by the President upon recommendation of the Senate and Student Services, revised 9/22/87.

The policy component is excerpted below:

- I. Extracurricular activities are here defined as participation in any clubs, athletics, or organizations recognized by the University or any of its agencies and that do not receive academic credit.
- II. All extracurricular activities shall be open to all full-time and part-time students who have paid the appropriate student activity fees, except where the organizations are members of national bodies that have more stringent requirements.
- III. The following limitations should apply only to students who are holding office and/or participating in activities that require a regular commitment of three or more hours per week.
 - A. Extracurricular eligibility will be monitored once a year in August after the summer session is completed. Since "automatic" or academic probation is monitored in June, a student who is put on academic probation has 14 months on academic probation to raise the GPA to a 2.0 or above before becoming ineligible to participate in extracurricular activities. Each student is entitled to only one year of participating in extra-curricular activities while on probation. If after spending one year on probation and becoming ineligible to participate, the student once again falls below a 2.0, he or she is then immediately ineligible to participate until the GPA is raised to a 2.0.
 - B. Where any outside organization stipulates "normal academic progress" for full-time students as a requirement for participation, such progress will be defined as follows:
 1. Taking 12 credits in the semester of participation to avoid extracurricular activities probation.
 2. Completing successfully 24 credits the previous 12 months of academic study to avoid extracurricular activities probation. This condition shall not apply to students who have never previously had full-time status at William Paterson University or who have only had full-time status the previous semester.
 - C. Where no outside organization stipulates "normal academic progress" for full-time students as a requirement for participation such required progress will be defined as follows:
 1. Full-time status students are required to successfully complete 24 credits in the previous 12 months to avoid extracurricular activities probation.
 2. Part-time status students must successfully complete 12 credits in the previous 12 months to avoid extracurricular activities probation.
 - D. A student who is dismissed from school for reasons of academic standing who is later reinstated may participate in extracurricular activities after meeting the following criteria:
 1. One year of nonparticipation after reinstatement.
 2. A GPA- of 2.0 or above.
 - E. Those students who do not begin participation in extracurricular activities their first year of college must have a GPA- of 2.0 when they begin participation.- Those who begin participation with a GPA of below 2.0 will automatically be put on extracurricular activities probation.
- IV. Students whose extracurricular activities are limited by this policy may wish to explain extenuating circumstances, which would allow them to participate in extracurricular activities.- A standing review committee shall be formed by the senate to hear such appeals.

Grades

The William Paterson University grading system is as follows:

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D+, D	Minimally passing
F	Failing
P	Passed course, taken on a pass/fail basis (equivalent to A-D)
IN	Incomplete
N	Unacceptable, must repeat (Writing Effective Prose and Basic Skills)
M	Missing, no grade submitted
WD	Withdrawn officially
AU	Audit

Grade Point Values

A	4.0	
A-	3.7	Using Quality points and Quality hours
B+	3.3	as they appear on the grade report
B	3.0	and/or transcripts:
B-	2.7	<u>Qpts</u>
C+	2.3	Qhrs = GPA
C	2.0	
C-	1.7	Example: <u>46</u>
D+	1.3	16 = 2.87
D	1.0	
F	0	

Grade Regulations

A report of the student's grades is entered on the official record and is altered only upon the initiation of the instructor and the approval of the department chairperson and the appropriate dean, except under extraordinary circumstances. In some cases, the privilege of re-examination is permitted.

Incomplete Grades Policy

Work relating to grades of Incomplete (IN) must be completed and grades submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the grade was issued.

An Incomplete may be assigned only when the student has successfully completed most of the work required for a course but due to extraordinary circumstances is unable to submit a portion of course work or completed final project (paper, exam, or other work) by the end of the semester. Under no circumstances should an Incomplete be assigned when, through negligence or with no acceptable excuse, a student fails to take an examination or to submit required work on time.

An Incomplete may be assigned only with an agreement of mutual understanding between the faculty member and the student on an Incomplete Grade Form indicating the reason for the Incomplete, the work to be completed, the work that had been completed for a grade, and deadline for completion.

A copy of this agreement must be signed by the faculty member and student and approved by the Department Chair, with copies to the Dean of the College and Registrar, when the grade of Incomplete (IN) is submitted.

Pass/Fail Courses

General Education courses cannot be taken on a pass/fail basis. With the exception of courses that are designated by the University as "pass/fail only," students may exercise a pass/fail option for free elective courses only and for a maximum of 3-4 credits or one course per semester and a career maximum of 12 credits or four courses, whichever is greater. Students must be in good academic standing (minimum cumulative GPA of 2.0) to opt for pass/fail.

Procedures for Investigating Complaints About Grades or Student Academic Performance

Students who are dissatisfied with treatment by a faculty member in reference to grades or student academic performance should pursue the following procedure. Due process must be followed at each step of this procedure. No grade will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the assignment of the original grade was inconsistent with professional standards in the discipline.

Each step in the procedure must be initiated within ten working days of the faculty, chairperson, or departmental response. Dated, written statements are required at each step. Likewise, at each level, the faculty member, chairperson, or Department Executive Council (or other appropriate departmental committee) must complete a review of all pertinent written materials prior to rendering a decision and inform the student in writing of the decision within ten (10) working days of receipt of the complaint materials. If the student can verify that she or he has not been able to contact the faculty member, it is understood that the student's right to appeal will not be jeopardized, and the deadline will be extended. A copy of all materials submitted at each level of the appeal process should be retained by the student. If the student so chooses, he/she will be allowed to appear before the appropriate committee or council at each level of the appeal process.

1. The student must write to the faculty member within ten (10) working days of the receipt of the grade or of the incident related to the student's academic performance to request an appointment to discuss the complaint. The letter must also include any pertinent documentation to substantiate the student's complaint.

2. At the meeting with the faculty member, the student must present any additional pertinent documents to substantiate the complaint. The faculty member must make available for review at this meeting materials submitted by the student for evaluation and not yet seen by the student.
3. If the student is unsuccessful in making contact with the faculty member or upon meeting with the faculty member is dissatisfied with the outcome and wishes to further pursue the complaint, the student must write to the department chairperson and request an appointment to discuss the complaint. A copy of all materials originally presented to the faculty member must be included. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of this procedure, has read it, and understands it before the appeal can proceed.
4. If the complaint is not resolved at the chairperson's level, and if the student wishes to pursue the complaint, the student must request, in writing, that the department chairperson convene the Department Executive Council (or other appropriate department committee) to hear the appeal. The committee must consult with the faculty member involved in the complaint and review the documents provided by the student. The committee will then submit a recommendation to the department chairperson. When the faculty member involved is the chairperson, the student may request that the dean of the College convene the Department Executive Council (or other appropriate department committee).
5. If not satisfied with the Department Executive Council's (or other appropriate department committee's) recommendation, and if the student wishes to further pursue the complaint, the student must write to the dean of that College requesting that the complaint be brought to the College Council for a recommendation by the department chairpersons of the College concerned. The chairperson of the department concerned will not take part in the final vote.

The Council's recommendation will be given to the dean of that College. This recommendation will constitute the University's final decision.

6. The faculty unequivocally have the final responsibility with regard to grade changes.

Independent Study

The purpose of the undergraduate independent study program at William Paterson University is to encourage self-education under the auspices of a faculty supervisor. The program is open to junior and senior students who have shown themselves responsible and capable of self-direction and who possess a grade point average of at least 3.0, both overall and in the major, or in the field of the independent study. Independent study cannot substitute for an existing course, but may be utilized in lieu of a degree requirement.

A student cannot undertake an independent study for which the student has had no background. The choice of an independent study should be initiated by the student.

An application form, with a one-page prospectus, should be submitted to the sponsoring faculty member. The application form requires the approval of the faculty member, the department chairperson and the dean of the appropriate College. The completed application must be submitted by the student to the Office of the Registrar no later than the late registration period for the semester in which the independent study is to be undertaken. This deadline may be moved to an earlier time at the discretion of a department. The prospectus should include the following:

1. Statement of the purpose of the project
2. Description of the proposed methodology to be used in carrying out the independent study
3. Brief preliminary bibliography
4. A proposed time schedule
5. If the project is expected to continue for two or more semesters, it should be clearly stated which part of the proposed work should be completed by the end of each semester
6. Description of the final product that will be evaluated for independent study credit. Three credits of independent study may be undertaken in a given semester; no more than 9 credits of independent study may be credited toward degree requirements. Credit and grade are awarded by the faculty sponsor.

Leave of Absence/Withdrawal

A leave of absence can be granted for one academic year (two semesters). A student must be in good standing in order to be eligible to take a leave.

If a student is not in good standing, a leave of absence cannot be granted, and the student electing to leave school must withdraw from the University (see below). A leave of absence must be applied for at least 30 days prior to the last day of classes of the semester for which it is applicable. Refunds after the deadline will not be considered under any circumstances.

Students can obtain the forms for a leave of absence from The Gloria S. Williams Advisement Center, Wayne Hall 138, 973-720-2730.

Withdrawal from the University

A withdrawal from the University will not be refused to any matriculated student. A withdrawal is for an indefinite length of time and is in force until the student chooses to apply for readmission. Withdrawal should not be confused with dropping a course nor should a withdrawal be confused with a leave of absence.

Nonattendance in classes does not constitute a withdrawal from the University. For matriculated students, a withdrawal from the University must be officially processed through The Gloria S. Williams Advisement Center, Wayne Hall 138, 973-720-2730. Nonmatriculated students who wish to withdraw from the University during the school year are required to complete the appropriate form, available at the Office of the Registrar.

Students who withdraw from the University (from all their courses) must apply for readmission through the Admissions Office according to the admissions calendar. Readmission is not automatic; college or department enrollment restrictions and other considerations may not permit return during a particular semester. Students who are not in good standing upon withdrawal and subsequently seek readmission must simultaneously seek readmission to a major, if previously declared. Refunds after the deadline will not be considered under any circumstances.

Outcomes Assessment

In order for the University to improve its academic programs and student services, periodic assessments of student perceptions and student outcomes are conducted. All students participate in a variety of assessment activities during their university careers. The information obtained is used only to improve the quality of the education experience for students.

Obligation of Payment

Once students have utilized Voice Response Registration or otherwise completed a registration transaction, students have entered into an agreement with the University and are liable for payment of all tuition and fees whether or not they elect to attend classes. **This policy will apply regardless of a student's claim of "no bill was received" or "never having attended classes" or that "no tuition payment had been made."** Any student who registers and later decides not to attend the University must **follow the Leave of Absence/Withdrawal procedures listed in this catalog.**

Undeclared Students

Students who exercise their option not to select a major program when first enrolling in the University are classified as undeclared students. Such students should normally attempt to complete the general education requirement during the first two years and must apply for admission to a major program upon completion of 60 credits. Applications for admission to a major program are available from the Advisement Center in Wayne Hall. Students who have not declared a major by the time they have completed 60 credits may be denied permission to register.

Special Academic Programs

PRE-PROFESSIONAL PROGRAMS

The following pre-professional programs are NOT degree programs. In general, they are designed to prepare students for advanced or graduate studies in specific professional fields. Students should consult program coordinators for advisement.

Pre-Engineering Program

The Pre-Engineering Program is a two-year sequence preparing capable students to transfer to other universities granting degrees in engineering. William Paterson maintains a transfer articulation agreement with NJIT for students meeting the requirements outlined in the program description. Students should seek advice about the congruence between the curriculum in this program and requirements of specific degree programs. Students should refer to the section on "Pre-Professional Programs" under the College of Science and Health.

Pre-Law Program

The Pre-Law Program is designed for students who are interested in preparing for post-graduate studies in law. The recommended curriculum is described in the section under the Department of Political Science. The program is open to students in any major.

Pre-Medical Program

Students interested in careers in medicine and related fields (chiropractic treatment, osteopathy, podiatry, or veterinary medicine) should seek advice from the coordinator and refer to the section of "Pre-Professional Programs" under the College of Science and Health. Students interested in a pre-professional program in Communication Disorders should see the Speech-Language Pathology Preparation description under the College of Science and Health.

Pre-Physical Therapy Program

The Pre-Physical Therapy Program is housed in the University's Department of Biology. This is a six-year collaborative program with the University of Medicine and Dentistry of New Jersey (UMDNJ), located in Newark. Students spend three years at

William Paterson (or the time required to complete 96 to 98 credits), then apply to UMDNJ for the final three years to enroll for the Doctor of Physical Therapy program. Following the first year at UMDNJ, students are awarded a bachelor's degree from William Paterson. Students should refer to the section on "Pre-Professional Programs" under the College of Science and Health for more information.

OTHER SPECIAL PROGRAMS

First-Year Seminar (973-720-3768)

WPC 101 Freshman Seminar (1 credit) is a required course for all students new to the University. This academic course is designed to introduce students to the William Paterson University experience and includes the following course goals:

1. To make students aware of and feel comfortable with University resources;
2. To help students facilitate the establishment of connections with each other, faculty and staff;
3. To provide students with an understanding of their rights and responsibilities;
4. To empower students to solve problems they may encounter in their academic and personal development;
5. To lead students to appreciate themselves as agents in their educational process;
6. To develop students' ability to respond intellectually to their classes and environment.

Graduate Programs (973-720-3641)

The University offers 19 graduate programs leading to the following degrees:

- Master of Arts in Applied Clinical Psychology, English, History, Media Studies, Public Policy and International Affairs, and Sociology
- Master of Art in Teaching in Elementary Education
- Master of Business Administration
- Master of Education in Counseling Services, Education, Educational Leadership, Reading, and Special Education
- Master of Fine Arts in Art
- Master of Music
- Master of Science in Biology, Biotechnology, Communication Disorders, and Nursing

In addition, post-baccalaureate students may pursue initial or additional NJ teaching certification in various disciplines at the elementary and secondary level. Detailed information about program concentration, admission requirements and course

offerings may be obtained through the web at wpunj.edu/admissn/gradf/graduate/ or by contacting the Office of Graduate Studies in Raubinger Hall 139 at 973-720-2237, 877-WPU-EXCELL, or graduate@wpunj.edu.

International Student Exchange (973-720-3044)

Students at William Paterson University have the opportunity to participate in a Study Abroad program under the sponsorship of the New Jersey State College Council for International Education. Programs exist at a great number of institutions in Europe (Great Britain, Denmark, Hungary, Spain, Austria, Ireland, France, among others), Latin America (Mexico, Ecuador, Colombia, Argentina, Brazil), Australia and select countries in Asia and Africa. In most cases the language of instruction is English, except where the main purpose is to learn a foreign language. Up to 30 credits may be earned toward graduation from William Paterson University. In order to qualify, students must have completed at least one year of university study, have a minimum grade point average of 2.5 and be approved by a university review committee. Students who wish to use this experience in any way related to their major programs must also receive authorization from their major department. Additional information is available by calling 973-720-3044.

National Student Exchange (973-720-2256)

William Paterson Students who have a 2.5 or better grade point average may participate in the National Student Exchange Program (NSE). The program enables students to enroll for a semester or a year in one of 170 member colleges and universities in the United States, Guam, Puerto Rico, and the U.S. Virgin Islands. Students pay either William Paterson University's tuition or the in-state tuition of the host school. This program offers students the opportunity to live in other regions of the United States and its territories and to experience new climates, scenery, and cultures. All financial aid may be applied to this program. Additional information is available by calling 973-720-3044.

University Honors Program (973-720-3657)

The University Honors Program coordinates a variety of enhanced educational opportunities for students who are motivated and able to perform at a high academic level. Many classes in the General Educa-

tion Curriculum offer special "honors" sections that permit students to deal with these subjects in a more comprehensive and challenging manner. Building upon this foundation, the Program also offers an upper-level experience consisting of eight interest areas or "tracks." Each track provides a more intense

and rewarding experience with the interest area through small classes, close contact with nationally recognized faculty and courses intended to provide a level of accomplishment that has given our graduates an advantage in their applications to graduate school or employment. The faculty coordinators in each track act as advisors and mentors for their students, providing a one-on-one academic relationship at William Paterson while helping them to plan for the continuation of their work beyond the University. Common to all tracks is the preparation and presentation of a research project in their interest area as the capstone of the student's honors academic career. This might be a lecture, recital, the presentation of the results of research or thesis, the production of a play or musical revue, or the proposal for a new public health policy.

The eight current honors tracks are Biopsychology, Cognitive Science, Humanities, Life Science and Environmental Ethics, Music, Nursing, Performing and Literary Arts, and Social Sciences, and each is described in more detail below. Most tracks offer an interdisciplinary experience in the interest area to broaden the students' abilities to discuss and apply their ideas and knowledge. The Humanities and Life Science and Environmental Ethics Honors Tracks are open to students of any major. The Biopsychology and Cognitive Science Honors Tracks attract students from their interdisciplinary research areas. The Music and Nursing Honors Tracks are designed to enhance the excellence of the student in specific majors. The Performing and Literary Arts Honors Track is open to students of art, English, and communication majors, as well as to students pursuing other majors after they satisfy the track prerequisites. All of the tracks add an intense disciplinary or interdisciplinary perspective to a student's education and combine rigorous classroom training with a unique, out-of-the-classroom experience.

For more information regarding the University Honors Program, call 973-720-3657 or stop by the office in Hunziker Hall, room 105A.

Biopsychology Honors Track — The Biopsychology Honors Track began in 1976 with the aid of two grants from the National Science Foundation. The track draws on discoveries in such fields as: behavior genetics, the neurosciences, physiological psychology,

and psychopharmacology, to investigate such complex topics as the structure and functioning of the brain, or why individuals vary in their behavior. As with the other tracks in the University Honors Program, the Biopsychology Honors Track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

The track is open to majors in anthropology, biology, chemistry, nursing, psychology, and sociology, and is highly recommended for students planning graduate or professional studies in pursuit of careers in medicine, psychology, nursing, the neurosciences, and the like. Incoming students begin with a set of foundation courses carefully selected to provide a basis for the study of more advanced concepts and methodologies. After completing the foundation, students continue with a set of four courses which form the core of biopsychology. Throughout the student's time in the track, there are opportunities to apprentice in research, be a part of discussion groups, and attend national scientific meetings. Senior students typically complete an independent study or thesis working one-to-one with a faculty mentor.

For further information on this track, consult the coordinator, Dr. Robert Benno, Department of Biology, 973-720-3440.

Cognitive Science Honors Track — The Cognitive Science Honors Track provides motivated students the opportunity to engage in an interdisciplinary study of the mind/brain. Cognitive science brings together the disciplines of psychology, anthropology, neuroscience (including neurobiology, neuroanatomy, and neurophysiology), computer science, philosophy and linguistics. The purpose of combining study and research in these several fields is to support interdisciplinary cooperation in solving different problems about the structure and function of the mind/brain. The Cognitive Science Honors Track seeks to develop theories of mind based on complex representations of computational procedures. As with other tracks in the University Honors Program, the Cognitive Science Honors Track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

The Cognitive Science Honors Track is open to majors in psychology, anthropology, biology, computer science, philosophy and communication disorders. Students in other majors who are interested in the track may also be admitted with permission from the track coordinator. This track provides the student with the opportunities to engage in in-depth discussion on topics related to the mind/brain.

Research is strongly emphasized within the track, and there are many opportunities to become involved in research with faculty. The culmination the student's undergraduate career is the research thesis. The Cognitive Science Honors Track is highly recommended for students planning graduate or professional studies in pursuit of careers in education, psychology, philosophy and related fields.

For further information on this track, consult the coordinator, Dr. Katherine Makarec, Department of Psychology, 973-720-3390.

Humanities Honors Track — The Humanities Honors Track, also founded in 1976, provides an exploration of the interdisciplinary relations between literature, history, and philosophy. It is open to students from all majors in the University who wish to enrich their major field of study with this broader cultural context or who enjoy the life of the mind in reading, discussing, and writing ideas. The Humanities provide a direction for the examination of human, social, and universal nature that connects with the social and natural sciences but also has its own value. Drawing from the realms of literature, art, philosophy, history, languages, and religion, this track allows the student to examine a wide variety of human ideas, actions, values, and creative productions from Classical Greece to our current modern and post-modern era.

Like the other tracks, the Humanities Honors Track functions as a minor in the student's curriculum, providing a distinct set of courses to enrich the student's major or the general university experience. The initial work in the Track focuses upon foundational ideas and themes in Western culture, while the research projects encompass whatever culture(s) suits the student's interests. Many students have explored the culture of their ancestors, as others have looked at Greek poetry or modern jazz. Students complete a year-long seminar examining the connections between literature, history, and philosophy in Western culture and then taken one colloquium limited to one cultural period, such as Classical Greece and Rome, Medieval, Enlightenment, or Contemporary. The culmination of the study is the year-long research and thesis project usually in the senior year, offering the opportunity to work independently with the guidance of a selected faculty member. The completion of this project provides not only a fitting expression of the student's college accomplishments but also a valuable representation of their abilities for graduate schools and future employers. There are courses available for both daytime and evening students.

For further information on this track, consult the coordinator, Dr. John Peterman, Department of Philosophy, 973-720-3030.

Life Science and Environmental Ethics Track — The Life Science and Environmental Ethics Honors Track addresses ethical, political, and social issues in the life science fields of biology, medicine, and the environmental sciences. Such issues include the manipulation of genetic material in foods or insect pests or human embryos, the creation of new medicines and technologies to sustain or even create life, and the environmental trade-offs that our expanding population confronts from land use planning and disposal of hazardous waste to the preservation of natural environments and the protection of clean air and water. Understanding and working with such issues requires clear and analytical thinking, an understanding of classical ethical arguments, and experience in the settings where the decisions are made. The Life Science and Environmental Ethics Honors Track provides the relevant training and experience for pursuing these interests.

As with the other tracks of the University Honors Program, the Life Science and Environmental Ethics Honors Track functions like a minor, offering a distinctive set of courses that adds breadth to and reinforces a student's chosen major. Open to students of any major, this track could be of special interest to science students who wish to explore the ethical issues caused by their scientific knowledge or to business students who wish to better understand the ethical dimensions of the technical areas in which they will soon be working.

After completing at least two science courses (by advisement), during the first two years at William Paterson, the student takes a set of three courses in the Track. These courses expand the student's understanding of the process of scientific investigation, expose them to the major ethical systems, and through the mechanism of the case study, explores the interfaces among ethics, science and the law. Next, the student completes a one semester intensive internship with an agency that deals with ethical issues in the lives of humans, animals, or an aspect of human-environmental interaction. Finally, the student will integrate classroom and practical experience with scholarship in a senior thesis.

For further information on this track, consult the coordinator, Dr. Karen Swanson, Department of Environmental Science and Geology, 973-720-2589.

Music Honors Track — This track in the University Honors Program is designed to enhance existing degree programs in music. Students are selected for admission to the program based on an interest and high level of promise in the subject of music as a liberal art, beyond its vocational aspects. The program comprises three components: a series of seminars; a choice of normally-taken music major courses that are enhanced with an "honors contact;" and a capstone project, produced in the senior year.

For further information on this track, consult the coordinator, Dr. Jeffrey Kresky, Department of Music, 973-720-3470.

Nursing Honors Track — As the system of healthcare delivery in the United States continues a rapidly paced evolution, many current healthcare professionals must take on new roles. Nurses, as nurse practitioners for example, have already taken on enhanced roles and responsibilities in patient care and advocacy. The Nursing Honors Track is a newly developed honors track, designed especially for highly motivated and talented nursing majors. It prepares graduate nurses to be instrumental in shaping the core of health care delivery by producing a strong background in research and public advocacy on health-care issues. As with the other tracks of the University Honors Program, the Nursing Honors Track is a distinctive set of courses that reinforces a student's chosen major.

This track is open to qualified incoming freshmen, sophomore nursing majors, and transfer students. The student typically begins courses in the nursing track at the beginning of their second year of classes. The first is an interdisciplinary course designed to develop critical thinking and an understanding of the ethical implications that impinge on decision making in health-care situations. The second course is dedicated to the logic and practice of scientific research. Applying the acquired basics, each student works with a faculty member in a collaborative research project. As the capstone, the fourth course allows the student to develop and advocate a research-based position on an issue of public health or institutional procedure.

For further information on this track, consult the coordinator, Dr. Julie Bliss, Department of Nursing, 973-720-3494.

Performing and Literary Arts Honors Track —

Sponsored jointly by the college of Humanities and Social Sciences and the College of Arts and Communication, the Performing and Literary Arts Honors Track is a cross-disciplinary track for students who are interested in one or more aspects of public performance or theatrical production. For students selecting a theatrical focus, such performance might be acting, writing, directing, theatrical production, music composition or music arrangement or set design and construction. For students selecting a literary focus such performance would be a public reading of a portion of their original manuscript such as a novella, collection of poetry, short stories, or essays. In consultation with the track coordinator, the student will select five courses to assist in the preparation for a public performance. The outcome of the track is the public performance itself – a play or solo performance – held on campus and open to the University community and the community at large. As is true for the other tracks in the University Honors Program, the Performing and Literary Arts Honors Track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

The track is open to students of all levels. Students with majors in art, English, and music may proceed directly to individual advisement, the selection of a set of five courses, and a performance. Students with other majors, if they choose a theatrical project, need to complete a 21-credit concentration in theatre prior to completing the honors track.

For further information on this track, consult the coordinator, Dr. Philip Cioffari, Department of English, 973-720-3053.

Social Sciences Honors Track — The Social Sciences Honors Track is intended primarily for motivated sociology, psychology, political science, and anthropology majors, though interested students from other majors can apply. As with the other tracks in the University Honors Program, this track is designed to reinforce a student's chosen major and to enrich his or her educational experience.

Through a series of seminars and a carefully-supervised research project in an area of personal interest, students explore how the social sciences share some intellectual heritage and how they can come together to address problems confronting the contemporary world. In particular, participants examine the perspectives legal system, religion, hatred, aggression, poverty, international conflict, and other topics.

Students in the track can expect a unique learning opportunity led by interdisciplinary teams of accomplished social scientists who are committed to their role as teachers. Students will read and discuss some of the finest thinkers in human history and learn how to conduct meaningful social science research. We hope that many students in this track will be able to present their findings at scholarly conferences and, even, to publish their work. The Social Sciences Honors Track is particularly appropriate for students who want to strengthen their applications to law school or graduate school in psychology, sociology, political science, anthropology, and associated fields.

Track courses are designed to be taken in numerical sequence, when possible. However, with the permission of the track coordinator, students may modify the order in which they take them. Courses can be used to fulfill some General Education requirements, so students should not lengthen their stay at William Paterson by enrolling in the track.

For further information on this track, consult the Coordinator, Dr. Neil J. Kressel, Department of Psychology or contact the Honors office, 973-720-3657.

Degree Programs

College of the Arts and Communication

- Art (B.A.)
- Communication (B.A.)
- Fine Arts (B.F.A.)
- Music (B.A. and B.M.)

Christos M. Cotsakos College of Business

- Accounting (B.S.)
- Business Administration (B.S.)
- Professional Sales (B.S.) (pending)

College of Education

- Early Childhood Education–Professional preparation program for teacher certification*
- Elementary Education–Professional preparation program for teacher certification*
- Subject Field–Professional preparation program for teacher certification*
- Special Education (B.A.)

*Students seeking teacher certification are required to have an academic major offered by one of the other colleges within the University. A complete list of these approved majors is found in the College of Education section of the catalog.

College of the Humanities and Social Sciences

- African, African-American, and Caribbean Studies (B.A.)
- Anthropology (B.A.)
- Asian Studies (B.A.)
- English (B.A.)
- French and Francophone Studies (B.A.)
- History (B.A.)
- Latin American Studies (B.A.)
- Philosophy (B.A.)
- Political Science (B.A.)
- Psychology (B.A.)
- Sociology (B.A.)
- Spanish (B.A.)
- Women's Studies (B.A.)

College of Science and Health

- Biology (B.S.)
- Biotechnology (B.S.)
- Chemistry/Applied (B.S.)
- Community Health/School Health Education (B.S.)
- Computer Science (B.S.)
- Environmental Science (B.S.)
- Geography (B.A.)
- Mathematics (B.A.)
- Nursing (B.S.)
- Physical Education (B.S.)

Pre-Professional Programs

- Dentistry
- Engineering
- Law
- Medicine
- Physical Therapy
- Speech-Language Pathology
- Veterinary Medicine

College of the Arts and Communication

Dean: Ofelia Garcia, M.F.A.

Office: Power Art Center, Room 114; 973-720-2230

Associate Dean: Bruce Gulbranson, Ed.D.

Office: Power Art Center, Room 115; 973-720-2999

Degrees Offered:

Art (B.A. and B.F.A.)

Communication (B.A.)

Music (B.A. and B.M.)

Honors Tracks:

Music

Performing and Literary Arts

Introduction

The College of the Arts and Communication offers both professional and undergraduate liberal arts degrees in art, music, and communication, with particular concentrations possible within each major. The liberal arts programs strengthen the understanding and appreciation of visual and performing arts, they introduce students to techniques and technology employed in the arts and communication fields, and enhance the students' capacity to participate effectively in contemporary culture. In addition to the bachelor of arts degree, the College also offers professional undergraduate degrees: the bachelor of fine arts and the bachelor of music. The professional music degrees are accredited by the National Association of Schools of Music, while the professional art degrees are candidates for accreditation by the National Association of Schools of Art and Design.

To support and enhance its academic programs, the College has professional facilities and resources: the Ben Shahn Galleries, Shea Center for Performing Arts, the WPSC-FM radio station and Hunziker Black Box Theater. The College's facilities encompass five buildings, including Hobart Hall, center of its Communication Department and the Power Art Building, home to the visual arts studios. Among the College's specialized classrooms are two television studios, film and animation studios, music recording and audio production facilities, and an electronic music laboratory.

The College also offers programming in which both students and professionals participate: film festivals, art exhibitions, theatrical, television, and radio productions, sports broadcasting, and a wide array of musical ensembles. Of particular note are the High Mountain Symphony at William Paterson University, a professional ensemble with major guest soloists, and The Jazz Room, a series featuring internationally prominent jazz performers.

Message from Dean Ofelia Garcia

The College of the Arts and Communication offers students the best of two worlds: a professional education in a liberal education context.

The professional aspect of our education is substantial: within each department the various concentrations offer dedicated facilities and specialized equipment, and, above all, faculty who are themselves active and engaged professionals in their various fields. Their knowledge and guidance offer students the best training and direction, that students may identify their own talent, hone their skills, and learn the field and its possibilities and promise. In addition, the faculty in the departments are able to guide students to important internships that provide a close up view of their chosen field and often a point of entry into that field.

This professional education takes place in the context of a university. It is not possible to overestimate the opportunities and value of the university setting. No field today is able to think of itself as separate and distinct; we live in a world of interrelations and cross-fertilization. This is particularly true of art, music, theater, and communication, all of which seek to interpret the culture from which they spring, all are today linked by technology and its consequences, and all seek to offer insights into the direction and the possibilities of our society and the global culture to which it must now refer. A university context both requires and offers students the knowledge on which our society is based and the questions and challenges which it faces.

Whether a student chooses a professional degree or a liberal arts degree in the arts or communication, William Paterson University offers the best education in these fields, giving our graduates a competitive advantage in their chosen careers.

Department of Art

Professors: M. Fay, A. Lazarus, C. Magistro, D. Shapiro

Associate Professors: A. Anreus, J. Brown, Z. Cong, A. De Laura, L. Farber, D. Horton (chairperson), M. Rothman

Assistant Professors: C. Goldstein, J. Lloyd (three-quarter time), E. Lorenz, K. Palana, L. Prince, S. Rittler, R. Schwartz (three-quarter time), J. Van Putten, T. Uhlein, H. Zhang

The Department of Art at William Paterson University is located in two facilities, the Ben Shahn Center for the Visual Arts and the Power Art Center. Ben Shahn Center for the Visual Arts houses studios for visual arts foundation courses, art history classrooms and facilities, a computerized graphic design lab, a computer graphics lab, and two animation labs. Ben Shahn Galleries, well known for excellence in public exhibitions and lectures, is also located in the Ben Shahn Center. The spacious Power Art Center offers fully equipped studios and labs for photography, printmaking, painting, drawing, sculpture, ceramics, and furniture design.

The department offers two undergraduate degrees, the bachelor of arts (B.A.) and the bachelor of fine arts (B.F.A.). Within the B.A., concentrations are art history and studio art. Within the B.F.A. degree, students can concentrate in graphic design, computer animation, painting, printmaking, photography, sculpture, ceramics, textiles, and furniture design. Certification in teaching is also offered.

The B.A. degree is oriented to those students who are inclined toward a broad liberal arts education while gaining basic experience in studio art or art history. The B.F.A. degree combines a liberal arts education with a more rigorous professional studio arts program for those who plan to pursue a professional career in the visual arts. Both degree programs are structured to provide the student with an understanding of the language of vision, instill a knowledge of art history, develop artistic and technical dexterities, enhance the imagination, and cultivate independent thinking in order to prepare them for a variety of careers in the visual arts.

Studio art faculty and art historians are experienced teachers as well as working professionals who actively exhibit and publish within their fields of specialization. The faculty are dedicated to rigorous

standards of artistic and scholastic endeavor, yet strive to create a friendly and supportive atmosphere. Classes are small, providing the individual attention necessary for each student to reach their creative potential. An internship program provides the opportunity for students to receive up to six credits for a variety of internship positions available in the visual arts professions.

The University's proximity to New York City, generally accepted as the art capital of the world, gives ready access to the multiplicity of resources the city provides through the concentration of working professionals, the availability of world class museum exhibitions, and access to private galleries and museum collections. Museum tours, visits to agencies and artists' studios, guest lectures, and internships complement the program of study.

B.F.A. Entrance Requirements

Applicants for admission to the B.F.A. program must submit a portfolio of their work. Portfolios should include a variety of work: sketchbooks, finished and unfinished drawings, paintings, watercolors, graphic designs, and photographs as well as prints or slides of three dimensional work. Select works that best represent you.

The portfolios should include a one-page, type-written essay that discusses the applicant's educational objectives and why acceptance to the art department at William Paterson University will assist the applicant in attaining these objectives. If available, it is useful to include a list of awards, citations, exhibitions, and any art-related work experience.

Honors Track Program

The Performing Arts Honors Track is intended primarily for motivated English, art, and music majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. P. Cioffari, 973-720-3053, or see page 107 of this catalog.

Curriculum

B.F.A. MAJOR REQUIREMENTS 99 CREDITS

Art History		15 Credits
ARTH 110	Western Art I	3
ARTH 210	Western Art II	3
ARTH	Three upper-level Art History electives, including ARTH 399	3

Studio Foundations 18 Credits

ARTS 105	Drawing	3
ARTS 110	3-D Design	3
ARTS 120	2-D Design	3
ARTS 205	Life Drawing	3
ARTS 210	Sculpture	3
ARTS 220	Painting and Color Theory	3

Fine Arts Studio: 200 Level Select..... 15 Credits

ARTS 215	Wood Materials and Design	3
ARTS 217	Scenery Construction/Set Design	3
ARTS 230	Printmaking	3
ARTS 240	Ceramics	3
ARTS 250	Introduction to Graphic Design	3
ARTS 260	Textiles and Design	3
ARTS 270	Photography I	3
ARTS 280	Computer Paint 2-D Art	3

Fine Arts Studio: 300 Level Select..... 18 Credits

ARTS 305	Illustration, Fine Arts, and Design	3
ARTS 310	Advanced Sculpture	3
ARTS 315	Wood Materials and Experimental Design ...	3
ARTS 320	Advanced Painting	3
ARTS 321	Watercolor	3
ARTS 330	Advanced Printmaking	3
ARTS 331	Lithography	3
ARTS 340	Advanced Ceramics	3
ARTS 360	Advanced Textile Workshop	3
ARTS 370	Photo Lighting Techniques	3
ARTS 371	Photography II	3

Art Electives or Related Cognates

by Advisement (+15 credits) and

Concentrations (+15 credits)..... 30 Credits

(Up to 9 credits may be taken from related non-art courses

[cognates] with advisor approval. See advisor for approved list of courses.)

ARTS 323	Chinese Ink Painting	3
ARTS 372	Color Photography	3
ARTS 373	Advanced Projects in Photography	3
ARTS 380	Advanced 2D Computer Art	3
ARTS 382	Advanced Electronic Publishing	3
ARTS 383	Web Design I	3
ARTS 385	Advanced 3D Computer Graphics	3
ARTS 387	Storyboarding and Production Design	3
ARTS 388	Cell Animation I	3
ARTS 395	Internship	3
ARTS 399	Selected Topics	3
ARTS 405	Drawing Studio	3
ARTS 410	Sculpture Studio	3
ARTS 415	Furniture Design Studio	3
ARTS 420	Painting Studio	3

ARTS 423	Advanced Chinese Ink Painting	3
ARTS 430	Printmaking Studio	3
ARTS 440	Ceramics Studio	3
ARTS 450	Advanced Graphic Design Studio	3
ARTS 451	Visual Communication Lab	3
ARTS 460	Experimental Textile Studio	3
ARTS 470	Experimental Photo Studio	3
ARTS 474	Alternative Photographic Methods	3
ARTS 480	Computer Animation	3
ARTS 481	Advanced Project 2D Computer Art	3
ARTS 483	Interactive Online Media	3
ARTS 484	Interactive Multimedia CD-ROM	3
ARTS 488	Advanced Cell Animation	3
ARTS 494	Studio Seminar	3
ARTS 499	Independent Study	3

Studio Major–Capstone Required 3 Credits

ARTS 495	Senior Thesis Project	3
----------	-----------------------------	---

B.A. MAJOR REQUIREMENTS**STUDIO CONCENTRATION 39 CREDITS****Art History 9 Credits**

ARTH 110	Western Art I	3
ARTH 210	Western Art II	3
ARTH	Upper-level Art History Elective, including ARTH 215-399	3

Studio Foundations 15 Credits

ARTS 105	Drawing	3
ARTS 110	3-D Design	3
ARTS 120	2-D Design	3
ARTS 205	Life Drawing	3
ARTS 220	Painting and Color Theory	3

Major Fine Arts Studio Requirements 15 Credits

Five studio electives by advisement, which must include at least 12 credits at the 300 level and above.

ART HISTORY CONCENTRATION 39 CREDITS**Art History Core 12 Credits**

ARTH 110	Western Art I	3
ARTH 210	Western Art II	3
ARTH 215	Modern Art I	3
ARTH 315	Modern Art II	3

Electives 27 Credits

Art history concentrations may elect any nine upper-level art history courses by advisement.

MINOR REQUIREMENTS:**STUDIO ART 18 CREDITS**

Choose five of the following courses:

ARTH 101	Approaches to Western Art	3
ARTH 201	Approaches to Modern Art	3
ARTS 105	Drawing	3
ARTS 110	3-D Design	3
ARTS 120	2-D Design	3
ARTS 205	Life Drawing	3
ARTS 220	Painting and Color Theory	3
Choose any 200 or 300 Art Studio		3 Credits

MINOR REQUIREMENTS:**ART HISTORY 18 CREDITS**

ARTH 101	Approaches to Western Art	3
ARTH 201	Approaches to Modern Art	3
ARTH	Upper-level Art History Electives, including ARTH 320-399	12

SECONDARY EDUCATION (K-12)**CERTIFICATION REQUIREMENTS 27 CREDITS**

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

ART HISTORY COURSES**ARTH 101 Approaches to Western Art**

A survey course for nonart majors. Selected major periods in art history and specific major movements and artists. Introduces the arts of painting, sculpture, and architecture; develops visual sensitivity and makes the vocabulary of art history meaningful.

ARTH 102 Approaches to Non-Western Art

Study sculpture, architecture, painting, pottery, and textiles in Egypt, Mesopotamia, India, and the Far East, and in the native arts of the Americas and Africa.

ARTH 110 Western Art I

Art of the prehistoric period to 1400. Study the development of painting, sculpture, and architecture of the prehistoric Egyptian, Mesopotamian, Aegean, Greek, early Christian, Byzantine, Romanesque, and Gothic traditions.

ARTH 201 Approaches to Modern Art

Study the major movements in painting, sculpture, and architecture of the nineteenth and twentieth centuries in Western Europe, England, and the United States.

ARTH 210 Western Art II

Art from 1400 to 1850. Study the development of Western European painting, sculpture, and architecture of the Renaissance, baroque, rococo, neoclassic, and romantic periods.

Prerequisite: ARTH 110

ARTH 215 Modern Art I

A study of the history of art from the French Revolution to 1910. Emphasizes the developments of major schools and styles, as well as significant individual contributions.

ARTH 284 Art of the Pre-Colombian Americas

This course is an introduction to the arts of the ancient American Indians in North, Central, and South America from their formative period to the conquest of Europeans. Several major cultures are examined: the Northwest Coast, the Southeast, and the Southwest in North America; Olmec, Teotihuacan, Monte Alban, Maya, and Aztec in Mesoamerica; and Chavin, Paracas-Nazca, Moche, Chimú, and Inca in South America. The focus is on the significance of the art in the cultures where certain art forms were applied. The stylistic characteristics of the forms and the philosophical/religious ideas are emphasized.

ARTH 286 Modern Art of Latin America

This course covers select topics in the art of Latin America from 1900 until 1960. Emphasis will be on painting, sculpture, graphic arts, and photography. The aim of this course is not encyclopedic knowledge, but critical understanding of works of art, artistic movements, and art historical issues, all within the context of the cultural and social fabric of life in Latin America.

ARTH 290 Gallery Workshop

An introduction to the world of galleries and museums, this course includes hands-on experience working in the University galleries. Students learn how exhibits are organized, assist with the design and installation of an exhibit, learn about basic publicity packets, and other essentials of gallery work.

Prerequisite: One course in art history.

ARTH 315 Modern Art II

Study American and European painting, architecture, and sculpture from 1910 to the present.

Prerequisite: ARTH 215

ARTH 320 History of Design

This course is a detailed view of the evolution of design as an influencing factor in contemporary society. Traces the history of design from the industrial revolution to the present.

ARTH 321 Prehistoric and Egyptian Art

The early appearance of graphic and figurative pictorial language in Paleolithic sites in France and Spain (ca. 25,000-13,000 B.C.), such as Lascaux and Altamira and Neolithic architecture, sculpture, painting, and pottery (ca. 3000-500 B.C.) in Malta, England, Ireland, Germany, and Scandinavia are studied. Ancient Egyptian art (3500-300 B.C.) is analyzed in the second half of the semester. The universality of early forms of art and their relation to the concerns of hunting and agricultural peoples and the complex funerary art of dynastic Egypt are discussed.

Prerequisite: One course in art history

ARTH 322 Greek and Roman Art

Study the classical foundation of Western art, i.e., the architecture, sculpture, and painting produced by the Aegean, Greek, Etruscan, and Roman civilizations between 1500 B.C. and A.D. 300. Major themes include the interrelationships of art, religion and the state in the ancient world, and the arts of Greece and Rome as the cultural heritage of the West.

Prerequisite: One course in art history

ARTH 323 Byzantine Art

Study architecture, painting, and sculpture in the Eastern Mediterranean, the Balkans, and Italy from A.D. 315 to 1453. Byzantine art is interpreted as one of the preserves of the Greco-Roman heritage, an expression of a Christian imperial state, and a model for Western European art during the Middle Ages.

Prerequisite: One course in art history

ARTH 324 Medieval Art

Study the history of art from the conversion of Constantine in the fourth century A.D. to the first stages of Renaissance style in Europe. Emphasis is placed on the religious character of the Middle Ages, with special reference to Christian dogma and themes.

Prerequisite: One course in art history

ARTH 325 Italian Renaissance Art

Study a period of great rebirth in the visual arts in Italy from 1300 to 1600 and its significance to our cultural heritage.

Prerequisite: One course in art history

ARTH 326 Northern Renaissance Art

Examine painting, sculpture, and graphic media in Germany, the Netherlands, France, and Spain, from approximately 1325 to 1550. Topics include the development of narrative, printing, and graphic processes; vernacular uses of traditional symbolism and themes; the persistence of medieval patterns of thought and vision, and the social content of northern Renaissance art, with particular reference to the Protestant Reformation.

Prerequisite: One course in art history

ARTH 328 Seventeenth and Eighteenth Century Art

Study painting, sculpture, and architecture in Western Europe from 1600 to 1800. The baroque and rococo styles are studied in relation to their cultural backgrounds with particular emphasis on the individual styles of their masters.

Prerequisite: One course in art history

ARTH 329 Neoclassic and Romantic Art

A study of neoclassic and romantic painting, sculpture, and architecture from 1750 to 1850, concentrating on France, Germany, Italy, Scandinavia, and England. Movements and counter movements, innovation and nostalgia for the past, reforms, overthrow and revival; the concept of romanticism and neoclassicism are shown to be shifting and constantly changing.

Prerequisite: One course in art history

ARTH 330 Modern Architecture

This course is a comprehensive survey of the major architectural monuments from the end of the eighteenth century to the present, and the architects and the philosophies that motivated them.

ARTH 331 Art in New York

Explores New York City as the international center for the visual arts. Students tour major and less familiar museums and landmarks of architectural importance.

ARTH 332 History of Photography

Study photography, beginning with the camera obscura to the present day. Investigate the aesthetic, social, and technical ingredients contributing to its development. Contributions of important photographers and inventors from Europe and America are analyzed and discussed.

ARTH 333 History of Film

Screen important films in the history of this vital art form. Lectures and discussions lead to an understanding of film as a visual medium.

ARTH 334 Modern European Film

Survey the major European films from World War II to the present and their aesthetic, social, and technical importance.

ARTH 335 History of Nonfiction Film

Explores the history of the so-called documentary cinema. Covers cinema from a political, historical, social, governmental, industrial, and propaganda point of view. Includes the development of documentary film from its beginning in the early twentieth century to the present. Emphasizes nonfiction film from Western Europe, Russia, Great Britain, and America.

ARTH 336 Art and Film

Studies film as a nonnarrative medium. Emphasizes the history of the independent film. Recent films and videotapes by artists serve as a basis for production of film by the students in class.

ARTH 337 Art of India, China, and Japan

Survey the arts of India, China, and Japan presented in their historical and cultural context.

Prerequisite: One course in art history

ARTH 338 Islamic Art and Architecture

An in-depth study of painting, decorative arts, and architecture within their cultural contexts in countries whose art forms were influenced by the Islam religion. Emphasis is on Iran, but other countries include Egypt, Spain, Turkey, Iraq, Syria, and India, from the founding of Islam in the seventh century through the seventeenth century. Prerequisite: One course in art history

ARTH 339 Ideas in Contemporary Art

Explores the numerous relationships between the visual arts and contemporary society in its broadest sense. Studies the visual arts as pragmatic phenomena in our culture.

ARTH 399 Selected Topics

Topics not presently offered in other courses. Content changes each semester. Prerequisite: Permission of chairperson 1-6 credits

ARTH 499 Independent Study

As approved by department chair and dean, and to be arranged.
1-6 credits

ART STUDIO COURSES**ARTS 101 Drawing Workshop**

A drawing immersion experience in an intensive studio workshop format with instruction in still life, landscape, figure, color and experimental drawing techniques. Media includes, pencil, charcoal, color pastel or oil crayon, ink and mixed media. Includes group projects as well as slide talks, critiques and possible museum visits. Outside sketchbook, journal and portfolio assignments required.

ARTS 105 Drawing

Study the fundamentals of drawing. Work with various media to develop a firm basis for the comprehensive and visual articulation of form. Outside assignments required.

ARTS 110 3-D Design

Design as it applies to 3-dimensional forms. Skill in handling tools and various sculptural materials is stressed, as is the interrelationship with 2-dimensional design. Outside assignments required.

ARTS 120 2-D Design

Investigate visual perception of 2-dimensional media. Various theories and techniques explored for personal development of form and content.

ARTS 205 Life Drawing

A developmental approach: a series of drawing exercises with emphasis on the human figure and the plastic articulation of its construction in a variety of media. Outside assignments required.

Prerequisite: ARTS 105 Repeatable three times

ARTS 206 Graphic Delineation

This basic course is in graphic and instrument drawing techniques. Lettering and graphic presentation, freehand and instrument studies in orthographic, isometric, and perspective projections. Outside assignments required.

ARTS 210 Sculpture I

This course is designed to assist the student in the development and production of sculpture projects. Instruction is in a variety of materials and their fabrication, clay, cardboard, moldmaking, and construction.

Prerequisites: ARTS 105, 110

ARTS 215 Wood Materials and Design

This course introduces the student to fundamental modelmaking processes, concentrating on their application to utilitarian design. Drawing and research of various projects with demonstrations are included.

Prerequisites: ARTS 105, 110

ARTS 216 Woodturning: The Art of the Lathe

Introduces the techniques of woodturning both as an art form and as a method of producing furniture.

Topics include spindle turning, faceplate and hollow form work, multi-axis turning, and the history of woodturning. Specific assignments depend on individual needs.

ARTS 217 Scenery Construction/Set Design

Fundamentals of scenery construction are considered in a practical situation. Students are introduced to the scenery shop and related facilities and equipment, as well as their use within the production framework. The course includes instruction in the techniques of stagecraft and methods of production.

ARTS 220 Painting and Color Theory

This course introduces students to painting as art. Color and media are explored in historical and contemporary settings. Abstract and figurative form are dealt with. Outside assignments required.

Prerequisites: ARTS 105, 120

ARTS 230 Printmaking I – Basic Printmaking Media

Introduction to printmaking and techniques as they relate to fine art theory, black, white, and color edition printing. Outside assignments required.

Prerequisites: ARTS 105, 120

ARTS 240 Ceramics

Physical properties of clay and methods of hand-construction and wheelthrowing are explored. Complete processing through firing and glazing. Outside assignments required.

Prerequisites: ARTS 105, 110, 120

ARTS 250 Introduction to Graphic Design

An introduction to design basics: symbology, typography, illustration, and photography. Lectures include an introduction to design, art careers, care and use of professional art materials, introduction to basic lettering, design glossary, and design research. Students are made aware of and acquire experience in the profession they are entering.

Prerequisites: ARTS 105, 110, 120, 205

ARTS 251 Typography Form and Application

Study typography as a form of communication.

Typeface style, etc., proportion and character of type. Application to books, posters, newspapers, etc.

Emphasis is on original ideas.

Prerequisite: ARTS 250

ARTS 260 Textiles and Design

An introduction to fiber media through manipulated processes of dyeing, felting, stitching, silk screen printing, monoprinting, applique, and surface design. Studies historical and contemporary approaches to both relief and 3-dimensional fiber construction.

Prerequisites: ARTS 105, 120

ARTS 270 Photography I

Experiences in the use of the camera, basic developing of black and white film, printing, enlarging, toning, and experimental photography as a means of visual expression. Major emphasis on creativity and design. Outside assignments required. Manually adjustable camera required.

Prerequisites: ARTS 105, 120

ARTS 280 Computer Paint 2-D Art

The first-level course in computer graphics is used to generate computer art. Emphasis is placed on developing technical skills in the use of computer graphics software, with an orientation toward their application in the fine and applied arts.

Prerequisites: ARTS 105, 120

ARTS 282 Introduction to Electronic Publishing

Introduction to basic studies on the computer, directed toward general publishing and design issues as they relate to the graphic arts design.

Prerequisite: ARTS 250 or COMM 120

ARTS 285 3-D Computer Graphics I – Modeling

Introduces 3-D computer software and hardware systems. The fundamental knowledge obtained in this course expands upon the students' understanding of modeling and its application to art and design.

Prerequisites: ARTS 105, 120, 205

ARTS 289 Drawing for Animators

Study the fundamentals of drawing for animation. The course will cover the creation and development of character and the expression of emotion and personality through drawing, following the twelve principles of animation.

Prerequisites: ARTS 105, 120, and 205

ARTS 299 Foundation Portfolio Review

This zero-credit course is a review and critique of the student's work in the core curriculum foundation program. Required noncredit course for all upper level studio courses (300 and above).

Prerequisites: ARTS 105, 110, 120, 205, 220, (ARTS 210 for BFA only)

ARTS 305 Illustration, Fine Art and Design

Exploration of the total process of how you draw and work from the idea to the completed project. Studies illustration as communication, print medium, story boarding, and design.

Prerequisites: ARTS 205, 299. Repeatable three times

ARTS 310 Sculpture II

This course deals with a variety of materials that include wood, wire, steel, stone, glass, clay, paper, etc. Students are expected to explore techniques and find a way to express ideas.

Prerequisites: ARTS 205, 210, 299. Repeatable once

ARTS 315 Wood Materials and Experimental Design

This class covers a variety of fabrication and design concepts. Students are expected to complete pieces that examine the plasticity of materials and develop their technical skills. Outside assignments required.

Prerequisites: ARTS 210, 215, 299. Repeatable two times

ARTS 320 Advanced Painting

Students are encouraged to develop personal aesthetics through research of various media and theories. Course allows students to explore construction, collage, mixed media, etc. Outside assignments also included.

Prerequisites: ARTS 220, 299. Repeatable once

ARTS 321 Watercolor

Explores all watercolor media and techniques. Emphasizes the development of imaginative design and an individual point of view. Outside assignments required.

Prerequisites: ARTS 205, 220, 299. Repeatable three times

ARTS 322 Color

Intensively studies the action and interaction of color through practice, as opposed to theory. A sequence of interrelated problems develops an awareness of the relativity of color, as well as a process of thought about color and, by extension, about art and its perception. Outside assignments required.

ARTS 323 Chinese Ink Painting

Emphasizes the creative aspect of Chinese art. This course applies Chinese artistic theories in artistic practice; it is not a Chinese art history course.

Particular emphasis is placed on painting materials and techniques, as well as learning how to appreciate Chinese painting and its characteristics. This course enables students to view a unique Asian culture from a new perspective and to absorb elements from a different cultural tradition into their own artistic articulation and elaboration.

Prerequisites: ARTS 105, 120, 220, 299. Repeatable once

ARTS 330 Printmaking II – Intaglio

This course covers the medium of intaglio exploring traditional and nontraditional methods of making plates and various ways of printing intaglio plates to make student's own visual statements. Emphasis on color printing as well as black and white. Outside assignments required.

Prerequisite: ARTS 230, 299. Repeatable once

ARTS 331 Printmaking II – Lithography

Introduction to plate lithography, printing techniques and monoprints. A variety of techniques are studied in order to extend the personal development of the work. Outside assignments required.

Prerequisites: ARTS 230, 299. Repeatable once

ARTS 332 Printmaking II – Screenprinting

This course provides students with extensive work in screen printing, through the exploration of basic screen printing techniques and multiple color printing along with approaches to the printing, handling and signing of editions. There is an overall emphasis on personal growth through individual image-making. Outside projects required.

Prerequisites: ARTS 230, 299. Repeatable once

ARTS 333 Printmaking II – New Media Etching

This course is about learning various modern and new techniques of photo intaglio, such as Imago film etching and Solar plate etching as a tool to make students' own visual statements. It provides students with additional growth and development of work in intaglio, with emphasis on ideas, attitudes and images. Students will be encouraged to contribute work in computer images, drawing, painting, photography, sculpture and other media. Outside assignments required.

Prerequisites: ARTS 230, 299. Repeatable once

ARTS 340 Advanced Ceramics

Studies in the creative possibilities of clay as a plastic medium. Emphasizes the development of the individual craftsman. Outside assignments required. Prerequisites: ARTS 210, 240, 299. Repeatable once

ARTS 350 Print and Publication

This course is devoted to a study of all aspects of executing a graphic design project. Includes mechanical process, layout, storyboard, sketches, photo, electronic publishing, etc. Emphasizes the development of presentation.

Prerequisites: ARTS 251, 282, 299

ARTS 351 Package and Advertising Design

This course entails an investigation of advertising design, packaging and marketing. Students select product, develop packages, promotion, execute storyboard for TV and other media.

Prerequisites: ARTS 251, 282, 299

ARTS 360 Advanced Textile Workshop

Students create original designs for the purpose of printing on fabric. Patterning, layout, color mixing, tools and supplies, business practices, and presentation are covered. Designs are painted with gouache and dyes on a variety of materials.

Prerequisites: ARTS 260 or 261, 299. Repeatable once

ARTS 370 Photo Lighting and Techniques

The photography studio as a place for making art. An introduction to basic studio photography techniques, lighting, set-up using hot lights and electronic flash, involving portraiture, models, still life objects, and simple sets.

Prerequisite: ARTS 270, 299. Repeatable once

ARTS 371 Photography II

Students develop their own area of interest through consultation with the instructor. Course allows students to pursue various aspects of photography as a visual art form in depth. Outside assignments required.

Prerequisites: ARTS 270, 299. Repeatable once

ARTS 372 Color Photography

Experiences in basic techniques of developing color film, printing, enlarging, toning; also experimental photography as an art form. Outside assignments required.

Prerequisites: ARTS 270, 299. Repeatable once.

ARTS 373 Advanced Photography Projects

A critique course for the serious photography student. The goal of this class is to create a portfolio or body of work that explores a personal vision and develops a work method through the commitment to a long-term project.

Prerequisites: ART 299, 371. Repeatable three times

ARTS 375 Digital Imaging

A study of the principles of digital image processing and manipulation in conjunction with photographic camera work. Emphasis will be placed on the use of Adobe Photoshop software for the enhancement and manipulation of captured images as well as the creation of collage/montage work. Use of student captured images rather than appropriated images will be stressed.

Prerequisites: ARTS 270, 282, 299

ARTS 380 Advanced 2-D Computer Art Paint

The second in a series of paint system courses examines advanced paint systems. Electronic painting techniques are explored. Emphasis is placed upon investigating computer arts' influence on, and role in, the art world while simultaneously developing a personal aesthetic sense.

Prerequisites: ARTS 280, 299. Repeatable twice

ARTS 382 Advanced Electronic Publishing

Advanced studies on the computer, directed towards advanced publishing and design issues. Extended design problems in book design, type, etc.

Prerequisites: ARTS 282, 299

ARTS 383 Web Design I

This course will introduce beginners to the art of creating interesting, intelligent, usable, and well-designed Web sites. Students will be introduced to HTML, history of the Internet, aesthetics of Web design, user-friendly features and navigation techniques, and will work with several graphic, animation, sound, and Web programs.

Prerequisites: ARTS 280 or ARTS 282, 299

ARTS 385 3-D Computer Graphics II – Introduction to Animation

This course covers advanced projects in 3-D computer graphics modeling and object animation. Recent technological advances and mathematical principles involved in modeling are covered. Emphasis is placed upon skill and development of visual comprehension.

Prerequisites: ARTS 285, 299. Repeatable twice

ARTS 386 Compositing, Editing and Motion Graphics

This course covers advanced projects in editing, compositing and motion graphics. Students will be exposed and master the concepts and techniques of non-linear editing, compositing of layers of computer generated imagery and live action video, and design of titling and motion graphics. All of these will be used to help the student develop a good sense of design and communication in regard to the development of portfolio materials. Emphasis is placed upon skill, craft and development of visual and heuristic comprehension.

Prerequisites: ARTS 285, 299. Repeatable once

ARTS 387 Storyboarding and Production Design

This course concentrates on the critical skills of design and narrative storytelling needed by all animators and film makers to create and execute animated films on a professional level. Brainstorming, script writing, production design, storyboarding, and animatics fill the balance of assignments.

Prerequisites: ARTS 105, 110, 120, 205, 299

ARTS 388 Cell Animation I

Introduces the concepts and techniques used in the art of traditional cell animation. In-depth study and practical use of the methods to take drawing and extend into kinetic motion with an emphasis on the development of an understanding of physics, kinetics, and cause and effect in animated film. In addition, the courses allows the student to develop an ability to communicate psychological and emotive characterization through drawing and animation.

Prerequisites: ARTS 289, 299

ARTS 395 Internship

Students normally work a minimum of 15 hours per week per three credits under the guidance of an onsite supervisor in a professional, visual arts setting. Permission of the chairperson is required.
1-6 credits

ARTS 399 Selected Topics

Topics not presently offered in other courses. Content changes each semester.

Prerequisite: Permission of chairperson 1-6 credits

ARTS 405 Drawing Studio

Studies the uses and meaning of drawing. Historical as well as contemporary drawing used as a basis for personal development of concepts. Uses a variety of settings and materials.

Prerequisites: ARTS 299, 305

ARTS 410 Sculpture Studio

An advanced level course. Emphasis placed upon development of personal aesthetic and expression. Intensive studio work with a focus on process content and documentation.

Prerequisites: ARTS 299, 310. Repeatable three times

ARTS 415 Furniture Design Studio

All the joinery and fabrication techniques for fabrication reviewed and combined in order to examine design process. Work done with traditional and experimental methods. Individuals have an opportunity to approach design from a personal point of view.

Prerequisites: ARTS 299, 315. Repeatable three times

ARTS 420 Painting Studio

Expansion of principles and theories developed in advanced painting. Personal investigation of media and materials should lead to a coherent body of work. Projects should be documented.

Prerequisites: ARTS 299, 320. Repeatable three times

ARTS 423 Advanced Chinese Ink Painting

Emphasizes the creative aspect of Chinese art. This course applies Chinese artistic theories in artistic practice; it is not a Chinese art history course. Particular emphasis is placed on painting materials and techniques, as well as learning how to appreciate Chinese painting and its characteristics. This course enables students to view a unique Asian culture from a new perspective and to absorb elements from a different cultural tradition into their own artistic articulation and elaboration.

Prerequisites: ARTS 299, 323

ARTS 430 Printmaking Studio

A senior level course. In-depth investigation of media and critical attention to ideas, concepts, and presentation are expected. Emphasizes personal development and self-discovery. Outside assignments required.

Prerequisites: ARTS 299, 330. Repeatable three times

ARTS 440 Ceramics Studio

This course is based upon intensive studio work for students who wish to be involved in experimental projects. Glazing, throwing, handbuilding, and assemblage are to be used to examine plasticity of media. Outside assignments required.

Prerequisites: ARTS 299, 340. Repeatable three times

ARTS 450 Advanced Graphic Design Studio

Reviews all the subjects covered in the preceding workshops and brings together the students' written, visual, and philosophic skills in preparation for entry into the design field. Students select projects to be undertaken in order to concentrate on a particular design discipline or to acquire more practice in selected areas. The course also covers portfolio building and career guidance.

Prerequisites: ARTS 282, 299, 350. Repeatable once

ARTS 451 Visual Communication Lab

The visual communication agency is structured to work as a professional design group. This class produces a broad range of graphics for clients they develop. They solve problems, develop visual, and written strategies, employ mixed media, and deal with multisensory/multidimensional communication.

Prerequisites: ARTS 299, 351

ARTS 460 Experimental Textile Studio

An advanced level course in which students combine pliable material with other media of their interest, including paper, felt, paint, and photography. Fiber as a sculptural medium will be explored. References will be derived from primitive contemporary sources.

Prerequisites: ARTS 299, 360. Repeatable three times

ARTS 470 Experimental Photo Studio

A studio experience based upon individual exploration of studio photography as an art form. Students review theory and examine various treatments of medium.

Prerequisites: ARTS 299, 370. Repeatable three times

ARTS 474 Alternative Photographic Methods

This course is about using photography, its methods, materials, and processes to make art in alternative forms — forms other than the straight silver gelatin print on the gallery wall. The course surveys alternative methods of presentation including the book, projection or computer screen, photo-sculpture, installation, and altered environment. Students also explore multiple techniques of direct manipulation of the image as well as the use of photographically derived images combined with other media.

Prerequisites: ARTS 270, 299, 371.

ARTS 481 Advanced Projects 2-D Computer Art

Advanced 2-D electronic paint and design techniques are explored in depth. These include resolution-independent layout and output, video and scanned input, image processing, simulated hand painting and drawing media, and 2-D animation such as multimedia presentations, TV graphics, and brochure layout.

Prerequisites: ARTS 299, 380, 382.

ARTS 483 Interactive Online Media

This course introduces beginners to the aesthetics and techniques of creating interactive content for the Web. Using Web and multimedia authoring tools, students create animations and interactive experiences such as games, stories, personal portfolios, presentations, Web toys, etc. Emphasis is on navigation techniques, user-friendly features, interface design, basic programming, creativity, and the history and future of the Internet and multimedia.

Prerequisites: ARTS 280 or ARTS 282, and ARTS 299.

Repeatable once

ARTS 484 Interactive Multimedia CD-ROM

This course introduces beginners to the aesthetics and techniques of creating interactive content for output to CD-ROM or DVD. Using multimedia authoring tools, students can create CD-ROMS, DVD's, multi-user environments, Web games, interactive video, virtual environments, as well as projected art installations. Emphasis is on navigation techniques, user-friendly features, interface design, basic programming, creativity, and the history and future of multimedia.

Prerequisites: ARTS 280 or ARTS 282, and ARTS 299.

Repeatable once

ARTS 486 Character Animation I

An introduction to character animation, the course covers the fundamental principles, concepts and processes used to develop character and create computer-animated sequences. Skills and knowledge gained in Advanced 3-D Computer Graphics are applied to the animation processes. Class work includes the production of several short computer-animated pieces that are output to videotape.

Prerequisites: ARTS 299, 385

ARTS 487 Advanced Character Animation

A continued exploration character animation, this course reviews the fundamental principles, concepts and processes used to create computer-animated sequences, combining them with pre- and post-production skills acquired, and applies them to the planning and execution of advanced animated pieces. Skills and knowledge gained in Character Animation I are applied to animation process.

Prerequisites: ARTS 299, 486. Repeatable two times

ARTS 488 Advanced Cell Animation

Develops an advanced understanding of the concepts and techniques used in the art of traditional cell animation. In-depth study and practical use of the methods of kinetic motion and physics with an emphasis on the development of the ability to articulate and communicate a character's personality, motivation, and psychological expression.

Prerequisites: ARTS 287, 299. Repeatable once

ARTS 494 Studio Seminar

Covers selected topics in the areas of art history, art criticism, art technology, and art theory as they pertain to a professional career in studio art.

Repeatable once.

ARTS 495 Senior Thesis Project

This course is intended to provide a culminating experience for the Art or Design major. Emphasis will be placed on personal philosophy in the development of visual imagery. A complete portfolio presentation in the studio area of specialization is required for successful completion of this course.

Prerequisite: Permission of instructor.

Repeatable 2 times

ARTS 499 Independent Study

As approved by department chair and dean, and to be arranged.

1-6 credits

Department of Communication

Professors: J. Akrami, S. Ferris, L. Katz, J. Ludwig, B. Morganstern, I. Olaye, D. Peck

Associate Professors: R. Bartone, E. Birge, T. Leshner, C. Lum, J. Rhodes, R. Stotyn

Assistant Professors: J. Beal, M. Campbell, G. Guerrieri, F. Mindel, K. Obadike, L. Ramos, S. Rosenfield, E. Stroppel, C. Williams

The mission of the bachelor of arts in communication is to provide academically based communication courses aligned to the University's central mission of preparing students for "careers, advanced studies, and productive citizenship in an increasingly global economy and technological world." The B.A. in communication offers an integrated introduction to the communication arts and technologies through a humanizing course of study in concert with introductory and advanced production-oriented classes.

The B.A. in communication describes, at its most general level, the creation, transmission, and evaluation of messages at all levels, for commercial or noncommercial purposes, and prepares individuals to apply the principles of communication to work in varied media. This includes instruction in modes and behavioral aspects of human communication, the formal means by which society organizes communication, and the role of communication in culture.

The B.A. in communication encompasses an integrated curricular structure leading to a single major. Students may specialize in a single concentration of courses, or generalize by taking courses across the concentration. The B.A. in communication offers five main concentrations of study:

The **interpersonal communication** concentration introduces students to the study of human interpersonal communication from the scientific, behavioral and humanistic perspectives. This includes instruction in the theory and history of communication, interpersonal and international communication competencies, the social role of communication, oral interpretation of literature, interpersonal interaction, small groups and the relation of speech to nonverbal and other forms of message exchanges.

The **radio and television** concentration introduces students to the methods and techniques used to write, produce and direct various forms of content in the broadcast media and to prepare individuals to function as professionals in these fields. This concentration provides theoretical background in media history, the role of broadcast media in society and the forms and impact of international media from technological, ethical and legal perspectives. The studio and field production component in the concentration's electronic and digital media allows students to work in facilities that include a radio station, a digital audio production lab, two television studios and several digital audio editing rooms where hands-on experience is emphasized. Students have the opportunity to follow courses in both theory and practice of radio, television, cable and Internet media and to develop a strong media literacy foundation.

The **journalism/public relations** concentration introduces students to the methods and techniques of gathering, processing and delivering information in print and broadcast media. The concentration has two objectives: (a) to prepare graduates for professional careers in broadcast journalism, print journalism and public relations, and (b) to enable students to become sophisticated consumers of news media. The concentration includes instruction in newswriting, reporting, editing, media law/ethics and public relations principles and practices. Students produce television news shows and publish a campus newspaper. Emphasis is placed on integrating new media throughout the concentration's curriculum.

The **film** concentration prepares students to create and interpret visual language through the study of aesthetic, technical, and ideological concepts applied in the making and producing of films. Studies in this field include instruction in the theory of cinema and media in general and the incorporation of film production techniques used in the making of independent narrative and nonnarrative films. Students learn the theory, practice, and aesthetics of film as a communication art and become familiar with all the aspects of the language of cinema and media. Courses include film theory and analysis, screenwriting and an integrated sequence of film production offerings. These include the study of cinematography, sound, direction, editing, and postproduction techniques applied in the filmmaking process, both in digital and analog systems, in facilities that include a teaching-sound stage and a screening room.

The **theater** concentration offers students a chance to explore the performing arts from theoretical and practical perspectives. Acting, directing, playwriting, and other forms of theatrical expression encourage creativity and sharpen skills of collaboration and effective communication, especially as they apply to live performance, film, and television. Focus in this area enhances the student's appreciation for theater as a live art form reflective of cultures.

A variety of professional opportunities exist for communication majors. These include careers in print and broadcasting, journalism, radio, and television, and theater production, including announcing, station management, corporate and cable operations, filmmaking, acting, directing, editing, and criticism. In addition communication studies prepare students for positions in business, government, education, public relations, personal work, management, consulting, etc.

The major also provides an excellent undergraduate background for students intending to pursue advanced degrees in law, business and areas of public service, government or education.

Honors Societies

Alpha Psi Omega, the National Honors Society in Theatre

Alpha Psi Omega, the National Theatre Honor Society, provides acknowledgement to those students who demonstrate a high standard of accomplishment in theatre. This society is not intended to take the place of any other theatre club or producing group, but as students qualify they may be rewarded by election to membership in this society. APO requires that students participate in on-campus theatre work for a minimum of two semesters and participate in a variety of production tasks (acting, directing, technical theatre, etc.). Students of all disciplines are welcome. For more information, please contact Dr. E. Stroppel, Department of Communication; 973-720-3342.

Lambda Pi Eta, Beta Xi Chapter, the National Honors Society in Communication

Lambda Pi Eta, the National Honor Society in communication is a member of the Association of College Honor Societies and an affiliate of the National Communication Association. *Lambda Pi Eta* recognizes and rewards student excellence in the field of communication. Membership is open to any communication major who has a minimum overall GPA of 3.0, a minimum communication GPA of 3.25, and demonstrates an active commitment to the field of communication. Full members must have 60 credits; associate membership is available to those with under 60 credits. The *Beta Xi* chapter of *Lambda Pi Eta* is a student-run organization, which provides opportunities and support for academically related activities. For more information, please contact Dr. S. P. Ferris, Department of Communication; 973-720-2483.

Curriculum

MAJOR REQUIREMENTS 39 CREDITS

Required Courses	18 Credits
COMM 120 Mass Communication	3
COMM 121 Communication Theory	3
COMM 210 Media Writing (Writing Competency)	3
COMM 244 Communication Research Foundations (Research Competency)	3
COMM 263 Public Speaking (Oral Communication Competency)	3
COMM 445 Communication Capstone	3

Every communication major is required to complete a capstone experience. In order to take the capstone course, two of the following courses must be completed prior to enrolling in the capstone: Foundations of Language (COMM 265), Press in a Free Society (COMM 222), Intercultural Communication (COMM 340), Radio and Television (COMM 220), International Media (COMM 224), and Media Criticism (COMM 320).

Major Electives 21 Credits

Choose 21 credits from any of the following areas:

A. Interpersonal

COMM 121	Communication Theory
COMM 260	Oral Interpretation
COMM 264	Voice and Speech Production
COMM 265	Foundations of Language
COMM 266	Dynamics of Communication
COMM 340	Intercultural Communication
COMM 360	Interpersonal Communication
COMM 361	Successful Business and Professional Communication
COMM 362	Debate
COMM 363	Public Speaking
COMM 365	Introduction to Rhetoric
COMM 463	Group Discussion

B. Radio and Television

COMM 220	Radio and Television
COMM 224	International Media
COMM 225	Audio Production
COMM 226	Video Production and Editing
COMM 227	Television Studio Production
COMM 320	Media Criticism
COMM 321	Announcing
COMM 322	Advanced Announcing
COMM 324	Writing for Radio/Television
COMM 326	Advanced Television Production
COMM 330	Television Internship
COMM 352	Broadcast Advertising
COMM 353	Advanced Audio Production
COMM 421	Broadcast Management
COMM 424	Radio Production Workshop
COMM 425	Television Workshop

C. Journalism

COMM 222	Media Law and Ethics
COMM 223	Press and the Presidency
COMM 250	Journalism
COMM 348	Public Relations
COMM 349	Radio News
COMM 350	Television News
COMM 351	Advanced Reporting
COMM 448	Public Relations Case Studies
COMM 449	Public Relations Workshop
COMM 451	Freelance Writing
COMM 452	Advanced Broadcast Journalism
COMM 454	News Editing
COMM 455	Electronic News Gathering
COMM 459	Journalism Field Studies
COMM 460	Reporting Public Affairs

D. Film Studies

COMM 234	Film As a Medium
COMM 239	Filmmaking I
COMM 331	Filmmaking II, 16mm Filmmaking
COMM 332	Filmmaking III, Advanced Production
COMM 333	Applied Techniques I
COMM 334	The Documentary and the Non-fiction Film
COMM 431	Screenwriting
COMM 432	Dramatic Film Production
COMM 434	Current Cinema
COMM 437	Film Editing

E. Theater

COMM 101	Introduction to Theater
COMM 102	Acting I
COMM 115	Production Laboratory
COMM 117	Performance Laboratory
COMM 217	Scenery Construction and Set Design
COMM 260	Oral Interpretation
COMM 270	Acting II
COMM 272	Acting III
COMM 274	Acting for the Camera
COMM 275	Acting IV
COMM 280	Theater Workshop I
COMM 283	Playscripts
COMM 290	Theater Workshop II
COMM 318	Forms of Art
COMM 377	Directing
COMM 384	The Golden Ages of the Theater
COMM 388	American Theater
COMM 456	Playwriting
COMM 499	Independent Study (may be done in any area with permission of chair)

F. Related Courses

With permission of the advisor, the department accepts a limited number of related courses from other disciplines. Among these are:

ARTS 282	Intro to Electronic Publishing
ARTS 285	3-D Computer Graphics
ARTS 385	Advanced 3-D Computer Graphics
MUS 251	Audio Recording I
MUS 252	Audio Recording II

COURSES

Unless otherwise noted, all courses are 3 credits.

COMM 101 Introduction to Theater

An innovative study of the dramatic process covering historical and practical facets of plays and theatrical production. The course is approached from the appreciation point of view. Purchase of tickets to see plays may be required.

COMM 102 Acting I: Improvisation

Use improvisation and monologues to explore individual and group expression on stage. Emphasis is on physicalization, theater exercises, and the language of acting as it applies to behavioral choices in acting and in life.

COMM 110 Communication in Action

A study of oral communication as an interpersonal and dynamic process. Students engage in communication experience designed to develop understanding of and skill in interpersonal communication.

COMM 115 Production Laboratory

A practical application of the principles of stagecraft. Production-related projects in such crafts as scenic construction, scene painting, properties, lighting, and sound.

Evening hours required. May be repeated.

1 credit

COMM 117 Performance Laboratory

A practical application in acting under faculty supervision. Work includes rehearsing and performing a play for public presentation. Prerequisite: Audition May be repeated.

1 credit

COMM 120 Mass Communication

The institutions, history, and technology of the mass media are examined as communication systems. Newspapers, magazines, film, and broadcasting media are studied in terms of social and personal impact. Contemporary media issues, policies and ethics are discussed.

COMM 121 Communication Theory

Acquaints the student with contemporary theory and research in the field of communication. Motivation, interaction and effects of communication are examined in a range of contexts, including between persons, small and large groups, organizations, cultures, and mass communication systems.

COMM 210 Media Writing

Explores the forms, content, potentials, and limitations of writing for media, including writing for radio, television, film, print journalism, and electronic journalism. By creating both factual and fictional writing for various media, the student develops critical standards and individual abilities.

Prerequisite: ENG 110

COMM 217 Scenery Construction and Set Design

Fundamentals of theatrical set design and construction are covered in conjunction with current campus production. Students are introduced to the scene shop and related facilities and equipment, and learn how to execute and produce theatrical design.

COMM 220 Radio and Television

An introductory course tracing the historical development and implications of the media. The student is introduced to programming materials, criticisms, standards, skills, and production methods.

Prerequisite: COMM 120

COMM 222 Media Law and Ethics

A study of the relationship between the news media and society in the United States, with emphasis on legal and ethical issues. Press criticism is an important part of content.

Prerequisite: COMM 120

COMM 223 The Press and the Presidency

A study of the relationship between the news media and the presidency with emphasis on the nature of the news coverage of each of the last few presidential elections. Particular attention is given the presidential campaign in progress, if any.

COMM 224 International Media

A comparative study of the national and international media systems of the world. Regional media systems and the structure and operations of present communication systems.

Prerequisite: COMM 120

COMM 225 Audio Production

Examines the audio aesthetics of sound production. Analyzes the creative responsibilities involved in the elements of sound production. Students are trained in the use of studio and remote audio equipment and are given practice in writing, producing, directing, and performing in audio production.

COMM 226 Video Production and Editing

An introductory course in electronic field production and video editing. In field situations, students create, produce, videotape and edit video documentaries, public service announcements and instructional projects for cable and campus use. Extensive use of portable video cameras and video editing systems is required.

COMM 227 Television Studio Production

Practice in writing, producing, directing, performing and crewing television productions and videotape materials. Provides the opportunity to study and practice broadcast program creation under laboratory circumstances that simulate the conditions of on-the-air television broadcasting.

COMM 234 Film As a Medium

An introduction to the study of film as a language and as an art. The course examines the aesthetic and social factors that construct our responses to films. Using multiple approaches to understanding and discussing a film, the student is introduced to technical and aesthetic terminology and to a range of elements in the filmmaking process such as narrative structure, camera movement, mise-en-scène, editing, and sound. This course is composed of lectures, screenings, discussions, and shot-by-shot analysis of works by major directors.

Prerequisite: ENG 110

COMM 239 Filmmaking I

An introduction to cinematography and production techniques that acquaint the student with all aspects of the filmmaking process from initial concept to final exhibition. Using modern film equipment, students focus on self-expression, visual thinking, composition, lighting, camera movement, and editing techniques. Each student explores different approaches to filmmaking through several filmed exercises and has the opportunity to direct, shoot, and edit a final film.

Prerequisite: COMM 234

COMM 244 Communication Research Foundations

An opportunity for advanced study and discussion of issues and questions, together with the opportunity to study and analyze the research available in various areas of communication. Each student chooses an area of communication in which to plan and carry out a research project.

Prerequisites: COMM 121 and COMM 210

COMM 250 Journalism

Practical experience in gathering news and writing the basic journalistic forms, including the straight news story and various types of features. Students undertake reporting assignments designed to develop skills in interviewing, observation and writing, and receive individual evaluation of their work.

Prerequisite: COMM 210

COMM 260 Oral Interpretation

Students learn to communicate the content, form and mood of works of literature through the medium of oral reading. Includes expository, narrative, and dramatic prose and narrative, dramatic, and lyric poetry.

COMM 263 Public Speaking

Students learn the theory and skills of preparing and presenting public speeches. Emphasis is on practice and criticism of classroom speaking experiences.

COMM 264 Voice and Speech Production

A study of the speech mechanism and its relationship to the development and mastery of basic breathing, vocal and articulation skills. Students in communication, education, business, theater, radio, singing, and allied fields are encouraged to master these skills. Special attention given to individual voice, articulation, and communication problems.

Conference and practice hours to be arranged.

COMM 265 Foundations of Language

Presents an overview of the nature and function of language as a communication tool. Stresses the aspects of language relating to the phonologic, semantic, and linguistic structures.

COMM 266 Dynamics of Communication

A study of the meaning of verbal and nonverbal languages and the influence of these languages as tools for communication.

COMM 270 Acting II

A continuation of the emphases of Acting I. Additionally, Acting II focuses on dramatic processes as they formalize into theatrical performance. The creation of dramatic form (plot, character, setting) as it relates to theme (or message, metaphor) is of particular focus. An introduction to improvisation as a formal theatrical mode.

Prerequisite: COMM 102

COMM 271 Theater Management

An investigation of operational procedures including administration, purchase and accounting practices, box-office management, publicity, promotion, public relations, policy and decision making, and management of theater personnel.

COMM 272 Acting III

An array of methods to discover and to perform characters from drama, including the use of costume and makeup as creative sources.

Prerequisite: COMM 270

COMM 273 Fundamentals of Comedy Writing and Performing

This course offers students the opportunity to learn the craft of comedy as written and performed.

Students analyze the structure of comedy writing and obtain the skills to create original personas on stage, use audience response to help shape material, and perform stand-up comedy.

COMM 274 Acting for the Camera

A course that introduces students to the theories and principles of on-camera performance. They will enact monologues and scenes for the camera.

Prerequisite: COMM 102

COMM 275 Acting IV: Scene Study

An advanced course in acting techniques with an introduction to various styles and approaches through group scene work.

Prerequisite: COMM 272

COMM 276 Sketch Comedy Writing and Performing

This course offers students the opportunity to learn the craft of sketch comedy. They will analyze the structure of comic scenes for comedic premise, characters, and dramatic action, and learn how to write, perform, and critique sketches.

COMM 280 Theater Workshop I

This course focuses on giving students practical knowledge of technical processes involved in putting on a theatrical production. Workshops in lighting/sound, costume/makeup and scenery/painting, and backstage crew assignments allow students to experience theatre firsthand.

COMM 281 Lighting I

This course provides training in the problems of lighting design and its application to stage and television production in various forms. Color, rhythm, and aesthetic backgrounds are examined in the context of good lighting design.

COMM 282 Scene Design I

Training in the problems of scenery design for production in various media. Color and line are examined in the context of good design. Individual projects are required.

COMM 283 Playscripts

A study of playscripts in terms of both their functional, narrative content and their theatrical, structural function. Investigation of the reasoning process involved in visualizing the transformation of a script on the page into a play on the stage.

COMM 284 Scenery Construction II

Advanced problems in set construction are considered in laboratory and practical situations. This course also concerns itself with analysis of various construction problems.

Prerequisite: COMM 217

COMM 290 Theater Workshop II

A continuation of COMM 280 requiring students to actively share in the responsibility for a specific theatrical production.

Prerequisite: COMM 280

COMM 318 Forms of Art

Study of the principles and practices of creating plays, concerts, paintings, and film. Special emphasis is placed on the discovery of the commonalities that link forms of art. Attendance at various events is required.

COMM 320 Media Criticism

Examine critical approaches to the analysis of the production, composition, transmission and reception of mass media programs. Concentrating on film, TV and radio, this course develops criteria for making aesthetic judgments of media programs as mass art.

COMM 321 Announcing

Introduction to the responsibilities and skills required of the individual performer in the preparation, announcing, and narration of the various types of material for television, radio, and film.

Prerequisite: COMM 260

COMM 322 Advanced Announcing

An in-depth treatment of the field. Heavy emphasis on narration for television and film. Extended work in the production of news and disc jockey programs, using broadcast-level facilities.

Prerequisite: COMM 321

COMM 324 Writing for Radio and Television

The technique of writing dramatic and nondramatic material for radio and television. Theory, practice, and analysis of broadcast material, advertising, and continuity are emphasized. Designed to develop skill in expository, narrative and persuasive writing as it relates to broadcasting.

Prerequisite: COMM 210

COMM 326 Advanced Television Production

Provides an opportunity to work within standard operating procedures similar to those utilized by commercial and educational television. Includes practice and projects in such critical areas as timing, electronic editing, minor equipment maintenance, and color programming.

Prerequisite: COMM 225 and COMM 227

COMM 329 Communication Practicum

Students are assigned to on-campus media outlets for practical experience in communication fields.

Prerequisite: Permission of Chair

COMM 330 Internship

Students are assigned to on-campus media outlets or external sites for practical experience in communication fields.

Prerequisite: Permission of chair

COMM 331 Filmmaking II

This course is an introduction to professional 16mm film equipment and techniques. Through lectures, demonstrations, and filmed exercises students learn how to use cameras, light meters, lenses, film stocks, sound equipment, and professional editing techniques. Students also learn the conventions of continuity and montage filming and editing, the organization of film crew shooting, creative use of sound and image, and dramatic lighting. Each student has the opportunity to produce a final 16mm short film.

Prerequisite: COMM 239

COMM 332 Filmmaking III

An intensive laboratory course in film production in which each student produces a 5-10 minute 16mm sound film. The course concentrates first on organizational aspects of pre-production such as scripting, budgets, story boards, sets, scheduling, and locations. Students then become familiar with such production techniques as sync sound filmmaking and advanced lighting, as well as postproduction work including sound and picture editing, A & B roll preparation and the role of the laboratory. Students are encouraged to work as crew on each other's productions.

Prerequisite: COMM 331

COMM 333 Applied Techniques I

An intensive production workshop designed for students of film and video who wish to integrate several media production techniques in individual advanced projects. The purpose of this course is to examine the different production approaches used in the making of diverse products from documentaries to music videos to television commercials to independent dramatic and experimental films.

Prerequisite: COMM 332

COMM 334 The Documentary and the Nonfiction Film

Study the development of the documentary and other nonfiction cinemas, incorporating cultural studies notions addressing how otherness, exoticism, and social and political issues that affect culturally distant societies are viewed. Through screenings and discussion seminars, students learn to define the different documentary modes and to analyze their formal production approaches, narrative and rhetorical structures, and the ways in which these construct meaning in the nonfiction film. Issues such as the ethics and politics of representation are addressed, in addition to more abstract questions related to the documentary such as the real or imagined lines between fact and fiction, relationships between truth and reality, personal experience and the problems of its representation.

Prerequisite: COMM 234

COMM 340 Intercultural Communication

Through a comparison of numerous cultures, students explore the primary distinguishing characteristics of culture and identify strategies for relating their own culture to those of others. Emphasis is placed on an eclectic cultural design. The primary goal is to provide students with practical and theoretical knowledge and an understanding of intercultural communication in contemporary life situations.

COMM 348 Public Relations

Defines the functions of public relations method and its historical context. Students are apprised of the basic tools used in varied public relations situations.

Prerequisite: COMM 250

COMM 349 Radio News

Instruction and practical experience in the basic techniques of radio news writing are examined, including reporting for radio and producing radio news programs. Also includes the analysis of radio news broadcasts and discussions of the major issues involved in radio journalism.

Prerequisite: COMM 210

COMM 350 Television News

Instruction and practical experience in the basic techniques of television news writing. Writing for film and videotape, reporting for television and producing television news programs. Analysis of television news broadcasts and discussion of the major issues involved in television journalism.

Prerequisite: COMM 210

COMM 351 Advanced Reporting

Guides students in developing in-depth news and feature articles. Evaluation of individual's work. Matters of current concern to the news media are discussed.

Prerequisite: COMM 250

COMM 352 Broadcast Advertising

Introduces the student to the development and philosophy of broadcast advertising. Theory and practice of commercial advertising techniques are covered. Emphasizes the nature of the creative process and the relationship existing among client, broadcaster, and the government.

Prerequisite: COMM 210

COMM 353 Advanced Audio Production

Students increase their ability to write, produce, direct, and perform in audio production projects. Introduction to various formats, creation of sound effects, musical background, and direction are emphasized.

Prerequisite: COMM 225

COMM 360 Interpersonal Communication

Course focuses on interpersonal communication theory, research, and application. Study and apply the elements of dynamic communication within personal, small group, corporate, and intercultural contexts.

COMM 361 Successful Business and Professional Communication

Through the study of communication theory as it relates to business and the professions and through practice simulations, the student acquires a knowledge of those communicative and motivational skills essential for success in business and professional life. Prerequisite: COMM 210

COMM 362 Debate

The application of the principles of argumentation by debating a selected topic in public and intercollegiate formats. Stresses theory and performance in oral advocacy.

Prerequisite: COMM 263

COMM 365 Introduction to Rhetoric

An examination of the development of persuasion. Emphasizes classical and contemporary theories of rhetoric that are related to contemporary standards and practice in current public address.

Prerequisite: COMM 121

COMM 377 Directing for Stage and Media

Principles and theories for directing plays, from the text to the visual. Practical experience in guiding performers as they create characters for stage and other media.

Prerequisite: Comm 102

COMM 380 Stage Management

Introductory training in the duties of the manager in the normal process of producing a play. Audition, rehearsal period, performance, and post-performance function and procedures are examined.

COMM 381 Scene Painting I

A study of the basic styles of scene painting with a concentration on dry pigments and casein mediums. This course allows a student to develop a basic ability to interpret the scenic designer's elevations and reproduce them for the stage and media.

COMM 382 Lighting II

Advanced training in the problems of lighting design and control as related to their application to production on the stage and in the media.

Prerequisite: COMM 281

COMM 383 Scene Design II

An advanced study of the problems of the scenic designer in theater, television, and film. Concentration is on the areas of materials and techniques. The student is expected to produce models and renderings utilizing various techniques and structures.

Prerequisite: COMM 282

COMM 384 The Golden Ages of the Theater

Explores the historical development of drama, the physical theater, and technical theater arts from ancient Greece to the present. Investigates the social and cultural forces that shaped the theater and were shaped by the theater and develops critical standards of theater. The student is expected to attend representative theater productions.

COMM 385 Field Experience in Drama and Theater

Students receive academic credit for guided experiences in drama and theater in the college community. These experiences include touring productions to area schools, geriatric centers, etc; drama therapy internships, drama education in local schools, and other assignments as determined by the instructor.

COMM 386 Acting for Television II

An advanced course in television acting that includes challenging work on various modes of dramatic literature adapted to television. In addition, the course features advanced performing techniques and varied experiences with the dramatic television director.

Prerequisite: COMM 274

COMM 387 Acting V: Advanced Scene Study

An advanced course centering on role preparation and performance of various modes of drama in the setting of theater as a comprehensive art.

Prerequisite: COMM 275

COMM 388 American Theater and Drama

The study of the development of the American theater and its drama from the colonial period to the present with emphasis on twentieth-century American drama.

Prerequisite: COMM 101

COMM 389 Drama for Children

Study of the importance of dramatic process in a child's individual and social growth. Investigation of the dynamics of the creative process within formal drama (children's theater) and informal drama (creative dramatics).

COMM 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

COMM 421 Broadcast Management

An appraisal of management problems in commercial broadcasting for the advanced student. Includes sales and profit, personnel, programming, audience, governmental regulations, and technical factors.

Prerequisite: COMM 220

COMM 424 Radio Production Workshop

An advanced course in audio production designed to augment the student's skills and techniques in radio production. Direction and production of various commercial and non-commercial spots, news documentary, discussion, and music formats are produced for airing on campus radio and commercial and noncommercial public radio stations.

Prerequisite: COMM 353

COMM 425 Television Workshop

Students produce, write, and direct video projects dealing with instructional material, news and public affairs, and entertainment programming. Projects must be programmable for campus use, cable television, public broadcasting, and other open circuit channels.

Prerequisite: COMM 227

COMM 431 Screenwriting

This course is an introduction to the theory and craft of dramatic screenwriting. The class explores how a script is developed from concept to final written form. Through lectures, film viewing, and weekly exercises, emphasis is placed on plot and story structure, the adaptation of literary or word-based ideas into cinematic forms, how to tell a story with images, character, plot, and dialogue development. In workshop style, the class analyzes well-known scripts and the relationship to the resulting film. Each student writes a script developed within the context of the workshop.

Prerequisites: ENG 110 and COMM 210

COMM 432 Dramatic Film Production

An intensive production workshop designed for film and video students who wish to integrate several media production techniques in individual advanced projects. The purpose of this course is to examine the different production approaches used in the making of diverse products from documentaries to music videos to television commercials to independent dramatic and experimental films.

Prerequisite: COMM 332

COMM 434 Current Cinema

A film analysis course focusing on contemporary film and criticism. The class looks at recent works from the international and independent film world and particularly those works that are innovative and unconventional in their approach. The films are considered within current theoretical, aesthetic and social contexts using different perspectives: the technical and economic aspects of filmmaking, the ideological and psychological effects of cinema, and the recent aesthetic developments of the art form.

This advanced cinema studies course is designed for students who want to strengthen their critical writing skills and for filmmakers who want to expand their aesthetic and creative knowledge of the medium.

Prerequisite: COMM 234

COMM 437 Film Editing

An advanced course for students who have basic film production and postproduction knowledge and wish to learn the standard techniques of editing a sound film. In a workshop environment, the student becomes familiar with editing vocabulary, equipment and procedures, from editing dailies to learning to prepare an A & B roll. The techniques of editing picture and sound are examined in lectures and later applied in a series of hands-on exercises and creative assignments. At the same time, the class balances the technical by providing an aesthetic overview of historical and current editing styles used in this complex art.

Prerequisite: COMM 331

COMM 445 Communication Capstone

Every communication major is required to complete a capstone experience. Two of the following courses must be completed prior to enrolling in the capstone: Foundations of Language (COMM 265), Media Law and Ethics (COMM 222), Intercultural Communication (COMM 340), Radio and Television (COMM 220), International Media (COMM 224), Introduction to Media Criticism (COMM 320), Film as a Medium (COMM234).

Also needed: Permission of chair

COMM 448 Public Relations Case Studies

Case studies of public relations in action are analyzed to identify general principles and strategies that can be applied to the systematic solution of public relations problems and to the creation of public relations opportunities.

Prerequisite: COMM 348

COMM 449 Public Relations Workshop

This course provides background and practice in developing written communications important in the practice of public relations. Using a workshop format, the course emphasizes planning, writing, and targeting communications designed to persuade specific audiences using various media channels.

Prerequisite: COMM 348

COMM 451 Freelance Writing

Instruction and supervised practice in nonfiction writing for today's periodical. Students learn how to analyze market needs, develop ideas suitable for publication, prepare manuscripts, and market what has been written.

Prerequisite: COMM 250

COMM 452 Advanced Broadcast Journalism

A course aimed at preparing students for work in broadcast news in radio or television. The goal is to polish skills developed in previous journalism courses to a level at or approaching that required to obtain entry-level jobs in broadcast journalism.

Prerequisite: COMM 350

COMM 454 News Editing

Prepares students to function as copy editors in the news field. Supervised practice in editing news copy and writing headlines. Use of visual materials and layout of pages. Analysis of various United States newspapers.

Prerequisite: COMM 250

COMM 455 Electronic News Gathering

The investigation, preparation, and production of news stories for broadcast. Emphasis on the independent preparation of copy, individual selection of story content, and production and video/audio tape for journalistic enterprise. Students refine previously developed skills in writing and editing for broadcast. Individual and group-produced news stories in the field receive feedback from instructor and peers. Programming materials are developed and produced for use on local outlets.

Prerequisite: COMM 350

COMM 456 Playwriting

A study and practice in the basic techniques of playwriting. Emphasizes dramatic structure and characterization developed through the writing of scenes and short plays.

Prerequisite: ENG 110

COMM 459 Journalism Field Studies

Practical application of what is learned in the classroom. Students work at news or public relations jobs on- or off- campus by undertaking special field work assignments in journalism.

COMM 460 Reporting Public Affairs

The nature and law of public affairs on federal, state, and local levels. The rights of working reporters and the public to matters of legitimate record are outlined, as are the practical steps necessary to gather this information.

Prerequisite: COMM 250

COMM 463 Group Discussion

Theory and practice in various types of discussion situations. Consideration of the place of discussion in a democratic society. Integration of traditional principles with recently developed concepts and approaches.

COMM 480 Scene Painting II

A continuation of the scenic artist's craft. Advanced techniques, concentrating on the use of aniline dyes, are explored.

Prerequisite: COMM 381

COMM 481 Acting for TV Commercials

This course provides varied experiences related to rehearsing and performing in television commercials.

Prerequisite: COMM 102

COMM 482 Acting: Showcase

A directed independent practicum culminating in a public performance.

COMM 483 Children's Theater

Study of the educational and artistic modes of contemporary children's theater. Focuses on styles of presentation and children's dramatic literature.

COMM 499 Independent Study

As approved and to be arranged through the student's department advisor.

1-6 credits

Department of Music

Professors: S. Bryant, D. Demsey, D. Garcia, N. Guptill-Crain, G. Kirkpatrick, J. Kresky, S. Marcone

Associate Professors: K. Demsey, R. DeRosa, D. Falk-Romaine (chairperson), J. Link

Assistant Professors: J. C. Davis, C. Frierson-Campbell, D. Kerzner, P. MacDonald, T. Newman, D. Weisberg

The Department of Music offers programs leading to a bachelor of music (B.M.) in music with options in classical performance, jazz studies and performance, music education, music management, and sound engineering arts; and a bachelor of arts (B.A.) degree in music with an option in musical studies. These programs are structured to reflect the multifaceted demands on today's and tomorrow's musicians. The department offers minors in music and music management for the nonmusic major.

All degree programs contain the best of both musical worlds: the flexible, innovative ideas in contemporary music combined with the finest in the traditional. As a result, students pursue a program of study eminently suited to preparing them for a professional life in music.

Auditions

Applicants must be accepted both academically by the University and musically by the Department of Music. An in-person performance audition is required of all bachelor of music applicants in the bachelor of music classical performance track. An audio cassette tape or CD is required for the bachelor of arts in musical studies and for all applicants in the bachelor of music jazz performance track.

All applicants for classical track programs and the bachelor of arts in musical studies must complete placement tests in theory, keyboard skills, and pitch discrimination on scheduled audition dates. The complete evaluation of your audition—in-person and recording—by the music faculty is the most important factor in granting admission to the department. Jazz track programs do not require placement tests in the areas listed above.

The deadline for submission of all music department applications for fall matriculation is April 1, with the exception of all undergraduate degrees offered by the Jazz Studies program, Music Management/Jazz Performance track, and Sound Engineering Arts/Jazz Performance track, which is February 1. There are no jazz auditions in the fall for spring matriculation. The deadline for submission of all music department applications for spring matriculation is November 15 for classical programs only. All questions regarding admission procedures to the music department should be addressed to the following:

Director of Music Admissions and Recruitment
The William Paterson University of New Jersey
Shea Center for Performing Arts
300 Pompton Road
Wayne, New Jersey 07470-2103
973.720.3466
musicadmissions@wpunj.edu

Audition Requirements

BACHELOR OF ARTS: MUSICAL STUDIES

Auditions for all B.A. programs are by *audio cassette tape or CD only*.

- A. Requirements for all instruments including electric guitar and electric bass (except voice and percussion):
 - Perform the following major scales: C major, G major, D major, F major, B-flat major (keyboard players must perform with two hands simultaneously.)
 - Perform a prepared piece in any style.
- B. Requirements for voice
 - Sing a one-octave scale
 - Perform a prepared piece in any style
- C. Requirements for percussion
 - Demonstrate single, double, and closed rolls on snare drum
 - Perform a prepared piece in any style.

Although all performance auditions for the B. A. music degree are by tape or CD only, on-campus placement tests in music theory, auditory skills, and piano proficiency are required. Please select a test date from the application.

BACHELOR OF MUSIC: CLASSICAL PERFORMANCE TRACK PROGRAMS

(Classical Performance, Music Education, Music Management, and Sound Engineering Arts)

The pieces suggested in this section illustrate the type of music appropriate for an undergraduate audition. Applicants are free to choose a program that best shows their ability, using music from this list or music of comparable quality.

Whenever possible, music from a variety of stylistic periods should be selected. The audition program should consist of four different compositions or, in some cases, three compositions and orchestral excerpts. Instrumentalists should be prepared to play scales in all keys.

Voice The program should be performed from memory with accompaniment and consist of two art songs or arias, if possible, with at least one selection in Italian, French, or German (for example, arias by Handel or Mozart and art songs by European composers such as Schubert, Schumann, Faure, Debussy, etc., or American composers Barber and Copland).

Strings A sonata or concerto of moderate difficulty; scales and arpeggios; orchestral excerpts.

Guitar Segovia scales, major and minor, one etude by Sor (Segovia Ed.), Carcassi or Aguado. Two concert pieces of the student's own choice from pre-baroque (De Visee, Sanz, Milan, etc.) and baroque periods (Bach, Weiss, etc.), or romantic Spanish (Tarrega, Llobet).

Piano An invention by Bach; a first movement of a sonata by Haydn, Mozart, or Beethoven (except op.27, No.2 in c# minor); a work by a romantic or contemporary composer. At least one selection must be played from memory. Major and minor scales and arpeggios.

Organ Background in piano at level of Bach two-part inventions and earlier Mozart or Beethoven sonatas. Performance of a composition by Bach, a romantic work, and a modern work on the organ is desirable.

Flute Two contrasting movements from sonatas by J. S. Bach, Poulenc, Hindemith, Prokofiev, or the Mozart concertos, or comparable repertoire; orchestral excerpts.

Oboe Concertos by Cimarosa, Marcello, Handel, Mozart; sonatas by Telemann, Handel, Hindemith; orchestral excerpts.

Clarinet Concertos by K. Stamitz, Mozart, Weber; sonatas by Brahms, Hindemith, Martinu, Poulenc; orchestral excerpts.

Saxophone Sonatas by Creston, Heiden; concerto by Glazunov; concertino by Ibert or comparable repertoire.

Bassoon Sonatas by Telemann, Etler, Hindemith; concertos by Vivaldi, Mozart, Weber; orchestral excerpts.

Trumpet Concertos by Haydn, Hummel, Arutunian; sonatas by Hindemith, Kennan, Stevens. etudes by Arban, Brandt, Charlier, etc.; orchestral excerpts.

Horn One or two movements from a Mozart concerto; concertos by Richard Strauss or Franz Strauss; sonatas by Beethoven; one etude each from Kopprasch and Maxime-Alphonse, book two; orchestral excerpts.

Euphonium Fantasia by Gordon Jacob, Introduction and Dance by Barat; choice of numbers 1 through 14 of the Characteristic Etudes in the Arban Complete Conservatory Method for Trumpet or Trombone.

Trombone Sonatas by Marcello, Hindemith; Morceau Symphonique by Guilmant, Andante et Allegro by Barat; etudes by Kopprasch, Rochut; orchestral excerpts.

Tuba Solo literature and etudes demonstrating tone, intonation, range, technical ability: concerto by Vaughan Williams, sonatas by Marcello, Hindemith; orchestral excerpts.

Percussion Demonstration of snare drum rudiments; an ability to read, basic to advanced technical knowledge of mallet instruments and elementary to advanced exercises for timpani orchestral excerpts.

BACHELOR OF MUSIC: JAZZ STUDIES PERFORMANCE TRACK PROGRAMS

(Jazz Studies Performance, Music Management, and Sound Engineering Arts)

Auditions for all Jazz Studies Track programs are by audio cassette tape or CD only. An recording should follow these requirements:

- The taped performance should demonstrate ability to play within a group as well as demonstrate strengths of the soloist.
- Perform a minimum of three tunes:
 1. One up-tempo tune such as "Cherokee," "Ornithology," "It Could Happen to You," "Just Friends," or a similar selection;
 2. One ballad such as "Body and Soul," "In A Sentimental Mood," "I Can't Get Started," or a similar selection;
 3. One medium tempo such as "All the Things You Are," "Out of Nowhere," "Have You Met Miss Jones?," or a similar selection.

SPECIAL AUDITION NOTES

Piano, Guitar and Mallet Instruments Performance should demonstrate ability to comp as well as to solo. One of the required selections must be performed entirely unaccompanied.

Drum Set Performance should demonstrate ability to use brushes as well as sticks. Play through the head of the up-tempo tune unaccompanied, outlining the rhythmic structure of the melody.

Bass Performance should demonstrate ability to construct a walking bass line and should showcase strengths as an improviser. Acoustic bassists should demonstrate the use of the bow.

Vocalists If currently studying voice, include a vocalise at the beginning of tape. Performance should demonstrate ability to scat as well as understanding of the lyric.

Major Programs

The B.A. degree is designed for students who desire a liberal education with emphasis on music while obtaining a diversified education in the liberal arts. The B.M. in music options are Classical Performance, Jazz Studies and Performance, Music Management, Music Education, and Sound Engineering Arts. The B.M. in music options in music education offers two concentrations: vocal and instrumental.

Honors Track Programs

The Music Honors Track is intended primarily for highly motivated music majors. For further information on this track, consult the coordinator, Dr. J. Kresky, 973-720-3470, or see page 107 of this catalog. The Performing and Literary Arts Honors Track is intended primarily for motivated English, art, and music majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. P. Cioffari, 973-720-3053, or see page 107 of this catalog.

Curriculum

B.A. MUSIC (MUSICAL STUDIES) 42 CREDITS

Required Courses		30 Credits
MUS 000	Recital Hour (8 semesters)	0
MUS 144	Practical Musicianship*	3
MUS 160	Theory I	3
MUS 161	Theory II	3
MUS 164	Functional Class Piano I	1
MUS 165	Functional Class Piano II	1
MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 207	Music History and Literature I	3
MUS 208	Music History and Literature II	3
MUS 260	Theory III	3
MUS 261	Theory IV	3
MUS 280	Ear Training III	1
MUS 281	Ear Training IV	1
	Performing Groups	3

*Students who are qualified to enter MUS 160 upon entrance do not take MUS 144 and enroll for an additional elective offering of three (3) credits.

Music Department Elective Courses 12 Credits

Choose from any 200 level or above 3 credit course (or by advisement)

B.M. MUSIC: CLASSICAL PERFORMANCE

OPTION REQUIREMENTS 83-86 CREDITS

MUS 000	Recital Hour (8 semesters)	0
MUS 158	Music Technology I	3
MUS 160	Theory I	3
MUS 161	Theory II	3
MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 207	Music History and Literature I	3
MUS 208	Music History and Literature II	3
MUS 234	Sophomore Recital Performance	0
MUS 260	Theory III	3

MUS 261	Theory IV	3
MUS 280	Ear Training III	1
MUS 281	Ear Training IV	1
	Ensembles (8 semesters)	
	Applied Music Major (8 semesters)	
	MUS 190, 191, 290, 291, 390, 391, 490, 491, (4 credits each)	32
MUS 300	Junior Recital (evening)	0
MUS 310	Junior Recital Performance I (midday)	0
MUS 380	Ear Training V	1
MUS 381	Ear Training VI	1
MUS 400	Senior Recital (evening)	0
MUS 464	Senior Recital Performance	0
	Functional Class Piano (4 semesters of 1 cr. each) (only 2 semesters for keyboard majors)	2-4
	Performing Groups including chamber ensembles	10
	Other Music Courses	12-13

B.M. MUSIC: JAZZ STUDIES AND PERFORMANCE OPTION REQUIREMENTS 105 CREDITS*

MUS 000	Recital Hour (8 semesters)	0
MUS 137	Jazz Improvisation I	3
MUS 138	Jazz Improvisation II	3
MUS 156	Applied Music Major	3
MUS 157	Applied Music Major	3
MUS 158	Music Technology	3
MUS 160	Theory I	3
MUS 161	Theory II	3
MUS 164	Functional Class Piano I	1
MUS 165	Functional Class Piano II	1
MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 236	Western Art Music	3
	Jazz Performance Groups (2 each semester)	16
MUS 241	Jazz Ear Training I	2
MUS 242	Jazz Ear Training II	2
MUS 253	Jazz History & Analysis I	3
MUS 254	Jazz History & Analysis II	3
MUS 255	Jazz Harmony	3
MUS 256	Applied Music Major	3
MUS 257	Applied Music Major	3
MUS 260	Theory II	3
MUS 261	Theory IV	3
MUS 268	Functional Class Jazz Piano I	1
MUS 269	Functional Class Jazz Piano II	1
MUS 322	Jazz Improvisation III	2
MUS 323	Jazz Seminar	3
MUS 343	Jazz Ear Training III	2
MUS 344	Jazz Ear Training IV	2
MUS 356	Applied Music Major	3

MUS 357	Applied Music Major	3
MUS 368	Functional Class Jazz Piano III	1
MUS 369	Functional Class Jazz Piano IV	1
MUS 400	Senior Recital Performance	0
MUS 456	Applied Music Major	3
MUS 457	Applied Music Major	3
MUS 470	Jazz Arranging I	3
MUS 471	Jazz Arranging II	3

*Number of credits varies according to major instrument selected. Voice, piano and percussion differ from other instrumentalists as indicated below.

Vocalists: 2 years Jazz Piano Minor required (4 credits); 2 years classical voice required; not required to take Improvisation III (4 credits).

Percussionists: 2 years Jazz Piano Minor required (4 credits); not required to take Improvisation III.

Pianists: 2 years Classical Piano Minor required (4 credits).

Note: Jazz students must pass second-semester-sophomore juries in order to go on to junior year in applied major.

B.M. MUSIC — MUSIC MANAGEMENT/CLASSICAL PERFORMANCE OPTION REQUIREMENT AND COREQUISITES 97-99 CREDITS

Students should earn a 3.0 grade point average in MUS 125, Survey of the Music and Entertainment Industry, and one additional 3-credit music management course in order to be fully admitted to the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses		80-81 Credits
MUS 000	Recital Hour (8 semesters)	0
MUS 158	Music Technology	3
MUS 160	Theory I	3
MUS 161	Theory II	3
MUS 162	Applied Music Major	2
MUS 163	Applied Music Major	2
MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 234	Sophomore Recital Performance	0
MUS 236	Western Art Music	3
MUS 260	Theory III	3
MUS 261	Theory IV	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 280	Ear Training III	1
MUS 281	Ear Training IV	1
MUS 307	Basic Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
MUS 317	History of American Popular Music	3
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2

MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance	0
	Performing Groups including chamber ensembles	9

Functional Class Piano (Choose 2 – 4 credits)

MUS 164	Class Piano I	1
MUS 165	Class Piano II	1
MUS 264	Class Piano III	1
MUS 265	Class Piano IV	1
MUS 266	Adv. Class Piano V	1
MUS 267	Adv. Class Piano VI	1
	Advanced Music Courses*	6

*200 level or higher

Music Management Courses 19-20 Credits

MUS 125	Survey of the Music and Entertainment Industry*	3
MUS 270	Structure and Content of the Music Industry*	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar	1
MUS 452	Law and Ethics in the Music and Entertainment Industry	3

*B average should be attained to continue in program.

At least 5 credits from:

MUS 303	Music Management Internship	1
MUS 404	Music Management Honors Internship	6
MUS 450	Personal Management in Music	3

College of the Humanities, Management, and
Social Sciences Co-requisites 12 Credits

ACCT 211	Financial Accounting	3
CS 201	Computer Literacy: Microcomputer Applications	3
MGT 300	Principles of Management	3
LAW 251	Business Law I	3
MKT 310	Marketing	3

At least 3 credits from:

MKT 316	Multinational Marketing	3
MKT 342	Retail Marketing	3
MKT 351	Sales Management	3

**B.M. MUSIC — MUSIC MANAGEMENT/JAZZ
PERFORMANCE OPTIONAL REQUIREMENTS
AND COREQUISITES: 99-100 CREDITS**

Students should earn a 3.0 grade point average in MUS 125, Survey of the Music and Entertainment Industry, and one additional 3-credit music management course in order to be fully admitted to the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses 82-83 Credits

MUS 000	Recital Hour (8 semesters)	0
MUS 137	Jazz Improvisation I	2
MUS 138	Jazz Improvisation II	2
MUS 158	Music Technology	3
MUS 160	Theory I	3
MUS 161	Theory II	3
MUS 162	Applied Music Major	2
MUS 163	Applied Music Major	2
MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 317	History of American Popular Music or history period course	3
MUS 234	Sophomore Recital Performance	0
MUS 236	Western Art Music	3
MUS 241	Jazz Ear Training I	2
MUS 242	Jazz Ear Training II	2
MUS 260	Theory III	3
MUS 261	Theory IV	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 280	Ear Training III	1
MUS 281	Ear Training IV	1
MUS 307	Basic Conducting	3
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2
MUS 462	Applied Music Major	2
MUS 400	Senior Recital Performance	0
	Performing Groups	7

Functional Class Piano

MUS 164	Class Piano I	1
MUS 165	Class Piano II	1
MUS 268	Jazz Piano I	1
MUS 269	Jazz Piano II	1

Music Management Courses 19-20 Credits

MUS 125	Survey of the Music and Entertainment Industry*	3
MUS 270	Structure and Content of the Music Industry*	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar	1
MUS 452	Law and Ethics in the Music and Entertainment Industry	3

*B average should be attained to continue in program.

At least 5 credits from:

MUS 303	Music Management Internship	1
MUS 404	Music Management Honors Internship	6
MUS 450	Personal Management in Music	3

**College of the Humanities, Management and
Social Sciences Corequisites 18 Credits**

ACCT 211	Financial Accounting	3
CS 201	Computer Literacy: Microcomputer Applications	3
MGT 300	Principles of Management	3
LAW 251	Business Law I	3
MKT 310	Marketing	3
At least 3 credits from:		
MKT 316	Multinational Marketing	3
MKT 342	Retail Marketing	3
MKT 351	Sales Management	3

**B.M. MUSIC — CLASSICAL PERFORMANCE/K-12
MUSIC CERTIFICATION OPTION
(MUSIC EDUCATION)**

Two concentrations are offered in this program. Students admitted as performance majors in keyboard, guitar, or voice ordinarily are placed in the concentration in preparation for teaching vocal/general music in grades K-12. Students whose performance is on a standard band or orchestral instrument are placed in the instrumental concentration. Students are admitted to this program on a probationary status for the freshman and sophomore years. Full status in the program is determined prior to the beginning of the junior year.

Note: Performance majors in keyboard or guitar who desire an instrumental concentration must also meet the entrance audition requirements on a band or orchestral instrument outlined previously. Performance majors in keyboard or guitar must meet the entrance requirements for a voice minor, i.e., demonstrate voice potential as a prospective teacher of choral/vocal music in the public schools.

Vocal Concentration 77-81 Credits

MUS 000	Recital Hour (7 semesters)	0
MUS 101	Woodwinds I	1
MUS 103	Brass I	1
MUS 105	Strings	1
MUS 108	Percussion	1
MUS 135	Introduction to Music Education	1
MUS 158	Music Technology	3
MUS 160	Theory I	3
MUS 161	Theory II	3
MUS 162	Applied Music Major	2
MUS 163	Applied Music Major	2
MUS 164	Functional Class Piano I (not required of piano majors)	1
MUS 165	Functional Class Piano II (not required of piano majors)	1
MUS 166	Voice Class I (not required of voice majors)	1
MUS 167	Voice Class II (not required of voice majors)	1

MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 186, 187	Diction for Singers (four semesters—for voice 286, 287 applied majors only)	0-4
MUS 205	Applied Music Minor	1
MUS 206	Applied Music Minor	1
MUS 207	Music History and Literature I	3
MUS 208	Music History and Literature II	3
MUS 234	Sophomore Recital Performance	0
MUS 260	Theory III	3
MUS 261	Theory IV	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 264	Functional Class Piano III (or MUS 266) (for piano majors)	1
MUS 265	Functional Class Piano IV (or MUS 267 for piano majors)	1
MUS 280	Ear Training III	1
MUS 281	Ear Training IV	1
MUS 301	Music Analysis or	
MUS 302	Arranging	3
MUS 305	Applied Music Minor	1
MUS 306	Applied Music Minor	1
MUS 307	Basic Conducting	3
MUS 308	Choral Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
MUS 325	Teaching Strategies: General Music	2
MUS 326	Teaching Strategies: Choral Music	2
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2
MUS 400	Senior Recital: Evening	0
MUS 425	Teaching Strategies: Instrumental Music	2
MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance	0
	Performing Groups including chamber ensembles	9

Additional Certification Requirements (K-12) 23 Credits

Please see director of Music Education or the chairperson of the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Instrumental Concentration 79 Credits

MUS 000	Recital Hour (7 semesters)	0
MUS 101	Woodwinds I	1
MUS 102	Woodwinds II	1
MUS 103	Brass I	1
MUS 104	Brass II	1
MUS 105	Strings	1
MUS 108	Percussion	1
MUS 158	Music Technology	3
MUS 160	Theory I	3
MUS 161	Theory II	3

MUS 162	Applied Music Major	2
MUS 163	Applied Music Major	2
MUS 164	Functional Class Piano I	1
MUS 165	Functional Class Piano II	1
MUS 166	Voice Class I	1
MUS 167	Voice Class II	1
MUS 180	Ear Training I	1
MUS 181	Ear Training II	1
MUS 207	Music History and Literature I	3
MUS 208	Music History and Literature II	3
MUS 234	Sophomore Recital Performance	0
MUS 260	Theory III	3
MUS 261	Theory IV	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 264	Functional Class Piano III	1
MUS 265	Functional Class Piano IV	1
MUS 280	Ear Training III	1
MUS 281	Ear Training IV	1
MUS 301	Form and Analysis or	
MUS 302	Arranging	3
MUS 307	Basic Conducting	3
MUS 309	Instrumental Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
MUS 325	Teaching Strategies: General Music	2
MUS 326	Teaching Strategies: Choral Music	2
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2
MUS 400	Senior Recital: Evening	0
MUS 425	Teaching Strategies: Instrumental Music	2
MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance	0
	Performing Groups including	
	chamber ensembles	13

Additional Certification Requirements (K-12) 23 Credits

Please see the director of Music Education or the chairperson of the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

B.M. MUSIC — SOUND ENGINEERING ARTS/ CLASSICAL TRACK OPTION REQUIREMENT AND COREQUISITES..... 100 CREDITS

Students should earn a 3.0 grade point average in MUS 251, Sound Engineering Arts I and MUS 284, Sound Engineering Arts 1 Lab in order to continue in the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses	49 Credits
MUS 000 Recital Hour (8 Semesters)	0
MUS 160/1 Theory I, II	6
MUS 162/3 Applied Lessons	4
MUS 262/3 Applied Lessons	4
MUS 164/5 Functional Class Piano I, II	2
MUS 180/1 Ear Training I, II	2
MUS 207/8 Music History & Literature I, II	6
MUS 260/1 Theory III, IV	6
MUS 280/1 Ear Training III, IV	2
MUS 258 Electronic Music I	3
MUS 259 Electronic Music II	3
MUS 125 Survey of Music and	
Entertainment Industry	3
Performing Groups	
(One in each semester in residence)	8

Additional Music Courses for the

Classical Track		(Choose 6 Credits)
MUS 358	Electronic Music III	3
MUS 270	Structure and Content of Music Industry	3
MUS 316	Media Use in Music and Entertainment Industry	3

Sound Engineering Arts Courses		26 Credits
MUS 126	Survey of Audio Recording	3
MUS 251	SEA I	3
MUS 284	SEA I Lab	2
MUS 252	SEA II	3
MUS 285	SEA II Lab	2
MUS 351	SEA III	3
MUS 352	SEA III Lab	2
MUS 353	SEA IV	3
MUS 354	SEA IV Lab	2
MUS 480	Seminar in SEA	2
MUS 496	Internship in SEA	1

College of Science and Health, Mathematics and

Science Co-requisites		19 Credits
MATH 140	Quantitative Math I	3
PHYS 190	Acoustics and Sound	4
PHYS 255	College Physics I	4
PHYS 256	College Physics II	4
PHYS 250	Basic Electronics I	4

B.M. MUSIC — SOUND ENGINEERING ARTS/ JAZZ TRACK OPTION REQUIREMENT AND COREQUISITES 100 CREDITS

Students should earn a 3.0 grade point average in MUS 251, Sound Engineering Arts I and MUS 284, Sound Engineering Arts 1 Lab in order to continue in the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses 52 Credits

MUS 000	Recital Hour (8 Semesters)	0
MUS 137	Jazz Improvisation I	3
MUS 160/1	Theory I, II	6
MUS 156/7	Applied Lessons	6
MUS 256/7	Applied Lessons	6
MUS 164/5	Functional Class Piano I, II	2
MUS 180/1	Ear Training I, II	2
MUS 236	Western Art Music	3
MUS 260/1	Theory III, IV	6
MUS 241/2	Jazz Ear Training I, II	4
MUS 258	Electronic Music I	3
MUS 125	Survey of Music and Entertainment Industry	3
	Performing Groups (One in each semester in residence)	8

Additional Music Courses for the**Jazz Track (Choose 6 Credits)**

MUS 259	Electronic Music II	3
MUS 358	Electronic Music III	3
MUS 270	Structure and Content of Music Industry	3
MUS 316	Media Use in Music and Entertainment Industry	3

Sound Engineering Arts Courses 26 Credits

MUS 126	Survey of Audio Recording	3
MUS 251	SEA I	3
MUS 284	SEA I Lab	2
MUS 252	SEA II	3
MUS 285	SEA II Lab	2
MUS 351	SEA III	3
MUS 352	SEA III Lab	2
MUS 353	SEA IV	3
MUS 354	SEA IV Lab	2
MUS 480	Seminar in SEA	2
MUS 303	Internship	1

College of Science and Health, Mathematics and**Science Co-requisites 19 Credits**

MATH 160	Quantitative I	3
PHYS 190	Acoustics and Sound	4
PHYS 255	College Physics I	4
PHYS 256	College Physics II	4
PHYS 250	Basic Electronics I	4

MUSIC DEPARTMENT MINOR 18 CREDITS

(for nonmusic major)

MUS 160-161	Theory I and II	6
MUS 164-165	Functional Class Piano I and II	2
MUS 180-181	Ear Training I and II	2
MUS 207-208	Music History and Literature I and II	6
	Performance Ensembles	2

**MUSIC MANAGEMENT MINOR
(FOR NON-MUSIC MAJOR OR
B.A. MUSIC MAJOR) 24 CREDITS**

Students wishing to minor in music management are admitted to music management courses depending on availability of space. Students must earn a 3.0 GPA in MUS 125, Survey of the Music and Entertainment Industry, and one additional 3-credit music management course in order to be admitted to the program. A 2.5 GPA must be maintained in these courses to continue through the sequence.

MUS 120	Music Appreciation	3
MUS 125	Survey of the Music and Entertainment Industry	3
MUS 270	Structure and Content of the Music and Entertainment Industry	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar (2 semesters)	2
MUS 450	Personal Management in Music	3
MUS 452	Law and Ethics in the Music and Entertainment Industry	3
MUS	Music Elective*	3

*200 level or higher, excluding music management courses

Courses

Unless otherwise noted, all courses are for 3 credits.

Performing Groups: A placement audition and the permission of the conductor required. General education credit may be given to nonmajors for participation in these groups. 1 credit each

MUS 172,3,4,5 Freshman Chamber Jazz I,II,III,IV

MUS 200	Concert Choir
MUS 201	Women's Choral Ensemble
MUS 202	University Chorus
MUS 203	Chamber Singers
MUS 204	Men's Glee Club
MUS 211	Concert Band
MUS 212	Preparatory Band
MUS 213	University Symphony
MUS 214	Brass Ensemble
MUS 215	Brass Quintet
MUS 216	Woodwind Ensemble: Clarinet
MUS 217	Woodwind Ensemble: Saxophone
MUS 218	Woodwind Quintet
MUS 219	Percussion Ensemble
MUS 221	William Paterson University-NJ Percussion Ensemble
MUS 222	Jazz Ensemble
MUS 227	Collegium Musicum
MUS 228	Tuba Ensemble

MUS 229	Trombone Ensemble
MUS 230	Classical Guitar Ensemble
MUS 231	New Music Ensemble
MUS 232	Lab Jazz Ensemble
MUS 233	Jazz Vocal Lab
MUS 235	Latin Jazz Ensemble
MUS 239	Jazz Vocal Workshop
MUS 240	New Jazz Ensemble
MUS 247	Jazz Repertory Ensemble
MUS 272,3,4,5	Sophomore Chamber Jazz I,II,III,IV
MUS 282	Opera Workshop
MUS 283	Flute Ensemble
MUS 289	French Horn Ensemble
MUS 372,3,4,5	Junior Chamber Jazz I,II,III,IV
MUS 472,3,4,5	Senior Chamber Jazz I,II,III,IV

Instrumental Classes: Class instruction in basic performance skills on standard instruments. Students proven proficient on an instrument, upon examination, are excused from that class. Classes meet two hours weekly for one semester and are open to music education students only. 1 credit each

MUS 101	Woodwinds I
MUS 102	Woodwinds II
MUS 103	Brass I
MUS 104	Brass II
MUS 105	Strings
MUS 108	Percussion

Courses

MUS 000 Recital Hour
0 credit

MUS 120 Music Appreciation
Development of perceptive listening, concentrating on music from the baroque, classical, and romantic periods.

MUS 125 Survey of the Music and Entertainment Industry
Creative and business aspects of the industry. Publishing, copyright, performing rights, mechanical rights, artist's rights, recording companies, production, marketing, merchandising, mass media, and sociological implications.

MUS 126 Survey of Audio Recording
This Internet course is designed to provide an overview of the concepts, practices, history, and equipment used by both home and professional recording studios and audio engineers. Topics include: acoustics fundamentals, microphones, tape recorders, loudspeakers, computers in audio, control room and studio acoustics, amplifiers, MIDI, and audio over the internet.

MUS 130 Symphonic Music
A survey of representative European and American symphonies, tone poems and concertos from the eighteenth century to the present.

MUS 135 Introduction to Music Education
An overview of the music education profession, including history, philosophy, professional organizations and obligations. Students participate in visits to exemplary public school music programs to assess the components of successful music teaching and learning. 1 credit

MUS 137 Jazz Improvisation I
A workshop course aimed at helping the student evolve an individual style of improvisation. Emphasis on chord scales, interpretation of chord symbols, notation, harmonic and melodic analysis techniques, transposition, and common jazz figures and patterns. Ear training and analysis of improvised solos. One weekly class meeting in lecture format, one in performance groups.

MUS 138 Jazz Improvisation II
Expansion of concepts and principles introduced in MUS 137. Emphasis on chord substitution, extended and altered harmonics, melodic development, memorization, student jazz compositions, and ear training and analysis.
Prerequisite: MUS 137

MUS 144 Music Fundamentals
Designed for the beginning student with little or no previous musical training. Through involvement with various tasks and activities, along with guidance from the instructor, students master the basic skills of music reading, sight-singing, and keyboard facility and gain a knowledge of related theoretical concepts. For students who are not going on with formal music training, this course provides a valuable background for the amateur musician and/or theatre, communication, and education major.

MUS 156, 157, Applied Music Major: Jazz
256, 257, 356, 357, 456, 457
Individual instruction in piano, voice, percussion, band, and orchestral instruments.

MUS 158 Music Technology
A study of the most important technologies used for musical applications. Students gain experience working with state-of-the-art equipment, exploring topics such as analog and digital representations of sound as well as internet applications.
Prerequisite: MUS144 or the ability to read music

MUS 160-161 Music Theory I and II

The student is prepared to function artistically and intelligently in a variety of musical situations. Focuses on musical literature of all cultures, styles, and historical periods; develops a conceptual understanding of rhythm, melody, harmony, texture, timbre, and form, and their inter-relationships as they form the basis for listening, performing, and creating. Includes contrapuntal textures in two and three parts, compositional devices, diatonic harmony in three and four parts, secondary dominants and diminished seventh chords, modulation, analysis and composition of music in the smaller contrapuntal and homophonic forms for various vocal and instrumental combinations.

Prerequisite: MUS 160 for MUS 161

MUS 162, 163, Applied Music Major

262, 263, 362,
363, 462, 463

Individual instruction in piano, organ, voice, guitar, percussion, band, and orchestral instruments for B.M. majors.

2 credits each

MUS 164-165 Functional Class Piano I and II

A beginning course for music majors who do not have keyboard facility. Basic technique is emphasized along with a knowledge of chords. Skills of transposition, improvisation, score reading, and accompanying are begun at a simple level.

1 credit each

MUS 166-167 Voice Class I and II

Local fundamentals and practical application in developing and preserving the singing voice. Breath control, resonance, range, diction, vowel formation as related to correct tone production. Method and materials for teaching. Not open to voice majors.

Prerequisite: For MUS 167, MUS 166

1 credit each

MUS 180-181 Ear Training I and II

An integrated course that includes the development of sight-singing, dictation, and rhythmic skills. Alto and tenor clefs are introduced during the freshman year.

1 credit each

MUS 186 English Diction for Singers

A course for voice majors designed to provide students a working knowledge of English diction for singing and an acquaintance with standard vocal literature.

1 credit

MUS 187 Italian Diction for Singers

A course for voice majors designed to provide students a working knowledge of Italian diction for singing and an acquaintance with standard vocal literature.

1 credit

MUS 190, 191, Applied Music Major Performance (B.M.)
290, 291, 390,
391, 490, 491

Individual instruction in piano, organ, voice, guitar, percussion, band, and orchestral instruments.

4 credits each

MUS 205, 206, Applied Music Minor

305, 306

Individual instruction in piano, voice, band, and orchestral instruments.

1 credit each

MUS 207-208 Music History and Literature I and II

The growth of Western music from its beginnings through the first half of the twentieth century.

Prerequisite: MUS 161

MUS 234 Sophomore Recital Performance

Taken with MUS 263, MUS 291, or MUS 257.

0 credits

MUS 236 Western Art Music

Analysis and discussion of Western art music from its origins in ancient Greece up to and including contemporary styles. Emphasis on baroque through twentieth-century music. Serves the needs of jazz majors and liberal studies students with some prior background, offering both an educational experience beyond what can be taught in MUS 120.

Prerequisite: MUS 161

MUS 241 Jazz Ear Training I

An integrated course in ear training that includes the development of sight-singing, diction, improvisation, and rhythmic skills as they especially apply to the jazz style.

Prerequisite: MUS 181

2 credits

MUS 242 Jazz Ear Training II

An integrated course in ear training that includes the development of sight-singing, diction, improvisation, and rhythmic skills as they especially apply to the jazz style, and continuation of Ear Training I.

Prerequisite: MUS 241

2 credits

MUS 243 World Music

This course surveys the music traditions from Africa, Asia, North and South America and other parts of the world, examining cultural and historical contexts. Students are expected to attend several live concerts.

MUS 249 Guitar Literature

Students survey the history and literature of plucked instruments through transcription, analysis, and performance. Students gain a deeper awareness of the repertoire of plucked instruments.

1 credit

MUS 251 Sound Engineering Arts 1: Fundamentals and Transducers

The primary goal of this course is to provide an in-depth discussion of transducers and transducer theory as it relates to audio engineering including: microphone theory and types, magnetic recording principles and applications, mixing console signal flow and design, and loudspeaker theory and design. Primary auditory physiology and theory are presented and principles of wave motion, electricity, and acoustics are introduced.

Prerequisites: MUS 126 and acceptance to the sound engineering arts program

Co-requisite: MUS 284

MUS 252 Sound Engineering Arts 2: Signal Processing

A continuation of MUS 251. Topics include: the theory of equalization, equalization use and misuse, types of equalization, dynamic range, voltage controlled amplifiers, compressor and expander theory and practice, introduction to room acoustics, reverberation theory, the theory and use of analog and digital reverb and delay, modulation effects, and analog noise reduction.

Prerequisites: MUS 251 and MUS 284

Co-requisite: MUS 285

MUS 253 Jazz History and Analysis I

A study of the evolution of jazz from its African and European origins to the early bebop period. The course emphasizes how each period developed both musically and historically, as well as in-depth analysis of its major performers, arrangers, and composers.

Prerequisite: MUS 161

MUS 254 Jazz History and Analysis II

A study of the evolution of jazz from bebop to the present. The course emphasizes how each period developed both musically and historically, as well as

an in-depth analysis of its major performers, arrangers, and composers.

Prerequisite: MUS 161

MUS 255 Jazz Harmony

Provides an intensive study of chords, voicings, and harmonic progressions as they occur in the jazz style.

Prerequisite: MUS 161

MUS 258 Electronic Music I

An introduction to electronic music with hands-on experience in the basics of subtractive, FM, and digital synthesis. Emphasis placed on MIDI and computer applications. No prior experience on synthesizer necessary. Most assignments and projects are to be completed during required lab time. Ability to read music required. Placement test is given at first class meeting.

Prerequisite: MUS 158

MUS 259 Electronic Music II

A continuation of Electronic Music I with hands-on lab experience using subtractive synthesis, frequency modulation synthesis, sampling, digital synthesis, and linear arithmetic synthesis. Emphasis placed on musical applications of MIDI and computers and their place in the music profession. Most assignments and projects are to be completed during the required lab time.

Prerequisite: Music 258 or permission of instructor.

MUS 260-261 Theory III and IV

The work of the sophomore year continues with the comprehensive development of musicianship by the study of literature in the larger contrapuntal and homophonic forms. Specific areas include chromatic harmony and contemporary harmonic and compositional techniques. Considerable analysis of romantic and twentieth-century literature, as well as correlated written projects, forms the nucleus of this course.

Prerequisite: MUS 260 for 261

MUS 264-265 Functional Class Piano III and IV

This is the second year of the beginning piano course for music majors who do not have keyboard facility and should not be chosen by keyboard majors. The work of this course continues the development of the skills begun in MUS 164-165 with more advanced work in technique, transposition, improvisation, score reading, and accompanying and harmonization styles. Music education students must pass a proficiency test upon completion of MUS 265.

Prerequisite: Music Majors only

1 credit each

MUS 266-267 Functional Class Piano: Advanced

This special section is for keyboard majors and qualified vocal and instrumental majors. The course assumes that the student already possesses considerable keyboard facility. The course is designed to develop the skills needed to utilize the piano in school positions, sacred music posts, and situations other than the solo recital. The skills to be developed include transposition, improvisation, score reading, a thorough working knowledge of chords and their application to creating accompaniments and arrangements from lead sheets.

Prerequisite: Music Majors only
1 credit each

MUS 268-269, Functional Class Jazz Piano I, II, III, IV 368-369

Students in the jazz studies program who are not jazz piano majors choose these sections for their second year of Functional Class Piano. These courses continue to develop the skills begun in MUS 164-165, with special emphasis on jazz improvisation, accompanying, and harmonization styles.
1 credit each

MUS 270 Structure and Content of the Music Industry

Historical aspects of recording and publishing industries and their impact on society. Current trends in publishing and recording, including business structure and role in the industry.

MUS 276 Composition Workshop I

A workshop course that develops compositional skills in the homophonic forms. Two-, three- and five-part song forms, minuet and trio and rondo forms are explored by way of musical analysis. Specific projects of composition are assigned for each of the above-named forms. Student works are performed.
Prerequisite: MUS 261 or permission of instructor

MUS 277 Composition Workshop II

In this second semester of Composition Workshop, the development of basic compositional skills is continued with their application to the traditional forms of rondo, theme and variations, ostinato, and sonatina.

Prerequisite: MUS 276 or permission of instructor

MUS 376 Composition Workshop III

Individual student composition projects in a succession of predominant twentieth-century styles and techniques: serialism-free atonality, pandiatonicism, quartal harmony, etc.

Prerequisite: MUS 277 or permission of instructor

MUS 377 Composition Workshop IV

A continuation of composition Workshop III.

Prerequisite: MUS 376 or permission of instructor

MUS 280-281 Ear Training III and IV

More advanced work in sight-singing, dictation, and rhythmic skills with special emphasis on the techniques required to perform twentieth-century music.

Prerequisite: MUS 181

1 credit each

MUS 284 Sound Engineering Arts 1 Lab

This course is designed to familiarize the student with basic audio studio recording practices. Topics mainly parallel the material in SEA 1. This is a course which requires time in the recording studio. Topics include: introduction to policies and procedures of the Sound Engineering Arts program, introduction to microphone technique, monophonic recording, stereo recording, analog tape editing, tape recording maintenance, the use of DAT recorders, and introduction to multitrack recording.

Prerequisites: MUS 126 and acceptance to the sound engineering arts program

Corequisite: MUS 251

MUS 285 Sound Engineering Arts 2 Lab

Topics mainly parallel the material in MUS 252. Multitrack theory and practice, popular music recording and mixing, deconstruction of popular selections for the purpose of illustration and critique. Assignments gradually lead the student to feel confident to effectively administer an 8-track recording session, overdub sessions, and mix sessions. Use of signal processing is introduced. Emphasis placed on process and not the product. Students are required to record a number of student recitals.

Prerequisites: MUS 251 and MUS 284

Corequisite: MUS 252

MUS 286 German Diction for Singers

A course for voice majors designed to provide students a working knowledge of German diction for singing and an acquaintance with standard vocal literature.

1 credit

MUS 287 French Diction for Singers

A course for voice majors designed to provide students a working knowledge of French diction for singing and an acquaintance with standard vocal literature.

1 credit

MUS 288 Field Experience I: Music Education

A field experience at the elementary school level in which students observe and assist a practicing music educator one day per week.

1 credit

MUS 299 Sacred Music Seminar

A series of seminars dealing with all aspects of work within a sacred music field that cannot be covered within the applied lesson.

1 credit

MUS 300 Junior Recital B.M. Performance (evening)

B.M. performance majors take this concurrently with MUS 391.

0 credits

MUS 301 Music Analysis

Intensive formal, harmonic, rhythmic, melodic, and textural analysis of compositions from the Renaissance to the present. Traditional terminology is covered, but the emphasis is on empirical analysis.

Prerequisite: MUS 261

MUS 302 Arranging

A practical approach to arranging for choral and instrumental groups. Deals with the problems teachers encounter as directors of musical organizations. Voice leading, part distribution, range, transpositions, and musical styles are studied.

Prerequisite: MUS 261

MUS 303 Music Management Internship

Designed to provide practical experience for students in that program. Interns experience actual industry functioning. For music management majors only.

1 credit

MUS 304 Studies in Music

An introduction to musicology in a very broad sense of the term. Readings, library projects, and research papers are assigned on the history and sociology of music, music theory, ethnomusicology, musical acoustics, and the aesthetics of music. Basically interdisciplinary, the course deals with the relationships among these areas and their connections with composition, performance, criticism, and pedagogy. Extensive training in the techniques of scholarship, preparation of papers and dissertations, and the use of the library.

Prerequisite: Music Majors only

MUS 307 Basic Conducting

Presents the basic techniques of conducting, both with and without a baton. These techniques include basic beat patterns, preparation, cut-offs, fermatas, tempos, moods, use of the left hand, etc. Each student conducts, using the class as the performing medium.

Prerequisite: MUS 261

MUS 308 Choral Conducting

Develops and refines the basic techniques of conducting acquired in Basic Conducting. Actual conducting experience applies these techniques to the specific demands of vocal music. Other areas of study include organization and administration of secondary school choral groups, tone and diction, and rehearsal techniques.

Prerequisite: MUS 307

MUS 309 Instrumental Conducting

Basic conducting techniques applied to the media of orchestra and band. Score reading, rehearsal techniques, and interpretation are included in addition to further development of physical skill.

Prerequisite: MUS 307

MUS 310 Junior Recital Performance I (midday)

Taken with MUS 356, 362, 390

Prerequisite: MUS 234

0 credits

MUS 311 Junior Recital Performance II (midday)

Taken with MUS 357, 363

Prerequisite: MUS 234, MUS 310

0 credits

MUS 312 Studio Supervision

The purpose of this course is to familiarize the sound engineering arts student with the basics of recording studio management. To this end each student enrolled in this course - a maximum of four - form a team which manages and supervises the SEA program's recording facilities as outlined in the SEA Survival Guide.

Prerequisite: Permission of the instructor.

MUS 313 Piano Literature I

A review of piano literature from the Baroque and Classical periods for beginning through advanced students. Required for Classical Performance piano majors.

2 credits

MUS 314 Piano Literature II

A review of piano literature from the Romantic and Contemporary periods for beginning through advanced students. Required for Classical Performance piano majors.

2 credits

MUS 316 Media Use in the Music and Entertainment Industry

Articles, press kits, promotional materials, advertising, and the media in industry relations. Roles of artist, public relations representative, advertising company, and recording company. Application of communication skills to professional tasks.

Prerequisite: MUS 125

MUS 317 History of American Popular Music Since 1950

Chronological survey including sociological implications, current trends, and new directions.

MUS 318 Forms of Art

Study of the principles and practices of critiquing plays, concerts, paintings, and film. The student can expect to analyze selected works of art, to study the historical and cultural background of a work of art, and to read critical theories of art. Special emphasis is placed on the discovery of the commonalities that link forms of art. Attendance at concerts, plays, exhibits, and media viewings is required.

MUS 319 Vocal Literature I

An introduction to the song repertoires of German Lieder and French Melodie through performance, listening, analysis, and attending concerts. Required of Classical Performance voice majors.

2 credits

MUS 320 Vocal Literature II

An introduction to the opera and oratorio arias and nationalistic songs through performance, listening, analysis, and attending concerts. Required of Classical Performance voice majors.

2 credits

MUS 322 Jazz Improvisation III

Continuation of Improvisation II. One- or two-week units featuring guest lectures on a variety of advanced topics.

Prerequisites: MUS 161, 137, and 138 or permission of the instructor

2 credits

MUS 323 Jazz Seminar

Weekly seminars with subjects ranging from the practical to the philosophical, including medical concerns of musicians, jazz criticism, the aesthetics of jazz, life inside the recording studio, advanced improvisational concepts, professional goals and objectives, and the business of music (publishing, management, contracts and booking). Each seminar is conducted by a specialist in the field.

MUS 325 Teaching Strategies: General Music

This course is designed to provide a basic understanding of the methods and materials necessary for teaching general music to students in grades K-12. Traditional techniques of presenting a variety of musical activities are examined as well as the more contemporary systems of Orff, Kodaly, Gordon, and Dalcroze.

2 credits

MUS 326 Teaching Strategies: Choral Music

This course is designed to provide a basic understanding of the methods and materials necessary for teaching choral music to students in grades 3-12.

2 credits

MUS 331 Western Music Through Josquin

A detailed study of Western music and its place in society through the death of Josquin des Prez.

Prerequisite: MUS 120 or Music Major

MUS 332 Music in the Late Renaissance and Baroque Periods

Western music from the sixteenth, seventeenth, and early eighteenth centuries is listened to, analyzed, and discussed.

Prerequisite: MUS 120 or Music Major

MUS 333 Music in the Rococo and Classical Periods

A study of the music from the sons of Bach through Beethoven.

Prerequisite: MUS 120 or Music Major

MUS 334 Music in the Romantic Period

An in-depth study of European music and its place in society during the nineteenth century.

Prerequisite: MUS 120 or Music Major

MUS 335 Choral Literature

A chronological survey and examination of representative choral compositions from each period of Western music, with emphasis on style and its relation to performance. Music is studied in relation to the cultural environment of its time.

Prerequisite: Permission of the instructor

MUS 336 Accompanying

Provides opportunities for upperclass students and advanced piano majors to study the art of accompanying and to develop potential in this area of piano performance.

Prerequisite: Permission of the instructor

1 credit

MUS 340 Masterworks of Opera

A study of selected masterpieces of opera in their entirety, with emphasis on the cultural, literary, historic, and artistic foundations of each work.

MUS 341 Composition Class I

A workshop course in musical composition. The instructor assigns specific technical and/or expressive problems. All music is written for instruments or ensembles available in the department, and all works are performed in class or in concert. No stylistic limitations.

Prerequisites: MUS 161 and permission of the instructor

MUS 342 Composition Class II

A continuation of Composition Class I with emphasis on contemporary styles and techniques, strict and free serial techniques, proportional and other approximate notations, aleatory procedures, polytonality, etc.

Prerequisites: MUS 341 and permission of the instructor

MUS 343 Jazz Ear Training III

Continuation of MUS 242 with emphasis on extension harmonies, altered scales, alternate and advanced jazz forms, phrase structure. Sight singing activities include prepared and unprepared vocalization exercises, single line, polyphonic jazz and classical progressions, and rhythmic duplication of jazz percussion materials.

2 credits

MUS 344 Jazz Ear Training IV

An integrated course in the development of skills that pertain specifically to hearing and executing, (playing, singing, writing) the melodic, rhythmic, and harmonic materials of the jazz style. It is a continuation of Jazz Ear Training III.

2 credits

MUS 351 Sound Engineering Arts 3: Current Practices and Techniques of the Audio Industry

A continuation of MUS 252. Topics include: advanced microphone techniques, in-line audio console signal flow, surround sound theory and practice, audio post-production, AC wiring, interconnection principles, synchronization in the studio, audio amplifier design, and album mastering.

Prerequisites: MUS 252 and MUS 285

Co-requisite: MUS 352

MUS 352 Sound Engineering Arts 3 Lab

Topics mainly parallel the material in SEA 3.

Students are introduced to the 24-track studio. Topics include tape recorder alignment, in-line console signal flow, patchbay operations, recording session protocol, microphone techniques, and mixing principles. Assignments gradually lead the student to feel confident to effectively administer an 24-track recording session, overdub sessions, and mix sessions. The creative use of signal processing are expanded. Introduction to digital editing and CD recording. Emphasis placed on process and not the product. Students are required to record a number of student recitals.

Prerequisites: MUS 252 and MUS 285

Co-requisite: MUS 351

MUS 353 Sound Engineering Arts 4: Digital Audio Principles and Techniques

An in depth exploration of digital audio as it relates to the audio professional. Topics include: the Nyquist theorem, analog to digital conversion, digital to analog conversion, oversampling, noise shaping, digital recording media, digital recording devices, digital editing systems, error correction/detection, simple digital signal processing, digital delivery systems, the internet, fiber optics, the compact disc, DVD, film sound formats, high bit and sample rates, and data compression.

Prerequisites: MUS 351 and MUS 352

Co-requisite: MUS 354

MUS 354 Sound Engineering Arts 4 Lab

Topics include: a comparison of sample rates/word lengths, digital editing assignments, introduction to the digital console, multitrack recording and editing projects, and integration of the analog and digital control rooms. Students are required to record a number of ensemble performances. Students are required to successfully complete a junior practical exam in order to advance to the Sound Engineering Arts Seminar.

Prerequisites: MUS 351 and MUS 352

Co-requisite: MUS 353

MUS 358 Electronic Music III

A continuation of Electronic Music I and II with hands-on experience using subtractive synthesis, frequency modulation synthesis, linear arithmetic synthesis, and sampling. Emphasis is placed on creativity, practical music applications, and regularly assigned projects producing music for various types of media including dance, film, video, and radio. Prerequisites: MUS 258 and/or MUS 259 or permission of instructor

MUS 380-381 Ear Training V and VI

Advanced third-year ear training work, including sight-singing, dictation, and rhythmic skills, with special emphasis on the techniques required to perform twentieth-century music.
1 credit each

MUS 382 Piano Pedagogy I

An overview of teaching methods and materials for private and group piano instruction. Appropriate literature and techniques for music reading and skill development are included. Required for Classical Performance piano majors.
2 credits

MUS 383 Piano Pedagogy II

A continuation of MUS 382 consisting of more advanced concepts for private and group piano instruction. Required for Classical Performance piano majors.
2 credits

MUS 384 Vocal Pedagogy

An overview of teaching methods and material for private and group voice instruction. Appropriate literature and physiology are included. Required for Classical Performance voice majors.
2 credits

MUS 388 Field Experience II: Music Education

A field experience at the middle school or secondary level in which students will observe and assist a practicing music educator one day per week.
1 credits

MUS 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
Prerequisite: Permission of the department chairperson
1-6 credits

MUS 400 Senior Recital B.M. (evening)

B.M. Performance majors take this with MUS 491. Other B.M. majors take this with MUS 456, MUS 457, MUS 462, or MUS 463.

MUS 401 Twentieth-Century Music

A survey of contemporary music as exemplified by representative works of the leading composers of the century. Detailed analysis of a limited number of works which represent significant stylistic and expressive trends.
Prerequisite: MUS 160

MUS 403 Music Management Seminar

Lectures by industry experts. Attendance is mandatory.
1 credit

MUS 404 Music Management Honors Internship

Culmination of music management education for students with 3.2 GPA or higher. Assigned to an area in the music industry as an intern, the student gains experience in the business role in the music and entertainment industry. Students put to practical use the skills learned in music management courses.
6 credits

MUS 407 Sacred Music Internship

Through practical work situations, the student experiences firsthand many of the varied and specialized musical and administrative duties performed by musicians in the field of sacred music.
1 credit

MUS 408 Advanced Choral Conducting

Provides continued study and practice of choral conducting techniques. Emphasis on developing good vocal tone production in choral groups, style and interpretation in choral literature, and program building. Some of the standard larger choral works are studied.
2 credits

MUS 409 Counterpoint

Technique of contrapuntal writing and analysis. Study includes writing two- and three-part textures, as well as parallel analysis of musical literature drawn from several periods and styles.
Prerequisite: MUS 261

MUS 410 Maintenance and Repair of Music Instruments

Problems of repair with respect to brass, woodwind, string, and percussion instruments. Laboratory sessions.

MUS 411 Piano Tuning

Complete explanation and application of tuning acoustic and electric pianos by the equal temperament system. Problems, procedures, and exploration of standard techniques.

MUS 412 Music Graphics

The history, theory, and practice of preparing graphic music copy.

MUS 425 Teaching Strategies: Instrumental Music

This course is designed to provide a basic understanding of the methods and materials necessary for teaching instrumental music to students in grades 3-12.
2 credits

MUS 450 Personal Management in Music

Contemporary performers, changing trends in consumer practices, and evaluation criteria for musical performances. Field experiences followed by critiques. Systems approach to personal management. For music management majors and minors only.
Prerequisite: MUS 125

MUS 452 Law and Ethics in the Music and Entertainment Industry

Legal aspects of the industry. Ethical considerations for management and artists, domestic and international copyrights, contracts, labor agreements, trade practice regulations, piracy, payola. For music management majors and minors only.
Prerequisite: MUS 125

MUS 464 Senior Recital Performance (midday)

B.M. majors take this with MUS 462; B.M. in classical performance majors take this with MUS 490; B.M. jazz majors take this with MUS 456 and 457.
0 credits

MUS 470 Jazz Arranging I

Introduction to basic concepts and techniques of contemporary arranging. Study of instrumental ranges and transpositions, chord symbolization, rhythm section, notation, etc. Four-part sectional writing with attention to voice leading, blend and textural effects.

Prerequisites: MUS 261 and/or permission of the instructor

MUS 471 Jazz Arranging II

Expansion of the principles introduced in MUS 470. Instructor assigns specific technical and expressive problems aimed at helping the student develop the writing skill and concepts necessary to realize complete arrangements for a large jazz ensemble.
Prerequisites: MUS 470 or permission of the instructor

MUS 476 Composition Workshop V

Individual student composition projects in a succession of predominant twentieth-century styles and techniques

Prerequisite: MUS 377 or permission of instructor

MUS 477 Composition Workshop VI

A continuation of composition Workshop V.

Prerequisite: MUS 476 or permission of instructor

MUS 480 Senior Seminar in Sound Engineering Arts

A capstone course for Sound Engineering Arts majors. This course is designed to give Sound Engineering Arts majors the chance to pursue advanced levels of research and to complete a large-scale recording project that are submitted as part of a complete portfolio. Each student presents one audio related research paper to the class and additionally submit the work in formal document form. The instructor, to insure adequate progress on the part of the student, monitors the recording project. A document detailing the recording and mixing process are submitted. This document includes a self-critique of the project.
Prerequisites: MUS 353 and 354

MUS 496 Internship in Sound Engineering Arts

Provides the student with the opportunity to gain experience in the professional audio field, and typically takes place in the following facilities: music production studios, new media production studios, audio post-production studios, film post-production studios, live sound concerns, television production studios, radio stations, and equipment manufacturers. Open to Sound Engineering Arts majors only.
Prerequisite: Permission of the department

MUS 497 Music Honors Seminar

This is the forum for basic contact and orientation for students in the Music Honors track of the University Honors Program. Students are assigned a faculty mentor who meets periodically with the student to plan his/her course of study in honors, including choices of courses in and out of the Music Department, and to formulate and pursue the student's honors project.
1 credit

MUS 498 Music Honors Project

This is the culminating experience in the Music Honors track of the University Honors Program. It consists of a recital, lecture, paper, report of research, or a combination of these to be determined in consultation with the music honors track coordinator. 2 credits

MUS 499 Independent Study

As approved and to be arranged.
1-6 credits

Honors Tracks

MUSIC

This Music Honors track is newly developed and designed to enhance the existing degree programs in music. Students selected for admission must have demonstrated exceptional musical or academic promise. As with other tracks in the University Honors Program, the music track is a distinctive set of courses that reinforces a student's chosen major.

The track is open to qualified music majors of all levels, although transfer and upper level students may need extra semesters beyond the usual eight to complete the track. Students meet with the track coordinator to map out their curriculum which consists of three components. The first component is a series of four, one-credit music honors seminars. The second component is a set of music courses the student would normally take, but that are enhanced in content. The final component is a special music honors project completed in the senior year. This project is a significant piece of work that may take the form of a lecture, an enhanced recital, or the performance of an original composition in culmination of the student's honors training.

For further information on this track, consult Dr. Jeffrey Kresky, Music Track Coordinator, Department of Music.

PERFORMING AND LITERARY ARTS

Sponsored jointly by the College of Humanities and Social Sciences and the College of the Arts and Communication, the Performing and Literary Arts Honors track is a cross-disciplinary track for students interested in one of more aspects of public performance. Such performance might be acting, writing, directing, theatrical production, music composition, or music arrangement. In consultation with the track coordinator, the student selects five courses that assist in the preparation of a public performance. The outcome of the program is the public performance itself — a play or solo performance — held on campus and open to the University community and the community-at-large. As is true for the other tracks in the University Honors programs, the Performing Arts Honors track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

The track is open to students of all levels. Students with majors in art, English, and music may proceed directly to individual advisement, the selection of a set of five courses, and a performance. Students of other majors need to complete a 21-credit concentration in theatre prior to completing the honors track.

For further information on this track, consult Dr. Phillip Cioffari, Performing Arts Track Coordinator, Department of English.

Christos M. Cotsakos College of Business

Dean: Jess S. Boronico, Ph.D.

Office: 1600 Valley Road, Room 4049; 973-720-2964

Associate Dean: Raja Nag, Ph.D.

Office: 1600 Valley Road, Room 4050; 973-720-3850

Degrees Offered:

Accounting (B.S.)

Business Administration (B.S.)

Professional Sales (pending approval) (B.S.)

Introduction

Message from Dean Jess Boronico

The Christos M. Cotsakos College of Business, which recently achieved accreditation from the prestigious Association to Advance Collegiate Schools of Business (AACSB), is undergoing rapid growth and change. These characteristics parallel similar types of *growth* that are present in emerging global markets, *change* that technology has imbued on organizations, as well as the *manner* in which they conduct business.

Numerous initiatives that the College is pursuing reflect this change and continual growth, including:

- developing an improved and increasingly contemporary curriculum;
- implementing practical outcomes assessment procedures;
- encouraging cultural diversity through recruitment of both students and academically qualified faculty;
- increasing scholarship to support strong teaching;
- incorporating technology into the curriculum; and,
- invigorating the interaction between the College and its business constituencies.

These initiatives are designed to provide our students with a more rigorous and meaningful academic program so that they may secure and retain competitive professional positions and provide value-adding contributions to the community and their organization.

The Professional Enrichment Initiative—which includes seminars, forums, and related activities such as the Business Leaders' Symposium, the Finance Symposium, and the Enterprise Rent-A-Car Case Study Competition—provides opportunities for students to network with upper-management professionals. In addition, credit-earning practicum (small-group-consulting opportunities with small businesses), internship work experiences, and job shadowing opportunities bear the earmarks of a program of business designed to help encourage student success and prepare students for meaningful and productive careers upon graduation.

The E*TRADE Financial Learning Center, one of the few trading rooms found in academic institutions, is the hub of all electronic business information exchange and analysis for the College and its partners. Every student, through curricular requirements, will have exposure to, and hands-on training with, software, databases, and data feeds that form the backbone of modern day, practitioner-driven information dissemination and analysis tools.

Enrolling in the Christos M. Cotsakos College of Business undergraduate business program provides students with the opportunity to become active participants in an increasingly diversified program of study aimed at preparing graduates for advanced academic study or professional careers in either the public or private sector. Undergraduate majors/concentrations include accounting, economics, finance, global business, management, and marketing.

Students may also enroll in either academic or professional courses in sales and sales management offered by the newly created Department of Professional Sales and/or the Russ Berrie Institute for Professional Sales. The Institute's coursework utilizes a state-of-the-art professional sales laboratory, where students engage in active hands-on learning opportunities and the refinement of essential communications skills.

Students who enroll in the Christos M. Cotsakos College of Business will join the multitude of graduates who have utilized their business degrees to obtain careers in their professions of choice. It is an exciting time for the College and I hope you will join us in sharing many of the new developments and dynamic changes we are implementing as we continue to serve our students, stakeholders, and the community.

Mission Statement

The Christos M. Cotsakos College of Business provides an educational environment that fosters the undergraduate and graduate development of graduates who have the skills, knowledge, and values necessary for success in an increasingly diversified, technologically enabled, and globally-competitive environment.

Goals and Objectives

Each of the College's two undergraduate degree programs—B.S. in business administration and B.S. in accounting—adhere to the following four principles of business education: academic excellence, professional enrichment, technological competency, and the development of communication skills and contemporary perspectives.

Academic Excellence

The Christos M. Cotsakos College of Business continually updates and revises its curriculum so that it is both competitive and contemporary. Outcomes assessment is regularly performed, and input from students and other stakeholders is utilized to continually improve both course content and program/curricular offerings.

Professional Enrichment

The College integrates cocurricular and extra-curricular activities into its academic programs for the purposes of (a) increasing student awareness concerning the future impact of their professional development; (b) enhancing the students' appreciation for and development of requisite skill sets as they apply to respective job markets; and (c) providing networking opportunities between students and leading business professionals in the field.

Technological Competency

The College enhances its academic offerings by integrating technology throughout the curriculum. Students are expected to be both familiar and facile with Microsoft Office upon admission. Students will also be exposed to proprietary software packages across the business curriculum in order to increase familiarity and provide hands-on experience with the type of technology and decision support tools that are utilized in the professional business arena. All students, regardless of their major or concentration, are exposed to software tools, data streams, and databases for the purpose of conducting financial data analyses in the E*TRADE Financial Learning Center. Students may also enhance their communications skills via the technology available in the professional sales laboratory. Finally, the College's Enterprise Resource Planning software (SAP) allows students to understand the linkage between functional areas of business and the cross-dependencies that exist between these areas of core competency within all business enterprises.

Communication Skills and Contemporary Perspectives

The College integrates reading, writing, and speaking throughout the curriculum. While all three components are not necessarily addressed in every class, the natural progression through the business curriculum will expose the student to each of these components with a continuity that merges the three for the purposes of (a) enhancing information acquisition skills through reading and listening; (b) providing opportunities to learn, practice, and enhance communication skills through writing and speaking requirements; and (c) remaining contemporary in the field through required readings that are exclusive of textbook reading assignments.

Triple Crown Courses

In order to ensure that business majors have the opportunity to synthesize their soft skill knowledge in the areas of reading, writing, and speaking, all business administration and accounting majors must take, as part of their degree requirements, one course that integrates all three aforementioned soft skills.

These courses, designated as triple crown courses, encourage the type of requisite communication skills that are essential in order for graduates to be competitive in an increasingly diverse and international marketplace, in addition to addressing knowledge acquisition, and the communication of such knowledge through both written and oral media. Course requirements include external reading assignments from contemporary sources, the preparation of a scholarly research paper based on this reading, and an oral presentation in support of the written matter. The following courses are those that have been designated as triple crown courses within the Christos M. Cotsakos College of Business:

ACCT 370	Auditing
FIN 400	International Finance
MGT 306	Organizational Behavior
MKT 482	Marketing Management

Writing Intensive Coursework

In order to ensure that all business majors can leverage effective writing skills upon graduation, all business administration and accounting majors must complete, as part of their degree requirements, the writing intensive course ECON 355 (Diversity in Organizations). This course contains a unique written component where a research paper is graded both for substantive scholarship in addition to grammar, punctuation, and writing style. Upon the return of the graded paper the student must revise and resubmit the paper for a second grading. Revisions of this nature are made throughout the semester in order to ensure that the final product not only contains meaningful research material, but also demonstrates the type of effective business writing skill that will enhance exposition, appropriateness, professionalism, and fluidity.

Academic Programs

The Christos M. Cotsakos College of Business undergraduate academic programs leading to the bachelor of science degree (B.S.) feature a curriculum that is balanced between general education, the major/concentration, and other related business courses. The program

- requires the completion of core courses in the major/area of concentration, thus preparing students to pursue careers in the area of study;
- mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and
- stresses a well-diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

Degree Programs

Students enrolled in the Christos M. Cotsakos College of Business pursue the bachelor of science degree in either business administration or accounting. Business administration students must choose a concentration in either finance, global business, management, or marketing. Students of all majors throughout the University may also choose to simultaneously pursue a minor in the area of economics.

All degree programs adhere to the general education requirements of the University. In addition, undergraduate business majors will pursue a curriculum that provides coverage in those perspectives and areas that form the context for business. These perspectives include:

- ethical and global issues; and
- the influence of demographic diversity and political, social, legal, regulatory, environmental, and technological issues on organizations.

The College's degree programs require all students to obtain foundation knowledge in the areas of behavioral sciences, mathematics, statistics, and economics.

All undergraduate business majors must complete the general education core, the common business program core, specified directed elective business degree credit requirements, and the additional credit hour requirements of the concentration and/or major chosen.

Academic Policies

Admission

Students admitted to the University with no college credit attempted may enroll in the Christos M. Cotsakos College of Business upon entry. Continuing or transfer students who are not admitted upon entry may apply for admission upon the successful completion of 12 credits of college coursework at William Paterson University. Students will be admitted to the College only if/provided that they adhere to each of the following academic standards:

- an overall grade point average (GPA) of 2.0 or greater for all college-level credit attempted, based on transfer credit and/or courses taken at William Paterson University;
- a GPA of 2.0 or greater for all business credit hours attempted in the common business program core, major/concentration, and credit hours applied towards the directed elective course requirements; and,
- no more than two grades below C- for all business courses attempted.

Transfer students who are admitted to the University but do not meet these requirements may be admitted on probationary status. Additional details may be obtained from the Office of Admissions or the Christos M. Cotsakos College of Business.

Retention

Undergraduate business majors who are found to be in violation of the aforementioned standards are placed on probation within the College for one full semester. Upon completion of this one full academic semester (fall or spring), students who are still found to be in violation of any of the aforementioned standards are dismissed from the Christos M. Cotsakos College of Business and must eventually declare another major. Dismissal from the College does not imply dismissal from the University. Students dismissed from the College who subsequently demonstrate improvement to the extent that their grades adhere to the aforementioned standards may apply for readmission to the Christos M. Cotsakos College of Business. Policies concerning the course repeat policy adhere to University standards. Students who have been dismissed from the College and are readmitted and who subsequently violate the aforementioned standards (for a second time) are dismissed from the College immediately and will not be considered for readmission.

Degree Residency Requirements

- At least 50 percent of all business credit hours required for the B.S. degree must be earned through completed coursework at the Christos M. Cotsakos College of Business. This implies that no more than 24 credit hours may be transferred from another institution for students pursuing the B.S. in business administration, and no more than 28 credit hours for students pursuing the B.S. in accounting.
- At least 50 percent of all business credit hours that satisfy the major/concentration business credit-hour requirement must be earned through completed coursework at the Christos M. Cotsakos College of Business. This implies that no more than 9 credits may be transferred into the "major" requirements for students pursuing concentrations in finance, global business, management, or marketing, and no more than 13 credit hours may be transferred into the major requirements for students pursuing the B.S. in accounting.
- No business course may be taken for credit (other than as a free elective) at another institution once a student is enrolled in the Christos M. Cotsakos College of Business.
- No courses may be taken for credit by an undergraduate business major at a community/two-year institution once 70 credits have been earned and applied towards the B.S. degree in accounting or business administration.
- No course credit for coursework completed at a community/two-year institution may be applied to, or transferred in, as 300 or 400 level business courses within the Christos M. Cotsakos College of Business programs.
- Any 300 and 400 level business course taken at another institution is transferable into the undergraduate business curriculum only (a) if the credit hours have been earned at an AACSB-accredited business program from a four-year college/university; and (b) upon approval from the department chair in the student's degree program. Two specific courses, ACCT 311 (Intermediate Accounting) and FIN 320 (Corporate Finance) further require a grade of B or better to be transferable into the undergraduate business curriculum.
- Undergraduate business majors pursuing dual concentrations or two degree programs within the University must complete the full complement of major credit-hour requirements in each area of study. No credit may be applied to two disparate requirements.
- Students pursuing the B.S. degree as a second bachelor's degree must complete a minimum of 30 credits in residence at William Paterson University, and must fulfill, either through credit hours earned or transferred, all common business program core requirements, major/concentration requirements, and required directed elective coursework.

Pass/Fail

Undergraduate business majors may not take courses offered within the College on a pass/fail basis.

Independent Study

Independent study may be pursued in an area of study not embodied within the catalog's listed set of course offerings provided by the Christos M. Cotsakos College of Business. Eligible students must have a GPA of 3.0 (overall and in the major) and have attained junior status (at least 58 credit hours earned). Students should contact their department chair for specific details concerning the procedure to be followed, additional eligibility requirements, and the appropriate application of credit hours to the major.

Graduation

Graduating seniors must meet the aforementioned academic standards in addition to other University graduation requirements.

Professional Enrichment

All undergraduate business majors must earn professional enrichment points in partial fulfillment of course requirements in the capstone course: MGT 460 Business Policy and Strategy. The number of professional enrichment points earned at the completion of MGT 460 will impact on the final grade earned in this capstone course. Four enrichment points will earn full credit for this component of the final grade. Professional enrichment points are earned through the student's active involvement and/or participation in selected College-sponsored or co-sponsored enrichment activities.

Students interested in gaining professional work experience should consider participating in the internship, practicum, or job shadowing alternatives.

Internships are individualized, structured work experiences where a student is placed in an organization for the purpose of working under a supervisor and gaining hands-on experience in the area of interest.

A **practicum** is a guided work experience conducted within a group framework, where groups provide consultation to small businesses, under the mentorship of a faculty sponsor.

Job shadowing entails a one-to-one linkage between a student and a business leader in the area of interest. The student meets with the business leader on-site and "shadows" the business leader at the workplace for one day. This provides the student with an inside glimpse of what the profession of choice entails, and an opportunity to spend one day in the company of a professional in the workplace.

Internship and practicum experiences earn credit hours; job shadowing contributes to the professional enrichment point requirement.

The College sponsors and co-sponsors numerous, professionally oriented activities for students to attend. These activities promote the professional development of the student and many of these activities earn enrichment points. These activities include: Careers in Accounting, Finance, Global Business, Management, and Marketing; the Business Leaders' Symposium; the Finance Symposium; Resume Writing Seminars; and Internship Seminars, among others. For additional information, please contact the Director of the Professional Enrichment Program, Professor Elizabeth Ekmekjian, at 973.720.3851, or via E-mail at ekmekjiane@wpunj.edu.

Small Business Development Center

As part of a statewide and national system, the University's Small Business Development Center implements efficient and effective business practices that bolster New Jersey's emerging small businesses, and constantly develops and refines the tools and resources small businesses need to succeed in today's increasingly diverse and competitive environment. In cooperation with the Christos M. Cotsakos College of Business, the Center sponsors symposia, seminars, and forums that address numerous issues related to small business development. Topics include:

- business start-ups;
- strategic planning;
- financial management;
- e-commerce;
- accounting/bookkeeping;
- global/international markets;
- marketing research and strategy; and,
- women in business.

Many of these activities contribute to the professional enrichment point requirement for all undergraduate business majors, and address topics of interest for students interested in understanding entrepreneurship. The Small Business Development Center also co-sponsors practicum learning experiences, where small groups of students provide consultation to managers of small businesses. These credit-earning experiences familiarize students with the actual decision-making issues faced by organizations, employ group dynamics, and provide the opportunity to integrate academic theory and technology with business practice. For additional information, contact the Director of the Small Business Development Center, Kathleen Muldoon, at 973.754.8695, or via E-mail at muldoonk@wpunj.edu.

E*TRADE Financial Learning Center

The E*TRADE Financial Learning Center at the Christos M. Cotsakos College of Business is a realization of state-of-the-art, technology-enhanced education at its finest.

As one of only a handful of technology-equipped learning facilities that function as a trading room while simultaneously enabling cutting-edge pedagogical and community outreach initiatives, the E*TRADE Financial Learning Center is the hub of all electronic business information exchange and analysis for the Christos M. Cotsakos College of Business and its partners.

The primary objective of the E*TRADE Financial Learning Center is consonant with both the College and University objectives concerning:

- the provision of service to students and the community;
- the continued pursuit of academic excellence; and,
- progress and maintenance of the AACSB-driven outcomes initiative entitled *Assurance of Learning*.

To this extent, the E*TRADE Financial Learning Center functions as a pedagogical support resource that all undergraduate business majors, regardless of major or concentration, experience. Every student, through curricular requirements, has exposure to, and hands-on training with, software, databases, and datafeeds that form the backbone of modern-day, practitioner-driven, information dissemination and analysis tools.

Student Oriented

The College's business curriculum requirements are designed to train students to use financial software packages involving asset pricing models and option models. Faculty members help conduct simulation games using real-time datafeeds, and use contemporary corporate case studies as additional teaching tools. All investment courses, both at the graduate and undergraduate level, are being designed to be taught out of the Learning Center. Wall Street 101 is integrated into our Corporate Finance (FIN 320) syllabi, which is required of all undergraduate business majors. Thus, every undergraduate business major becomes familiar with the University's trading room/E*TRADE Financial Learning Center environment. Additionally, students who pursue advanced coursework in finance benefit from utilizing the E*TRADE Financial Learning Center to assist in the analysis and valuation of equity securities, efficient market analysis, fixed income and leveraged securities, derivative products, mutual funds, real assets, and international securities markets, among other things.

Finance students are a select few who are most extensively exposed to the workings of a trading room. Here they develop decision-making skills by working on research projects analyzing live datafeeds from, for example, Reuters and Datastream, and employ several statistical and econometric software packages. This unique, real-world, hands-on curriculum, which transforms theory into practice, gives undergraduate business majors a distinct edge over their competitors upon graduation.

The Active Pursuit of Knowledge

The E*TRADE Financial Learning Center also functions as a laboratory for academic research and scholarship. Business college faculty across all disciplines—from accounting to marketing, economics to management—have the opportunity to access real-time data to conduct cutting-edge empirical research in the areas of investment strategies, global capital markets, auditing, financial intermediation, experimental economics, market microstructure, treasury management, and corporate governance.

Diversified Utilization

The E*TRADE Financial Learning Center serves as a significant curricular integrated decision support system, forms the basis for the development of student-oriented technological training programs, and provides exposure to contemporary data gathering, review, and analysis tools in support of decision-making. However, the strengths and utilization of the room extend beyond the integration of technology with business curriculum. For example, the E*TRADE Financial Learning Center development team is exploring alternative applications of the Center's ample data acquisition and analysis capabilities, including:

- interactive television (ITV) learning initiatives;
- training seminars and forums for community business leaders, corporate partners, and small business entrepreneurs;
- simulated financial market analysis, with varying/static economic inputs;
- small-market game theoretic cross-institutional competitive simulations;
- the identification and analysis of alternative behavioral-driven risk assessment models;
- global markets and dynamic heuristic approaches to handling well diversified, data intensive information sets subject to strict time constraints;
- cooperative versus competitive decision-making strategies and equilibrium conditions; and
- the development of a virtual, faculty-supported online research center for the purpose of "pushing the envelope" concerning cutting-edge business research and inquiry.

The Whole Package

In summary, the Christos M. Cotsakos College of Business offers both its students and partners—whether local, national, or international—the utilization of the E*TRADE Financial Learning Center for the purpose of academic inquiry and the pursuit of knowledge. Moreover, the Center provides all users with the opportunity to understand, realize, and witness first-hand the significant impact that cutting-edge global information data systems can have on efficient and effective practitioner-oriented decision-making through the integration of established theoretical models, strategic objectives, data intensive information streams, technology, and leading application software.

Russ Berrie Institute for Professional Sales

This newly created Institute, housed within the Christos M. Cotsakos College of Business, is dedicated to advancing the field of professional sales by providing high-quality educational opportunities, consulting, and professional development activities for both students and practicing business people.

Students may enroll in coursework offered through the Institute for the purpose of either (a) enhancing their exposure to issues associated with professional sales; or (b) pursuing the bachelor of science in the professional sales degree program. Courses offered in the Department of Professional Sales will utilize the state-of-the-art Professional Sales Laboratory, which features digital video technology for the purpose of supplementing classroom experience, providing active hands-on learning opportunities, and enhancing communication skills.

Working sales professionals are also served through the three centers within the Institute. Each center focuses on the needs of specific disciplines within the sales profession. The centers for (a) sales education, (b) sales management, and (c) strategic account management provide opportunities for participants at all professional levels, ranging from new or aspiring sales representatives to sales executives accountable for business-to-business account management, for the purpose of refining their skills through participation in continuing or executive education workshops and certificate programs.

Both the Institute's academic and professional program designs are based on the merger of scholarly academic theory and professional practice, and focus on the provision of skills that represent requisite competencies for highly effective performance in sales and sales management positions. Faculty at the Russ Berrie Institute, in addition to holding advanced degrees in the discipline, possess professional sales experience and thus provide programs that reflect real-world applications and hands-on learning approaches.

Curriculum Requirements

Christos M. Cotsakos College of Business majors may pursue either a B.S. in accounting or a B.S. in business administration. Both programs require the completion of 128 credit hours. Business administration students must declare an area of concentration in finance, global business, management, or marketing.

GENERAL EDUCATION (GE) CORE AND UPPER-LEVEL ELECTIVES 68-69 CREDITS

All undergraduate business majors must complete the general education core (as specified in the undergraduate catalog) and the following specific coursework:

Macroeconomics

ECON 201 Macroeconomic Principles

Provides foundation business knowledge concerning the economy as a whole, or with the basic subdivisions or aggregates, such as government, household, and business sectors, which make up the economy.

Behavioral Science (select one)

PSY 110 General Psychology

SOC 101 Principles of Sociology

Social Science

POL 110 Introduction to Politics

Addresses the College's initiative to provide an understanding of an important perspective that forms the context for business.

Note: The specified macroeconomics, behavioral science, and social science courses may be applied towards the social science requirement of the GE core.

Communication

COMM110 Communication in Action

Specifically addresses the College's initiative to promote communication skills and strengthen student speaking skills.

Note: this course may be applied towards the arts and communication requirement of the GE core.

Mathematics

MATH 140 Quantitative Mathematics I

Focuses on those mathematical topics that form the basis through which quantitative approaches may be employed to assist in decision-making within a business context.

Note: this course may be applied towards the math and science requirement of the GE core.

COMMON BUSINESS PROGRAM**CORE 33 CREDITS**

All undergraduate business majors, regardless of their major or concentration, must complete the common business program core. This set of courses exposes students to the fundamental areas of core competency in business. Completion of this core provides the foundation from which upper-level courses in the chosen major or area of concentration may be pursued. The courses that must be completed in the common business program core are:

ACCT211	Financial Accounting
ACCT212	Managerial Accounting
LAW201	Legal Environment of Business
ECON202	Microeconomic Principles
ECON210	Business Statistics
FIN 320	Corporate Finance
MKT210	Principles of Marketing
MGT200	Principles of Management
MGT305	Management Information Systems
MGT431	Production and Operations Management
MGT460	Business Strategy and Policy

Exceptions: (a) Accounting students should substitute LAW 251 (Business Law I) for Law 201 and (b) Accounting majors may substitute ACCT 320 (Accounting Information Systems) for MGT 305.

MAJOR/CONCENTRATION**REQUIREMENTS 18-21 CREDITS**

Undergraduate business majors must complete either the 18-credit-hour requirement for the B.S. in business administration, or the 21-credit-hour requirement for the B.S. in accounting. These courses build upon the common business program core and offer an in-depth exposure to advanced material related to the area of study. Interested students should contact the appropriate department chairperson, or reference the appropriate catalog section or Web page, for additional details.

ADDITIONAL DIRECTED ELECTIVE COURSE**REQUIREMENTS 6-9 CREDITS**

These courses are directed elective courses, and are periodically updated to reflect current trends in business education. The designated courses are chosen by the appropriate department and may be either business courses or courses from related areas.

Department of Accounting and Law

Professors: R. Bing, L. Xu (chairperson)
Associate Professors: F. Grippo, M. Mwaura , S. Nassiripour, A. Nyaboga, M. Rudnick, J. Wilkerson, J. Yun
Assistant Professor: E. Ekmejian
Instructor: W. Xu

BACHELOR OF SCIENCE IN ACCOUNTING

Consistent with the Christos M. Cotsakos College of Business undergraduate program objectives, the accounting program: (1) strives for academic excellence in helping students understand the skill sets requisite to either meeting the complex demands of the accounting profession or continuing with an advanced degree in the area of study; (2) familiarizes students with issues related to dynamic and contemporary financial institutions and government regulations through coursework and professional enrichment; (3) increases students' problem recognition and analysis, as well as technological proficiency; and, (4) encourages the enhancement of presentation and communication skills.

The accounting program offers students the opportunity to work with technology both in laboratories and the E*TRADE Financial Learning Center, where datafeeds, databases, and software commonly utilized by the business professional are leveraged to the benefit of the student's academic learning objectives. Students are also exposed to software specific to the accounting profession and accounting specific information systems.

Finally, the department guides students who may wish to pursue professional certification as a Certified Public Accountant (CPA), Certified Management Accountant (CMA), and Certified Internal Auditor (CIA). Students should note that even though requirements to qualify for the CPA examination vary from state to state, the American Institute of Certified Public Accountants (AICPA) has mandated that an individual who wishes to become a CPA must complete 150 credit hours. This credit-hour requirement can be satisfied at William Paterson University either through enrollment in an advanced degree program (M.B.A.) or the completion of additional undergraduate-level courses. If planned properly, the 150-credit undergraduate program may still be completed in four years by attending summer sessions.

MAJOR REQUIREMENTS 21 CREDITS

The following requirements for the accounting major are in addition to William Paterson University **general education** requirements for undergraduate students and **common business program core** requirements for bachelor of science degree candidates.

ACCT311	Intermediate Accounting I
ACCT312	Intermediate Accounting II
ACCT340	Cost Accounting I
ACCT370	Auditing
ACCT410	Taxation I
ACCT411	Taxation II
ACCT420	Advanced Accounting I

DIRECTED ELECTIVE COURSE REQUIREMENTS 6 CREDITS

LAW 252	Business Law II (requires Law 251 Business Law I) and
ACCT 430	Advanced Accounting II
Additional Requirements	
ECON 355	Diversity in Organizations 1.5 credits
MGT 350	Ethics and Business 1.5 credits

Note: Accounting majors utilize this course in partial fulfillment of the upper level general education elective requirements, and not towards the directed elective course requirements.

MATH 145 Quantitative Mathematics II
This course builds upon MATH 140 and strengthens the students' exposure to analytical approaches to decision making, with a focus on the role of optimization in business contexts.

Note: Accounting majors utilize this course in partial fulfillment of the general education elective requirement, and not towards the directed elective course requirements.

Professional Enrichment Requirements and Opportunities
Students must participate in professional enrichment activities in order to earn points that contribute to the course requirements in MGT 460 Business Strategy and Policy.

Courses

Unless otherwise noted, all courses are 3 credits

ACCOUNTING

ACCT 211 Financial Accounting

Introductory course in the fundamental principles of accounting, the theory of debit and credit, account classification, preparation of working papers, adjusting, closing, reversing entries, and preparation of basic financial statements. Use of spreadsheet and word processing computer applications.

ACCT 212 Managerial Accounting

Introduces basic concepts of cost accounting and the use of accounting as a decision-making tool for management.

Prerequisite: ACCT 211

ACCT 311 Intermediate Accounting I

Review of basic financial statements and in-depth study of accounting principles advanced by responsible professional organizations in the classification, presentation and disclosure of assets required for external users of financial information.

Prerequisites: ACCT 212, ACCT 211

ACCT 312 Intermediate Accounting II

An in-depth study of accounting principles advanced by responsible professional organizations in the classification, presentation and disclosure of liabilities and stockholders' equity required for external users of financial information.

Prerequisites: ACCT 311, ACCT 212, ACCT 211

ACCT 320 Accounting Information Systems

This course takes a transition cycles approach to AIS that focuses conceptually on the primary sources of data, data flows, logical tasks, accounting records, and internal control and EDP auditing. It also teaches students how to use full-fledged commercial accounting software such as Peachtree or QuickBooks.

Prerequisites: ACCT 311, ACCT 212, ACCT 211

ACCT 340 Cost Accounting

Cost accounting and its contribution to management, the cost accounting cycle, cost data accumulation, job order costing, process cost accounting procedures, materials, labor and overhead costing and control, costing of by-products, co-products, and joint products.

Prerequisite: ACCT 212

ACCT 370 Auditing

Reviews the procedures and practices used in auditing the financial transactions and statements of an organization. Internal control, test of transactions and audit standards employed are discussed and demonstrated by actually doing an audit of a practice company.

Prerequisites: ACCT 312, ACCT 311, ACCT 212, ACCT 211

ACCT 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the Dean

1-6 credits

ACCT 410 Taxation I (also listed as FIN 410)

A study of the U.S. Internal Revenue Code with emphasis on income taxation of individuals. Provides practice in the preparation of tax returns and solution of case problems. Concentrates on the problems of the U.S. individual income tax. Also examines taxation of corporations and partnerships.

Prerequisites: ACCT 212, ACCT 211

ACCT 411 Taxation II (also listed as FIN 411)

A study of the U.S. Internal Revenue Code with emphasis on the taxation of corporations, partnerships, estates, and trusts. Federal payroll, gift and estate, and New Jersey taxes are also covered.

Prerequisites: (1) FIN 410 or ACCT 410, (2) ACCT 212, and (3) ACCT 211

ACCT 420 Advanced Accounting I

An in-depth study of principles used in accounting for parent and subsidiary companies, partnerships, and other specialized areas of accounting.

Prerequisites: ACCT 312, ACCT 311, ACCT 212, ACCT 211

ACCT 430 Advanced Accounting II

Intensive review and analysis of basic and advanced concepts, skills, and principles. Imperative for students who intend to apply for a certifying examination.

Prerequisites: ACCT 312, ACCT 311, ACCT 212, ACCT 211

ACCT 440 Government and Not-for-Profit Accounting (also listed as FIN 440)

This course covers accounting and financial reporting for governmental and not-for-profit entities. The emphasis is on teaching students the significance of reported information and how both users and preparers can interpret and analyze governmental and not-for-profit accounting information.

Prerequisite: ACCT 212

ACCT 485 Practicum in Accounting

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization. Prerequisites: (1) ACCT 312, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

ACCT 490 Internship in Accounting

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area. Prerequisites: (1) ACCT 312, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

ACCT 499 Independent Study

A special project, supervised by a faculty advisor. Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

LAW

LAW 201 Legal Environment of Business

Designed to familiarize students with the legal system with particular emphasis on the court system and administrative agents. Also includes examination of substantive areas such as antitrust, bankruptcy, corporate law, partnership, and securities regulations.

LAW 251 Business Law I: Contracts

Designed to acquaint students with the laws of contracts. Examines concepts such as offer, acceptance, consideration, competent parties, legal subject matter, assignments, and third party beneficiaries. Scrutinizes defenses such as statute of fraud, infancy, insanity, and parole evidence.

LAW 252 Business Law II: Sales and Negotiable Instruments

Acquaints students with Articles II, III, IV, and IX of the U.C.C. Critically examines concepts such as warranty, risky loss, bona fide purchases for value, products liability, negotiability, checks, notes, holder in due course, and secure transactions.

Prerequisite: LAW 251

LAW 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the Dean

1-6 credits

LAW 499 Independent Study

A special project, supervised by a faculty advisor.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

Department of Economics, Finance, and Global Business

Professors: F. Cai, H. Chen, R. Fosberg, A. Ghosh, B. Haroian, C.K. Leung (chair)

Associate Professors: G. Andreopoulos, C. Boyer, D. Ejara, R. Nag, T. Ramin, P. Swanson

Assistant Professors: M. Gritsch, A. Panayides, T. Snyder

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Concentration in Finance

The Christos M. Cotsakos College of Business academic program leading to the bachelor of science degree (B.S.) in business administration with a concentration in finance features a curriculum that is balanced between general education, finance, and other related business courses. The program (a) requires the completion of core courses in the concentration of finance, thus preparing students to pursue careers in either banking, government, or other financial institutions; (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and, (c) stresses a well diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The department is also the home of the E*TRADE Financial Learning Center, housing one of the few trading floors located within an academic institution. Coursework, as well as related seminars, are conducted from the center, where datafeeds, databases, and software commonly utilized by the business professional are leveraged to the benefit of the student's academic learning objectives. Finance majors will receive in-depth training and exposure to high visibility and widely used technologically driven financial analyses tools.

The contemporary graduate of the finance program is prepared for an entry-level career in any of the following fields: corporate finance, investments, financial institutions, and international finance. The state-of-the-art program exposes graduates to capital

markets, investment evaluation, efficient allocation of resources, and international financial management. Students are well equipped with cutting-edge technological and analytical skills; are trained in efficient portfolio management using simulation investment games with real-time data of stocks, bonds, and derivatives; are well-versed in using financial software packages involving asset pricing models, options models, etc.; and are familiar with databases like Compustat. This unique, real-world oriented, hands-on curriculum gives graduates a distinct edge over their competitors.

CONCENTRATION REQUIREMENTS 18 CREDITS

The following requirements for the finance concentration are in addition to William Paterson University general education requirements for undergraduate students and common business program core requirements.

Required Course

FIN400 International Financial Management

In addition, five courses must be chosen from: 300- or 400-level Christos M. Cotsakos College of Business finance courses, or those approved by the department chair.

Note: Students pursuing the dual major in accounting and business administration with a finance concentration may not utilize FIN 410 and FIN 411 to simultaneously satisfy requirements in both majors.

DIRECTED ELECTIVE COURSE REQUIREMENTS 9 CREDITS

MATH 145	Quantitative Mathematics II	
ECON 355	Diversity in Organizations	1.5 credits
MGT 350	Ethics and Business	1.5 credits

In addition, one three-credit course must be completed, chosen with the assistance of the student's departmental advisor. Students are encouraged to consider coursework that segues well with their specific area of interest. Internships and practicum credit hours may be considered with the approval of the department chair and the Dean. Recommended courses include:

GEO 150	World Regional Geography
PHIL 334	Business and Ethics (prerequisites are PHIL 110 Introduction to Philosophy and PHIL 200 Ethics)
POL 240	International Relations
POL 342	International Political Economy

Professional Enrichment Requirements and Opportunities
Students must participate in professional enrichment activities in order to earn points that contribute to the course requirements in MGT 460: Business Strategy and Policy.

Courses

Unless otherwise noted, all courses are 3 credits

FIN 310 Money and Banking (also listed as ECON 310)

A study of the key concepts, theories, processes, and interrelationships that link money and banking to the workings of the U.S. economy. This course analyzes how banks and other depository institutions serve as a conduit for the implementation of monetary policy. The structure, functions, powers, and monetary tools of the Federal Reserve are also examined.
Prerequisite: ECON 201

FIN 320 Corporate Finance

A study of the basic principles and practices of the financial management of private business corporations. The course provides an operational framework for financial analysis, planning and forecasting, along with profit analysis and financial control for today's business world.
Prerequisites: ACCT 211, ECON 202

FIN 350 Financial Markets and Institutions

This course is an introduction to the dynamic structure of the financial markets' environment in which financial institutions as well as other participants operate. The course explores the concepts and measurement of risk and return, explains how market interest rates are determined, analyzes the spread between various rates across major capital markets' participants, and analyzes strategies to manage and modify return and risk in an uncertain environment. The emphasis is on identifying the characteristics of participants that give rise to basic similarities and/or differences in their behavior, rather than on their detailed operating business activities.
Prerequisites: FIN 320, ACCT 211, ECON 202

FIN 360 Personal Finance

An introductory course that surveys the principles, processes, and decision-making tools of finance as they apply to individuals throughout their life cycles.
Prerequisites: ACCT 211, ECON 202

FIN 399 Selected Topics

A topic not covered by an existing course.
Prerequisite: Permission of the department chair and the Dean
1-6 credits

FIN 400 International Financial Management

Financial management of a multinational enterprise. Topics include foreign exchange risk, political risk, long-run investment and financing decisions, working capital management, and valuation of operations and taxation.
Prerequisites: FIN 320, ACCT 211, ECON 202

FIN 403 Capital Budgeting

Examines the firm's investment decisions in projects within the context of value creation. Covers investment decision making under certainty and under risk. Certainty equivalent, CAPM and risk adjusted return, sequential decision making, and sensitivity models are discussed. Problems and cases are assigned for analysis and class presentation.
Prerequisites: FIN 320, ACCT 211, ECON 202

FIN 410 Taxation I (also listed at ACCT 410)

A study of the U.S. Internal Revenue Code with emphasis on income taxation of individuals. Provides practice in the preparation of tax returns and the solutions of case problems. Concentrates on the problems of U.S. individual income tax, but taxation of corporations and partnership is also examined.
Prerequisites: ACCT 212, ACCT 211

FIN 411 Taxation II (also listed as ACCT 411)

A study of the U.S. Internal Revenue Code with emphasis on the taxation of corporations, partnerships, estates, and trusts. Federal payroll, gift and estate, and New Jersey taxes are also covered.
Prerequisites: (1) FIN 410 or ACCT 410, (2) ACCT 212, and (3) ACCT 211

FIN 415 Managerial Economics (also listed as ECON 415)

The application of economic analysis to the solution of individual business problems. Among the primary areas covered are demand forecasting, cost and profit analysis, and capital budgeting.
Prerequisites: ECON 210, ECON 202, ECON 201, MATH 140, MATH 145

FIN 430 Advanced Managerial Finance

Presents an in-depth overview of the most recent developments in the field of finance and its applications. The topics include optimal capital structure and dividend policy, option valuation models and the application of option pricing theory to the theory of corporate finance, valuation of risky debt and term structure of interest rates, warrants and convertibles, and the analysis of mergers and acquisitions.
Prerequisites: FIN 320, ACCT 211, ECON 202

FIN 435 Principles of Investment

A disciplined application of financial analysis to the valuation and selection of corporate securities for individual as well as institutional investment. The course emphasizes, among other topics, both the fundamental and technical analysis of common stocks in light of the modern portfolio theory.
Prerequisites: FIN 320, ACCT 211, ECON 210, ECON 202, MATH 140

FIN 440 Government and Not-for-Profit Accounting (also listed as ACCT 440)

This course covers accounting and financial reporting for governmental and not-for-profit entities. The emphasis is on teaching students the significance of reported information and how both users and preparers can interpret and analyze governmental and not-for-profit accounting information.
Prerequisite: ACCT 212

FIN 485 Practicum in Finance

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.
Prerequisites: (1) FIN 320, (2) ACCT 211, (3) ECON 202, (4) junior status, (5) minimum GPA of 3.0 overall and in the major, and (6) permission of the department chair and the Dean

FIN 490 Internship in Finance

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time with a public, private, or governmental entity located in the student's geographical area.
Prerequisites: (1) FIN 320, (2) ACCT 211, (3) ECON 202, (4) junior status, (5) minimum GPA of 3.0 overall and in the major, and (6) permission of the department chair and the Dean

FIN 499 Independent Study

A special project supervised by a faculty adviser.
Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean
1-6 credits

Concentration in Global Business

The Christos M. Cotsakos College of Business academic program leading to the bachelor of science (B.S.) degree in business administration with a concentration in global business features a curriculum that is balanced between general education, global business, and other related business courses. The program (a) requires the completion of core courses in the concentration area of global business, where the successful graduate will have the requisite skill sets to compete effectively in diversified global markets or internationally oriented enterprises, (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency, and (c) stresses a well diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

Global business students have the opportunity to utilize the E*TRADE Financial Learning Center and other computer laboratories for the purpose of integrating area specific software and technology into relevant core business learning areas. Multipurpose software is integrated into coursework for the purpose of conducting analyses that are facilitated through the use of technology.

The contemporary graduate of the global business program is familiar with the processes and culture present within organizations that are either entering or currently existing within international markets. Graduates are familiar with exporting, licensing, direct investment, joint ventures, and currency translation. Organizational issues and unique multinational marketing and management perspectives are explored. Moreover, graduates understand the social, ethical, political, and economic complexities of foreign environments, and their implications concerning the firm's financial, organizational, technological, and human resources practices.

CONCENTRATION REQUIREMENTS 18 CREDITS

The following requirements for the global business concentration are in addition to William Paterson University general education requirements for undergraduate students and common business program core requirements.

Required Courses

ECON 360	Economic Growth and Development
ECON 370	International Economics
FIN 400	International Financial Management
MGT 309	International Management
MKT 316	International Marketing
MKT 475	Supply Chain Management

DIRECTED ELECTIVE COURSE REQUIREMENTS 9 CREDITS

MATH 145	Quantitative Mathematics II
ECON 355	Diversity in Organizations: 1.5 credits
MGT 350	Ethics and Business: 1.5 credits

In addition, one 3-credit course from the specified list below must be completed. Students are encouraged to consider coursework that segues well with their specific area of interest. Internships and practicum credit hours may be considered with the approval of the department chair and the Dean.

GEO 150	World Regional Geography
PHIL 334	Business and Ethics (Requires PHIL 110: Introduction to Philosophy, and PHIL 200: Ethics)
POL240	International Relations
POL342	International Political Economy

GENERAL EDUCATION (GE) UPPER-LEVEL ELECTIVE REQUIREMENTS 9 CREDITS

Students with a global business concentration must satisfy their 9-credit GE upper level directed elective requirement by choosing three courses from the following list. No more than two courses may be chosen from any one discipline. Credit hours in fulfillment of this requirement may be earned abroad.

AACS 304	African Caribbean History
AACS 338	African Politics (same as POL 339)
AACS 341	Contemporary Caribbean Societies
ANTH 342	The Ethnology of East Asia: China
ANTH 359	Cultural Change in Latin America

ECON 303	International Finance
GEO 300	Geopolitics
GEO 310	Trade and Transportation Geography
GEO 331	Geography of Asia
GEO 332	Geography of the Middle East
GEO 333	Geography of Europe
GEO 334	Geography of Africa
GEO 335	Geography of Latin America
HIST 327	America as a World Power
HIST 338	Europe Since 1914
HIST 361	Modern Japan
HIST 371	Modern China
HIST 381	Modern Latin America
HIST 392	Contemporary Middle East
POL 332	Eastern Political Systems
POL 333	Politics of the Third World
POL 336	Politics of Asia, India, and China
POL 337	Politics of Latin America
POL 338	Caribbean Political Systems
POL 339	African Politics
POL 342	International Political Economy
POL 345	United States Foreign Policy
POL 347	The Middle East in World Politics

Professional Enrichment Requirements and Opportunities

Students must participate in professional enrichment activities in order to earn points that contribute to the course requirements in MGT 460: Business Strategy and Policy.

Courses

All courses are 3 credit hours unless otherwise noted.

GLBS 399 Selected Topics

A topic not covered by an existing course.
Prerequisite: Permission of the department chair and the Dean
1-6 credits

GLBS 485 Practicum in Global Business

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: (1) either FIN 400, ECON 370, MKT 316, or MGT 309, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, and (4) permission of the department chair and the Dean

GLBS 490 Internship in Global Business

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time with a public, private, or governmental entity located in the student's geographical area.

Prerequisites: (1) either FIN 400, ECON 370, MKT 316, or MGT 309, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

GLBS 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

Minor in Economics

The minor in economics provides students with a broad conceptual framework for understanding the social interrelations of consumers, business, workers, and the government. Students minoring in economics develop an understanding of the factors behind conditions such as inflation, unemployment, consumer demand and preferences, the function of money, and market equilibrium.

Familiarity and literacy in economics can assist in guiding the development of policy to address contemporary issues such as:

- the impact of globalization, NAFTA, and increased international trade on the economy;
- the effect of budget deficits on the future growth of a national economy and the welfare of its citizens;
- pricing and positioning of products given fluctuating market demand and quality assurance expectations;
- national transition from a state-controlled to a free market economy;
- government regulation and its impact on the strategic planning for transportation-oriented industries; and
- the introduction of competition and its impact on the provision of services and the quality of those services provided.

The study of economics lends insight to many major fields of study—including history, political science, law, and sociology—by providing an understanding of how economic forces often influence the social and political structures of nations.

MINOR REQUIREMENTS 18 CREDITS**Required Courses**

ECON 201	Macroeconomic Principles
ECON 202	Microeconomic Principles

Elective courses

Students must complete 12-credit hours of elective courses in economics.

Note: The completion of the economics minor requires a GPA of 2.0 for all economics courses taken towards completion of the 18-credit hour requirement.

Courses

All courses are 3 credit hours unless otherwise noted.

ECON 201 Macroeconomic Principles

Concentrates on the basic economic principles relevant to the resource utilization problems of the economy as a whole. Theories and policies that relate to the economy's total level of output, total income, total level of unemployment, total expenditure, and the general level of prices are treated at an introductory level.

ECON 202 Microeconomic Principles

Concentrates on the basic economic principles relevant to resource allocation. Demand and supply analysis is used to explain at an introductory level two major topics: (1) price determination in competitive as well as imperfectly competitive markets such as monopoly, oligopoly, and monopolistic competition and (2) distribution of income among resources.

ECON 210 Business Statistics

Descriptive statistics (collection and presentation of data, frequency distributions, measures of central tendency, dispersion, and skewness); index numbers' simple correlation and regression; curve fitting; introduction to statistical inference; sampling and probability.

Prerequisite: MATH 140

ECON 230 Economics of the Environment

Examines problems of environmental quality as an economic problem. The role that economic analysis plays in providing both public and private decision-makers with alternative solutions to environmental problems is stressed.

ECON 301 The National Economy

A systematic treatment, at an advanced level, of the factors determining the level of output, income and employment of the economy as a whole.

Prerequisites: ECON 202, ECON 201

ECON 302 Prices and the Markets

An analytic treatment, on an advanced level, of theories and techniques of price determination. Theories of income distribution and general equilibrium are also considered.

Prerequisites: ECON 202, ECON 201

ECON 303 International Finance

A study of international financial transactions designed to help students understand the economic interdependence of nations. Analysis of exchange rates, balance of payments, international capital movements, as well as fiscal and monetary policies in an open world economy.

Prerequisites: ECON 202, ECON 201

ECON 305 Current Economic Issues

This course covers economic problems such as unemployment, inflation, government regulation, health care, environmental quality, budget deficit, and the national debt. Real-world observation of the problems; analysis and alternative solutions are presented.

Prerequisite: ECON 201

**ECON 310 Money and Banking
(also listed as FIN 310)**

A study of the key concepts, theories, processes, and interrelationships that link money and banking to the workings of the U.S. economy. This course analyzes how banks and other depository institutions serve as a conduit for the implementation of monetary policy. The structure, functions, powers, and monetary tools of the Federal Reserve are also examined.

Prerequisite: ECON 201

ECON 320 History of Economic Thought

A study of the history of economic theory beginning with Greco-Roman economics and concentrating on the eighteenth, nineteenth, and twentieth centuries. The relationship between the evolution of economic thought and socio-political forces is developed.

Prerequisite: ECON 201

ECON 321 Public Finance

A study of the economic principles that are most useful in analyzing the government's role in the economy; the economic principles to be stressed are those that are particularly helpful in the micro-economic analysis of tax and expenditure policies. Sources of revenues, as well as expenditures for health, defense, education, social security, and welfare programs, are analyzed.

Prerequisites: ECON 202, ECON 201

**ECON 328 Economic History of the
United States**

Emphasizes economic elements in the historical growth of the United States from colonial to contemporary times. An analysis is made of the changing role of government, technological innovation, industrial pioneering, and competition in the development of the American economy.

**ECON 340 Labor and Management in the
American Economy
(also listed as MGT 340)**

An examination of how labor and management are affected by various theories and institutional approaches and policies, such as public legislation on labor and management relations, collective bargaining, labor unions, inflation, and unemployment.

Prerequisites: ECON 202, ECON 201

ECON 355 Diversity in Organizations

An examination of how different demographic groups affect various types of organizations. Diversity is defined and the legal environment of diversity is explored. Particular emphasis is given to how organizations can acknowledge and respect the differences in their members, and how this will enhance the likelihood of achieving institutional goals.

1.5 credits

ECON 360 Economic Growth and Development

A study of the sources of economic growth and development and the private and public policies that affect this historical trend. Both underdeveloped and developed countries are considered.

Prerequisites: ECON 202, ECON 201

ECON 370 International Economics

A study of the theoretical and empirical bases for international economic transactions among nations. Emphasis is placed on understanding various theories of trade, costs and benefits of international specialization, protectionism, quotas, tariffs, and trade policy.

Prerequisites: ECON 202, ECON 201

ECON 390 Comparative Economic Systems

A study of the actual operations of various economic systems as they seek the optimum use of the human and natural resources available to them. The ideological, technological, and organizational features of each system are stressed.

Prerequisite: ECON 201

ECON 395 Elements of Small Business

This course prepares students for self-employment, provides fundamental knowledge in the area of entrepreneurship, and addresses issues pertinent to business start-up. Topics covered include marketing and sales, the management of human resources, and financial management as they apply to small business development. Students will also engage in hands-on active learning through work experience conducted on site at the Small Business Development Center.

Prerequisites: (1) ECON201, (2) ECON202, (3)

MGT200, and (4) MKT210.

1 credit

ECON 399 Selected Topics (1-6 credits)

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the Dean

**ECON 415 Managerial Economics
(also listed as FIN 415)**

The application of economic analysis to the solution of individual business problems. Among the primary areas covered are demand forecasting, cost and profit analysis, and capital budgeting.

Prerequisites: ECON 210, ECON 202, ECON 201, MATH 140, MATH 145

ECON 430 Econometrics

The ordinary least squares criterion is scrutinized. The problems of estimating demand, supply, consumption, production, and cost functions are treated in depth.

Prerequisites: ECON 210, ECON 202, ECON 201, MATH 140, MATH 145

ECON 499 Independent Study (1-6 credit hours)

A special project supervised by faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

Department of Marketing and Management Sciences

Professors: J. Boronico, K. H. Kim, R. Lawson, L. Presby, J. Teng

Associate Professors: S. Godar (chair), R. Kashyap, F. Li, W. E. Matthews, A. Mir, R. Mir, V. Taylor

Assistant Professors: S. Betts, E. Knaus, C. Perez, Y. Wu

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Concentration in Management

The Christos M. Cotsakos College of Business academic program leading to the bachelor of science in business administration with a concentration in management features a curriculum that is balanced between general education, management, and other related business courses. The program (a) requires the completion of core courses in the concentration area of management, thus preparing students to pursue careers in the areas of human resources, operations, or strategic/other related organizational planning positions, (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency, and (c) stresses a well diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The graduate of the contemporary management program understands and recognizes how to effectively apply management theories within the firm, utilizes skills concerning individual and organizational behavior to enhance welfare and/or profitability, and integrates effective decision making skills and support systems, including analytical models and technology, into the organization's decision making processes. Graduates are prepared to utilize well developed and rational decision making methodologies in managing human resources; plan, coordinate, and execute those activities that support the creation of goods and services; and develop and implement strategic and tactical level plans in support of organizational goals and objectives.

Graduates are also cognizant of quality maintenance and its impact on both the manufacturing and service sectors, and are well qualified to pursue managerial professions in areas that include health care, sales, banking, education, government, and production/manufacturing.

The management concentration offers students the opportunity to work with technology both in laboratories and the E*TRADE Financial Learning Center, where datafeeds, databases, and software commonly utilized by the business professional are leveraged to the benefit of the student's academic learning objectives.

**CONCENTRATION
REQUIREMENTS 18 CREDITS**

The following requirements for the concentration in management are in addition to William Paterson University general education requirements for undergraduate students and the common business program core requirements.

Required Courses

- MGT 306 Organizational Behavior
- MGT 309 International Management
- MGT 480 Seminar in Management

In addition, three courses must be chosen from:

- MGT 308 Organizational Theory and Design
- MGT 315 Human Resources Management
- MGT 320 Business Technology Applications
- MGT 340 Labor and Management in the
 American Economy
- MGT 399 Selected Topics
- MGT 450 Small Business Management
- MGT 451 Management Planning and Control
- MGT 470 Introduction to Operations Research
- MGT 485 Practicum in Management
- MGT 490 Internship in Management
- MGT 495 Seminar in International Business
- MGT 499 Independent Study
- MKT 475 Supply Chain Management

**DIRECTED ELECTIVE COURSE
REQUIREMENTS 9 CREDITS**

- MATH 145 Quantitative Mathematics II
- ECON 355 Diversity in Organizations 1.5 credits
- MGT 350 Ethics and Business 1.5 credits

In addition, one 3-credit course not offered within the Christos M. Cotsakos College of Business must be completed, chosen with the assistance of the student's departmental advisor. Students are encouraged to consider coursework that segues well with their specific area of interest. Internships and practicum credit hours may be considered with the approval of the department chair and the Dean.

Professional Enrichment Requirements and Opportunities
Students must participate in professional enrichment activities in order to earn points that contribute to the course requirements in MGT 460: Business Strategy and Policy.

Courses

All courses are 3 credit hours unless otherwise noted.

MGT 200 Principles of Management
Introduces basic principles, policies, problems, and successful methods of business organization and management. Emphasizes management's ability to analyze, plan, coordinate, and control the varied activities of production, personnel, finance, and marketing. Also examines social responsibility and environmental factors affecting business policy and operation.

MGT 305 Management Information Systems
Provides methodology of the design, analysis, and evaluation of management information systems. Topics include organizational implications of information technology, planning and control systems, implementation of an integrated system, technical treatment of MIS management, and application of computers via microcomputer packages in business environments.

MGT 306 Organizational Behavior
This course introduces the "micro" theories of organization. It focuses on human behavior and action within the organizational setting. Case studies and experiential exercises are emphasized in the class. Prerequisite: MGT 200

MGT 308 Organizational Theory and Design
This course introduces the "macro" theories of organization. It focuses on the organization as a whole and its relationship with the environment. Special topics include goal, technology, structure, process, politics, and culture. In understanding any organizational phenomenon, these theories can serve as the important analytic tools. Both theoretical underpinnings and practical applications are equally emphasized. Prerequisite: MGT 200

MGT 309 International Management

A framework for the analysis of international management problems. Defines the nature of the international, multi-national, and transnational company. Also examines the evolution of these types of enterprises, develops a model of a multinational firm in a dynamic global setting, and provides a bridge among the disciplines of economics, sociology, political science, and international management. Prerequisite: MGT 200

MGT 315 Human Resources Management

Covers the principles, policies, practices, and challenges relating to the planning, recruitment, selection, compensation, benefits, employee and industrial relations, safety, and career development of an organization's human resources. Examines how the human resource functions in an organization affect a student's performance and career development. Prerequisite: MGT 200

MGT 320 Business Technology Applications

This course focuses on microcomputers and their application as a decision support tool to business problem solving. Using a case study approach, students utilize productivity software to fulfill the course requirements.

MGT 340 Labor and Management in the American Economy (cross-listed as ECON 340)

An examination of how labor and management are affected by various theories and institutional approaches and policies, such as public legislation on labor and management relations, collective bargaining, labor unions, inflation, and unemployment. Prerequisites: ECON 202, ECON 201.

MGT 350 Ethics and Business

This course introduces the student to the complexities of ethical behavior within the business environment. Building on a definition of business ethics, the course considers the role of social responsibility and reviews the historical development of ideas and concepts in the field. It provides a framework for understanding ethical decision making in business and explores the impact of organizational culture and relationships on organizational performance and the conflicts that occur (in terms of both domestic and global operations). Since the ethical behavior of an organization is the responsibility of management, the course emphasizes the development of an effective corporate ethics program. 1.5 credits

MGT 399 Selected Topics

A topic not covered by an existing course. Prerequisite: Permission of the department chair and the Dean 1-6 credits

MGT 431 Production and Operations Management

Techniques and methods employed by managers to plan and control manufacturing and other operating systems are emphasized. Application of quantitative methods and various analytical techniques are stressed for operating system design, planning, control, problem solutions, productivity, inventory, scheduling, quality and capacity management, control system development, new technology evaluation, and transportation problems. Prerequisites: ECON 210, MGT 200, MATH 145, MATH 140.

MGT 450 Small Business Management

A senior-level seminar course in the practical aspects of designing and operating a small business firm. Urban and inner-city minority group and poverty problems are highlighted where appropriate. Prerequisites: MKT 210, MGT 200

MGT 451 Management Planning and Control

An in-depth analysis of the planning and control elements of any organization. Includes student development of plans and control systems, and development of student familiarity with some important planning and control techniques. Involves both systems and behavioral aspects of the work involved in planning and control activities. Prerequisites: FIN 320, MGT 306, ACCT 211, MKT 210, ECON 202, MGT 200

MGT 460 Business Strategy and Policy

A case study approach to business decision making that integrates functional and organizational disciplines. Examines, in depth, a series of complex industrial situations to determine in each instance the strategy and policies a firm should follow for its long-run survival. Prerequisites: FIN 320, ACCT 212, ACCT 211, MKT 210, ECON 210, MGT 200

MGT 470 Introduction to Operations Research

The scientific methodology of operations research and logic is applied to the decision-making process. Introduces the concepts of linear and mathematical programming and inventory, and statistical decision theories. Prerequisites: ECON 210, MATH 145, MATH 140

MGT 480 Seminar in Management

Explores, in depth, selected theoretical aspects of management theories and/or the major areas within management. Each student is expected to take a major area and prepare a paper that may include decision-making processes, strategy formulation, perceptions of environmental factors, managerial values, organizational crises, and other current management topics. Students have the opportunity to write a paper based on their studies of real-world situations.

Prerequisites: MGT 200, MGT 306, MGT 309

MGT 485 Practicum in Management

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: (1) MGT 200, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

MGT 490 Internship in Management

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.

Prerequisites: (1) MGT 200, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

MGT 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

**BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION**

Concentration in Marketing

The Christos M. Cotsakos College of Business academic program leading to the bachelor of science degree (B.S.) in business administration with a concentration in marketing features a curriculum that is balanced between general education, marketing, and other related business courses. The program (a) requires the completion of core courses in the concentration of marketing, thus preparing students to effectively manage the delivery and provision of goods through the multifaceted logistics and distribution channels that have become increasingly complex with recent advances in technology and globalization, (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency, and (c) stresses a well diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The contemporary graduate of the marketing program is exposed to innovative and entrepreneurial marketing concepts. This is embraced through the delivery of a curriculum that provides students with analytical and critical reasoning skills that focus on customer needs and the dynamics of buyer behavior. Students also gain an appreciation of cultural differences, quality concerns, ethical issues, and explosive changes in technology as they impact on a global marketplace. Graduates are prepared to pursue a broad range of international and domestic careers, including jobs in advertising, retailing, marketing management, marketing research, and multinational marketing, and are well qualified to make decisions concerning product design, pricing, promotion, and distribution, in support of organizational goals.

The marketing concentration offers students the opportunity to work with technology both in laboratories and the E*TRADE Financial Learning Center, where area-specific software is utilized to facilitate the analysis of data for the purpose of market research and statistical analysis, among other things.

CONCENTRATION REQUIREMENTS 18 CREDITS

The following requirements for the concentration in marketing are in addition to William Paterson University general education requirements for undergraduate students and the common business program core requirements.

Required courses

MKT 316	Multinational Marketing
MKT 320	Consumer Behavior
MKT 465	Marketing Research
MKT 482	Marketing Management

Elective courses (select two)

MKT 314	Advertising
MKT 332	E-Marketing
MKT 342	Retail Management
MKT 351	Selling and Sales Management
MKT 475	Supply Chain Management

DIRECTED ELECTIVE COURSE REQUIREMENTS 9 CREDITS

MATH 145	Quantitative Mathematics II	
ECON 355	Diversity in Organizations	1.5 credits
MGT 350	Ethics and Business	1.5 credits

In addition, one three-credit course must be completed, chosen with the assistance of the student's departmental advisor. Students are encouraged to consider coursework that segues well with their specific area of interest. Business internships and practicum credit hours may be considered with the approval of the department chair and the Dean.

Professional Enrichment Requirements and Opportunities

Students must participate in professional enrichment activities in order to earn points that contribute to the course requirements in MGT 460: Business Strategy and Policy.

Courses

All courses are 3 credit hours unless otherwise noted.

MKT 210 Principles of Marketing

Major emphasis on techniques for solving business problems, the development of marketing policies, and the sale of consumer and industrial products. Various marketing decisions are examined with respect to product planning, channels of distribution, promotion activity, selling and sales management, pricing, and international marketing.

MKT 314 Marketing Communication Strategy

Covers the theory and management of the different elements of the integrated marketing communication mix of firms. Includes an introduction to the marketing communication process and an overview of customer psychology including models of motivation, persuasion, learning, and behavior modification. Communication issues relating to brand building and corporate image building are discussed. Each of the elements of the promotion mix—advertising, sales promotion, public relations, personal selling, and direct marketing (including communications on the Web)—are examined.

Prerequisite: MKT 210

MKT 316 Global Marketing

A comprehensive examination of the problems and opportunities of international marketing. Provides for in-depth study of international marketing decision requirements, including strategic planning, cultural analysis, and other related topics.

Prerequisite: MKT 210

MKT 320 Consumer Behavior

The purpose of this course is to understand how people function as consumers. This knowledge is indispensable to marketing managers as they make decisions concerning what products to offer, how to distribute them, and how to communicate with consumers. The major focus of the course is on consumers' psychological processes. In addition, the broader social, cultural, and sub-cultural influences on behavior are considered.

Prerequisite: MKT 210

MKT 332 E-Marketing

This course analyzes the growing use of electronic marketing techniques, specifically those involving computer-based technologies. The four P's of marketing—product, price, promotion, and place—are investigated, as well as the Internet, the Web, and geographic information systems by business-to-business and consumer marketers. It is not a Web design course, but a strategic marketing course.

Prerequisite: MKT 210

MKT 342 Retail Management

This course provides students with a basic understanding of the strategic planning, operation, and management of the retail enterprise. Topics to be covered include classification of both store and non-store retailing businesses, with special attention paid to electronic retailing (e-tailing); retail customer behavior; retail marketing strategy; financial strategy; store location analysis; merchandising planning and buying; retail pricing and promotion strategies; human resource issues; store design; and service quality.

Prerequisite: MKT 210

MKT 351 Selling and Sales Management

Integrates the development of skills associated with the job of professional selling with an examination of the role of the sales manager. Topics include adaptive selling, various selling techniques, building and maintaining relationships with clients, principles of persuasion, ethical and legal issues, sales forecasting, territory management, selection of sales personnel, and training, motivating, and rewarding the sales force.

Prerequisite: MKT 210

MKT 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the Dean

1-6 credits

MKT 465 Marketing Research

Marketing research as a tool of marketing management, emphasizing the role of research in planning, organizing, and controlling marketing activities. Various analytical tools for marketing research are examined and their application to practical marketing problems is illustrated.

Prerequisites: ECON 210, MKT 210, MATH 140

MKT 475 Supply Chain Management

Covers the theory, techniques, and management of physical supply and distribution. Emphasis is placed on organization, route structure, equipment management, scheduling, control operations, inventory management, and other macro- and micro-logistics. Students must deal with U.S. government regulations, industry trends and relations, technological development, and corporate strategy.

Prerequisite: MKT 210

MKT 482 Marketing Management

This course integrates marketing theories to develop solutions to marketing problems. Topics include the identification and selection of marketing opportunities, analysis of market potential, preparation of demand forecasts, formulation of competitive strategy, design and evaluation of marketing plans and programs, and decision analysis with the aid of simulation. Context includes services, not-for profit sector, and global and emerging markets.

MKT 485 Practicum in Marketing

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: (1) MKT 210, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

MKT 490 Internship in Marketing

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.

Prerequisites: (1) MKT 210, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

MKT 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

Department of Professional Sales

Professors: D. Reid, D. Plank

BACHELOR OF SCIENCE IN PROFESSIONAL SALES

The Christos M. Cotsakos College of Business academic program leading to the bachelor of science degree (B.S.) in professional sales features a curriculum that is balanced between general education, marketing, and other related business courses. The program, pending approval by the New Jersey Presidents Council, (a) requires the completion of core courses in the area of professional sales, thus preparing students to effectively manage the customer contact, negotiation, and closure process to affect the sales and provision of goods through the multifaceted logistics and distribution channels that have become increasingly complex with recent advances in technology and globalization; (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and (c) stresses a well-diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The graduate of the contemporary professional sales program is exposed to innovative and entrepreneurial sales concepts. This is embraced through the delivery of a curriculum that provides students with a merger of both academic theory and professional practice, analytical, and critical reasoning skills that focus on customer needs and the dynamics of client interaction. Students also gain an appreciation of cultural differences, quality concerns, ethical issues, and explosive changes in technology as they impact on a global marketplace. Graduates are prepared to pursue a broad range of international and domestic careers, including jobs in manufacturing and trade sales, pharmaceutical sales, and financial sales, and are well qualified to make decisions concerning customer needs, providing customized solutions, and effective territory management.

The professional sales major offers students the opportunity to work with technology both in laboratories and the Russ Berrie Professional Sales Laboratory, where cutting-edge technology is utilized to support and enhance the development of effective communication and sales skills.

MAJOR REQUIREMENTS 18 CREDITS

The following requirements for the professional sales major are in addition to William Paterson University general education requirements for undergraduate students and the common business program core requirements.

Required Courses

RPS 205	Professional Selling
RPS 210	Negotiations
RPS 300	Global Perspectives in Sales
RPS 400	Sales Management
RPS 410	Key Account and Customer Relationship Building
RPS 450	Advanced Sales

Elective Courses (select two)

RPS 320	Sales Information Systems and Technology
RPS 410	Key Account Management and Customer Relationship Building
RPS 420	Financial Services Selling
RPS 430	Sales Forecasting

DIRECTED ELECTIVE COURSE REQUIREMENTS 9 CREDITS

MATH 145	Quantitative Mathematics II
ECON 355	Diversity in Organizations 1.5 credits
MGT 350	Ethics and Business 1.5 credits

In addition, one three-credit course from the list below must be completed. Internships and practicum credit hours may be considered with the approval of the department chair and the dean.

MKT 475	Supply Chain Management
RPS 399	Selected Topics
RPS 420	Financial Services Selling
RPS 430	Sales Forecasting
RPS 440	Medical and Pharmaceutical Selling
RPS 485	Practicum
RPS 499	Independent Study

Professional Enrichment Requirements and Opportunities

Students must participate in professional enrichment activities in order to earn points that contribute to the course requirements in MGT 460: Business Strategy and Policy.

Courses

All courses are 3 credit hours unless otherwise noted.

RPS 205 Professional Selling

Introduces the basic concepts and skills of professional selling, including customer analysis, communication skills, effective openings and closings, and customer relations. Selling skills and concepts are developed through the extensive use of sales exercises, role-plays and presentations.

Prerequisites: MKT 210 and MGT 200

RPS 210 Negotiations

Explores the basic concepts and key critical skills involved in between the organizational representative and the client, including the psychology of bargaining. The course delivery incorporates a variety of hands-on projects and presentation exercises, in addition to quantitative models in behavioral decision making. Prerequisites: MKT 210 and MGT 200

RPS 300 Global Perspective in Sales

An analysis of the sales function across national borders is stressed, including the impact of strategic, economic, political, legal and cultural factors on sales activities, factors that influence the globalization of selling, and the impact of cultural differences on global sales. Technology and video conferencing is used in order to interface with global sales organizations.

Prerequisites: RPS 205 and RPS 210

RPS 320 Sales Information and Technology

An introduction to and hands-on instruction for selected information technology resources that ordinarily support the sales professional and the sales process. It includes the selection of personal productivity tools, sales team applications and enterprise-wide technology solutions.

Prerequisite: RPS 205

RPS 399 Selected Topics (1-6 credit hours)

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the dean

RPS 400 Sales Management

This course analyzes the full range of functions utilized in sales force management and both integrates and builds upon material from foundation coursework. Advanced topics include revenue opportunities, territory allocation, hiring, selection and training, motivating and rewarding the sales force, coaching and planning.

Prerequisites: RPS 205, RPS 210, and RPS 300

RPS 410 Key Account Management and Customer Relationship Building

Designed to (a) teach students how to target customers with the highest growth potential; (b) use databases to identify high margin opportunities; and (c) devise strategic account plans that transform sales opportunities into sales. Also includes account segmentation and selling to complex enterprises, and the importance of customer building and retention.

Prerequisites: (1) RPS205 and (2) RPS210

RPS 420 Financial Services Selling

Explores the competitive nature of financial service sales and the increased mobility of capital, including market access, selling strategies and techniques enabling greater customer interaction in the context of investment, insurance and lending industries.

Prerequisites: FIN 320, RPS 205, and RPS 210

RPS 430 Sales Forecasting

Introduces various aspects of sales forecasting using both quantitative and qualitative analysis including applications specific to the sales profession, such as setting sales quotas for territory assignments and target markets, estimating future sales and determining sales potential.

Prerequisites: ECON 210, MATH 140, RPS 205, and RPS 320.

RPS 440 Medical and Pharmaceutical Selling

Students are exposed, in depth, to the selling process in the pharmaceutical, medical devices and medical services area. They learn specific selling skills germane to these industries through role playing and gain an in-depth knowledge of one company by doing a semester-long project analyzing that company.

Prerequisites: RPS 205, and senior standing

RPS 450 Advanced Sales

This course focuses on selling in the supply chain and more complex situations such as operations contexts and capital goods selling. Students focus on advanced methods to be able to sell in such environments developing new skills. Students also spend time with sales executives, both interviewing them and role playing with them.

Prerequisites: RPS 205, RPS 300, and senior standing

RPS 485 Practicum in Professional Sales

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: RPS 200; junior status; minimum GPA of 3.0 overall and in the major; and permission of the department chair and the Dean

RPS 490 Internship in Marketing

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.

Prerequisites: RPS 200; junior status; minimum GPA of 3.0 overall and in the major; and permission of the department chair and the dean

RPS 499 Independent Study (1-6 credit hours)

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean.

College of Education

Dean: Leslie Agard-Jones, Ed.D.

Office: Valley Road 4119, 973-720-2137

Associate Dean: Maureen Gillette, Ph.D.

Office: Valley Road 4118, 973-720-3086

Degrees Offered:

Special Education (B.A.)

Certification Programs:

Early Childhood Education

Elementary Education

Secondary Education

Introduction

The College of Education is dedicated to preparing teachers of pre-kindergarten through high school to be reflective decision-makers. Accredited by the National Council for the Accreditation of Teacher Educators (NCATE), the College serves as a major resource for educational practitioners in New Jersey. It prepares students for entry into teaching and related professions in the field of education to meet the increasing demand for highly qualified teachers in the state. Central to our commitment is the ability to prepare students to participate effectively in a diverse and increasingly technological society. The College continues to promote excellence in the advancement of teaching and learning by maintaining high standards, and encouraging constant reflection, scholarly work, and ongoing assessment.

Undergraduate students seeking certification in P-3, K-8 or K-12 are required to major in a content area and maintain a minimum 2.75 grade point average (GPA). Students already majoring in special education begin their studies in their freshman year in the Department of Special Education and Counseling, and are also required to maintain a 2.75 GPA.*

The College is currently preparing for continued accreditation by NCATE in Spring 2005, and was awarded accreditation by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) for its counseling program in 2002.

Undergraduate Part-Time and Full-Time Students

Teacher education certification programs are available to undergraduate students in the following fields: early childhood education (preschool through grade 3), elementary education (kindergarten through 8th grade), special education, physical education, (see College of Science and Health), and a variety of subject matter fields (kindergarten through 12th grade).*

Preschool, elementary education and subject field (often referred to as secondary education) certification candidates must pursue study in an academic major in consultation with their academic advisors.

Regularly admitted full- and part-time students interested in pursuing a teacher education certification program must indicate their choice early and

apply for admission to a program. Certain programs require a full-time semester of practicum. All programs require a full-time semester of student teaching in the area appropriate to the major.

***The New Jersey Department of Education is revising the code for professional licensure in teaching during the 2003-05 academic years. Certification areas as well as certification requirements may change and the programs and certification titles in this edition of the catalog may be adjusted to meet new regulations.**

Honors Societies

Pi Lambda Theta, the Honor Society in Education

Pi Lambda Theta is both an Honor Society and a professional association in education. As an Honor Society, our purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership. As a professional association, our purpose is to stimulate independent-thinking educators who can ask critical questions. The organization supports university functions as well as university scholars on campus. Admission to *Pi Lambda Theta* requires an overall GPA of 3.0. For more information, please contact Dr. Marion Turkish, (973) 720-2469, Dr. Mildred Dougherty, (973) 720-3141 or Dr. Alyce Bolander, (973) 891-8268, who are all members of the Department of Elementary and Early Childhood Education.

Kappa Delta Pi, Zeta Alpha Chapter, the International Honor Society in Education

Kappa Delta Pi, Zeta Alpha chapter, an International Honor Society in education, fosters the ideals of fidelity to humanity, science, service and toil, which serve as guidelines for its members in the field of education. *Kappa Delta Pi* provides students with opportunities to volunteer in the community and on campus and to learn more about education through its professional publications. Membership requirements include having a commitment to the field of education and a minimum GPA of 3.45 for sophomores, 3.35 for juniors, and 3.30 for seniors. Graduate students must have a grade point average of 3.50. Initiation requirements are published in *The Beacon*. For more information, please contact Dr. Janis Strasser, Department of Elementary and Early Education, (973) 720-3140.

Alpha Upsilon Alpha, Alpha Epsilon Chapter, the Honor Society in Literacy Education

The *Alpha Epsilon* Honor Society is a chapter of *Alpha Upsilon Alpha*, the Honor Society of the International Reading Association. It has as its purpose the recognition and encouragement of scholarships, the development of personal and professional leadership qualities, and service to the field of reading. *Alpha Epsilon* provides students with workshops, seminars, and opportunities to support literacy development within the campus community through volunteerism and fundraising. Membership in *Alpha Epsilon* requires completion of at least 6 credits in literacy education, a 3.0 overall GPA, and demonstrated leadership and community service. For more information, please contact Dr. Dorothy Feola, College of Education, (973) 720-2577

Office of Field Experiences

Nancy Norris-Bauer, Director

The Office of Field Experiences (Valley Road 3108) coordinates practica, which are preliminary observational and teaching experiences in the schools, and student teaching. Applications for practicum must be submitted to the Office of Field Experiences by the posted deadline which is a year in advance of the actual experience. Applications for practicum and student teaching must be submitted to the Office of Field Experiences by March 15 for spring placement the following spring semester, and October 15 for fall placement the following fall semester. Students must have an overall cumulative GPA of 2.75 at the time of application.

Office of Certification

How to File for a Teaching Certificate

A student completing the final semester of a program to meet the requirements for an initial teaching certificate must obtain, complete, and submit a form entitled Application for Certification to the Certification Office, Raubinger 310. The submission of this form prompts a record review; and, once program completion is verified, a certification recommendation will be forwarded to the New Jersey State Department of Education.

Please note that:

The Beginning Teacher Induction Program, enacted into law on October 23, 1992, provides that a student who successfully completes a program and is recommended by the College for certification will receive a Certificate of Eligibility with Advanced Standing.

The Provisional Certificate will be issued to a student who receives and accepts a documented offer of employment.

The Standard Certificate will be issued to an individual who serves for one year under the Provisional Certificate and is recommended as "approved."

Prerequisites for Student Teaching

In order to be eligible for student teaching (EDUC 414 or 415), a student must have the following prerequisites:

1. Admission to the appropriate certification program. For information regarding admission and to check on admission status, students should contact the Assistant Director of Certification, Neddie Ramadan, at (973) 720-2139 or via the College of Education Web site.
2. Approval of the individual applicant by the department that is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.75 at the close of semester immediately preceding the student teaching experience;
 - b. A cumulative grade point average of 2.75 in the academic major and in the teacher education sequence, as deemed appropriate by the appropriate certification program;
 - c. Satisfactory completion of all preliminary field experiences and courses required in the program;
 - d. A minimum of 96 credits completed at the time of application for the senior teaching internship;
 - e. Completion of all requirements based on the freshman basic skills tests in reading, writing, and mathematics, and the successful completion of English 110, Writing Effective Prose, prior to admission to the teacher education sequence;
 - f. An analysis of speech patterns, aural acuity, and writing skills and, if applicable, appropriate remediation.
 - g. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. Documentation of negative results on the Mantoux Test.

4. Submission of the Student Teaching Application, including a biographical data form, to the Office of Field Experiences no later than March 15 for the following spring semester or October 15 for the following fall semester. Students must pay a student teaching fee, currently \$150, in addition to tuition and fees prior to the student teaching semester.
5. Obtain a Substitute License.

Policies for the Internship

1. All students will have at least one urban and one suburban/rural school experience during practicum and/or student teaching. Students in the Subject Field certification program will have at least one K-8 experience and one 9-12 experience during practicum and/or student teaching.
2. Students may not be assigned to a cooperating school or district which they have attended, or in which they have been employed, to a school or district in which a relative is employed or attends, or to a district in which they reside.
3. All placements must originate from the Office of Field Experiences. Students cannot contact a district to initiate a placement.
4. Placements are made in the students' major field in a public (or approved private) school district.
5. Placements are typically made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex and Union.

Prerequisites for Practicum

In order to be eligible for practicum (CIEC 200, CIEC 300, CIEE 301, CISE 352, MUS 288, MUS 388, SPED 310, SPED 320, SPED 420, PETC 397 or 398 (Science and Health), a student must have the following prerequisites:

1. Admission to the appropriate certification program;
2. Approval of the individual applicant by the department that is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.75 at the close of the semester immediately preceding the practicum experience;
 - b. A cumulative grade point average of 2.75 in the academic major and in the teacher education sequence, as deemed appropriate by the appropriate certification program;

- c. A minimum of 60 credits for the P-3 program, K-8 program, 30 for Subject Field K-12, and 30 for Special Education completed at the undergraduate level;
 - d. Completion of all requirements based on the freshman basic skills tests in reading, writing, and mathematics, and the successful completion of English 110 Writing Effective Prose, prior to admission to the teacher education sequence;
 - e. An analysis of speech patterns, aural acuity and writing skills and, if applicable, appropriate remediation;
 - f. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. Documentation of negative results on the Mantoux Test.
 4. Submission of the Practicum Application, including a biographical data form, to the Office of Field Experiences no later than March 15 for the following spring semester or October 15 for the following fall semester.
 5. Obtain a Substitute License.

PRACTICUM COURSES*

CIEC 200	Early Childhood Field Experience I
CIEC 300	Practicum in Early Childhood
CIEE 301	Practicum [K-8]
CISE 352	K-12 Subject Field Experience
MUS 288	Field Experience I: Music Education
MUS 388	Field Experience II: Music Education
PETC 397	Practicum I: Elementary School Education
PETC 398	Practicum II: Secondary School Education
SPED 310	Practicum I in Special Education
SPED 320	Practicum II in Special Education
SPED 420	Practicum III in Special Education

*See various departments for description of the above courses.

EDUC 399 Selected Topics

A topic not covered by an existing course will be offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair
1-6 credits

EDUC 414 Student Teaching Internship/Seminar

The Student Teaching Internship and Seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. A seminar accompanies the Internship and meets on a bi-weekly basis for discussion and reflection upon the students' teaching experiences. Students brainstorm solutions to classroom problems. Career development strategies such as résumé writing, interviewing skills, organizing portfolios are also discussed. Each student develops a portfolio demonstrating his/her teaching abilities.

Prerequisites: Admission to the program; successful completion of all courses listed in the professional program; 2.75 GPA

10 credits for undergraduate elementary (K-8)

EDUC 415 Senior Teaching Internship/Seminar

For music, physical education, special education, and subject field majors. Each student is assigned to a public school for an extended period to serve successively as observer, aide, associate, and teacher, concluding with full-time teaching. The student becomes familiar with classroom management, teaching strategies, pupil characteristics, the organization of the school, and relationships with the community. The model combines theory and practice in an evolutionary situation under the guidance of the cooperating teacher and University supervisor. Constant feedback and reinforcement is provided through a required parallel course approved by the department.

Prerequisites: Admission to the program; successful completion of all courses in the major and professional program (physical education or secondary education); 2.75 GPA

12 credits

EDUC 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Elementary and Early Childhood Education

Professors: A. Coletta, M. Dougherty,

R. Kaplan, M. Turkish, S. Wollock

Associate Professor: J. Strasser, R. Verdicchio
(chairperson)

Assistant Professors: A. Pachtman, H. Seplocha,
L. Weiland, H. Wilder

Instructors: F. Omachonu

The College of Education offers teacher education programs leading to eligibility for initial state certification in (a) early childhood education (P-3 program) and (b) early childhood-elementary education (K-5 program).

All students seeking teacher certification at either level are required to have an academic major offered by other Colleges within the University. Lists of majors offered by the University and the corresponding teaching certificates appear below.

Early Childhood and Elementary Education Certification (P-3) and (K-5)

For students seeking early childhood and elementary education certification (P-3) (K-5) the following academic majors are acceptable:

African, African-American, and Caribbean Studies

Anthropology

Art (History, Studio)

Biology

Chemistry and Physics

Communication

1. Interpersonal

2. Journalism

English

Environmental Science

Geography

History

Mathematics

Philosophy

Political Science

Psychology

Sociology

Spanish

Women's Studies

Requirements

General Education All students must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor. It is suggested that General Education courses be completed prior to practicum.

Academic Major All students must complete an academic major (listed above) in addition to the professional preparation program leading to teacher certification. Once a major is declared, students should obtain advisement in the major from the academic department offering that major.

Eligibility for entering the professional certification programs Students interested in seeking teacher certification should enroll in CIED 203. Advisement and admission to the certification program is gained through CIED 203. A GPA of 2.75 or higher is required for admission.

Certification Requirements To be eligible for certification in early childhood and elementary education (P-3)(K-5) or in secondary education, students must complete a prescribed teacher education program. This professional preparation program is an intensive one in the theoretical and practical aspects of teaching that culminates in a full semester, senior, teaching internship in a school system. Additional certification requirements are also mandated by the state of New Jersey, as for example, the successful performance on one or more parts of the Praxis National Teacher Examination (NTE) for many certifications. Information regarding this examination is available from the Office of Certification, Valley 3104.

Please note that effective September 1, 1992 (N.J.A.C. 6:11-5.1) candidates successfully completing one of the professional program sequences as well as passing the appropriate Praxis II Examination are issued Certificates of Eligibility with Advanced Standing that permit them to seek employment in positions in New Jersey requiring instructional certification.

Subsequently, a Provisional Certificate is issued to a student who receives and accepts a documented offer of employment. The Standard (permanent) Certificate will later be issued to an individual who serves for one year under the Provisional Certificate and is recommended as "approved."

***The New Jersey Department of Education is revising the code for professional licensure in teaching during the 2003-05 academic years. Certification areas as well as certification requirements may change and the programs and certification titles in this edition of the catalog may be adjusted to meet new regulations.**

Curriculum

Certification in Professional Programs for Early Childhood and Elementary Education (P-3) (K-8)

Admission to the Program

The requirements for admission are:

- A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale during and upon completion of the program is required;
- A speech and hearing assessment;
- A writing assessment.

(A) EARLY CHILDHOOD EDUCATION CERTIFICATION (P-3)

In addition to general education requirements and an academic major, students must also complete the following professional program to be recommended for P-3 teaching certification. It is expected that all courses and field experiences in the professional preparation program are completed at the University, with the exception of waivers granted by the early childhood faculty on a case-by-case basis. As of this printing, those students completing the P-3 program are not required to take and pass the Praxis II examination, but this ruling may change in the near future. Information regarding this examination is available from the Office of Certification in Raubinger Hall 310. Following successful completion of the P-3 program, the student is eligible for a New Jersey Certificate of Eligibility with Advanced Standing to teach all subjects in grades P-3.

REQUIREMENTS 30 CREDITS

CIED 203	Teaching As a Profession*	3
	(20 hour field experience required)	
CIEC 200	Early Childhood Field Experience I***	1
CIEC 210	The Early Childhood Classroom	
	Environment	2
CIEC 220	Emergent Literacy in EC Education	2
CIEC 300	Practicum in EC Education***	2
CIEC 230	Curriculum I: Social Studies Integration and Assessment**	2
CIEC 351	Math, Science and Language Arts in EC Education**	3
CIEC 365	Creative Arts and Children's Literature in EC Education**	3
CIEC 370	Technology in EC Education	2
EDUC 414	Student Teaching Internship and Seminar***	10

*Apply for the P-3 program in this course. Acceptance must occur before taking CIEC 200, 210 and 220.

**These courses are taken in conjunction with CIEC 300.

***These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see the section on Field Experiences elsewhere in this catalog.

Courses

CIED 203 Teaching As a Profession

This course examines the roles of a teacher within the context of historical and philosophical foundations of education. Content includes the roles of a teacher, classroom management, generic teaching methods, lesson planning, learning styles, mainstreaming, child development, legal issues, a code of ethics, alternative models of education, multicultural education, and the role of reflection in teaching. Students are placed in public schools and conduct a minimum of 20 hours of guided observations in P-3 (early childhood), K-8 (elementary) and K-12 (subject field) classrooms. Students speaking and writing skills are also to be assessed. Sophomore standing is recommended.

Prerequisite: PSY 110

3 credits

CIEC 200 Early Childhood Field Experience I

This one-day-per-week, semester-long, early childhood practicum is designed to provide P-3 certification students with the opportunity to work with an experienced teacher in an accredited preschool-to-grade-three classroom. Students are assisted in understanding and implementing developmentally appropriate teaching practices: individual and small group instruction; teaching lessons in each subject area; teaching the class for a full morning or day; and demonstrating progress in classroom management skills. Students meet in frequent seminars and be observed by a college supervisor who reads weekly student journals. Application needs to be completed through the Office of Field Experiences.

Prerequisites: CIED 203; Co-Req: PSY 210

1 credit (pass/fail)

CIEC 210 The Early Childhood Classroom Environment

This course focuses on preparing and maintaining the early childhood learning environment in various settings from preschool through third grade. Arranging space and materials, scheduling, and organization of time within the context of developmentally appropriate curriculum are the components of the classroom climate. Students explore ways in which to insure that the environment reflects and supports the child's home environment, diversity, special needs, constructivism, cooperative learning, emergent literacy, play, and various learning styles. Additionally, students examine formal and informal tools for observing, assessing, and evaluating learning in early childhood settings.

Prerequisite: CIED 203

2 credits

**CIEC 220 Emergent Literacy in
Early Childhood Education**

This course focuses on developing literacy (speaking, listening, reading, and writing) in young children. Theories, materials, and methods that develop literacy in developmentally appropriate environments from preschool through grade three are discussed. Family involvement, cultural and linguistic differences, integrating play, language, and literacy; performance assessments, and adaptations for special needs children are explored.

Prerequisite: CIED 203

2 credits

**CIEC 230 Curriculum I: Social Studies
Integration and Assessment**

This course examines the thematic approach to curriculum development and integration through social studies concepts. The research on developmentally appropriate curriculum and authentic (performance based) assessment are presented and discussed. Students design integrated curriculum around social studies concepts and math and reading/language arts skills, connected to core curriculum standards. Students construct pre-K to grade 3 curriculum and performance-based assessment by utilizing children's literature, divergent questions, conceptual themes, brain research, learning styles, and multiple intelligences.

Prerequisites: CIED 203 and CIEC 200

2 credits

CIEC 300 Practicum in Early Childhood

This two-day-per-week, semester-long, early childhood practicum is designed to provide P-3 certification students with the opportunity to work with an experienced teacher in a K-2 setting. Students are assisted in understanding and implementing developmentally appropriate teaching practices, individual and small group instruction, teaching lessons in each subject area, teaching the class for a full morning or day and demonstrating progress in classroom management skills. Students meet in frequent seminars and be observed by a college supervisor who reads weekly student journals. An application needs to be completed through the Office of Field Experiences.

Prerequisites: CIED 203 and CIEC 200

2 credits

**CIEC 351 Math, Science, and Language Arts in
Early Childhood Education**

This course examines teaching and learning in mathematics, science, and the language arts in early childhood (birth through age eight). Students learn how children construct knowledge and develop logical thinking in mathematics and science, with emphasis on creating developmentally appropriate curriculum integrating these experiences with children's developing language and literacy skills. Students utilize the NCTM (National Council of Teachers of Mathematics) Standards, New Jersey Core Curriculum Standards to explore socio-linguistic and constructivist ways of enriching children's math and science experiences in settings from preschool through grade three.

Prerequisites: CIED 203 and CIEC 200

3 credits

**CIEC 365 Children's Literature in
Early Childhood Education**

This course focuses on the exploration of methods of curriculum development that weave children's literature and the arts (fine arts, dramatic play, and music/movement) in programs for young children (preschool-grade 3). A thematic, multicultural approach is stressed. Students will learn to choose and evaluate literature for children and to plan and implement developmentally appropriate music, dramatic play, and art experiences that extend exemplary literature (folktales, fairytales, contemporary picture books, poetry, etc.) into the child's world.

Prerequisites: CIED 203 and CIEC 200

2 credits

**CIEC 370 Technology in Early Childhood
Education**

This course explores the integration of computers and other technology into the developmentally appropriate early childhood classroom. Students learn how to select and evaluate software, introduce children to technology, integrate computers across the curriculum, and utilize computers to promote an anti-bias curriculum, and to communicate with families. Additionally, students use computers to plan curriculum and connect with the broader professional community.

Prerequisites: CIED 203 and CIEC 200

2 credits

EDUC 414 Student Teaching Internship and Seminar

This seminar is designed to apply learnings about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching experiences. Students brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Each student develops a portfolio demonstrating his/her teaching abilities. Prerequisites: (P-3): CIEC 300; CIEC 230, CIEC 351; CIEC 364
10 credits (pass/fail)

**(B) ELEMENTARY EDUCATION
CERTIFICATION (K-5)**

In addition to general education requirements and an academic major, students must also complete the following professional preparation program to be recommended for K-5 teaching certification. It is expected that all courses and field experiences in the professional preparation program are completed at the University. Transfer credits in education are not accepted for courses taken toward an associate's degree.

COURSE REQUIREMENTS 30 CREDITS

CIED 203	Teaching as a Profession*	3
CIRL 229	Literacy and Learning**	3
CIEE 301	Practicum+	2
CIEE 320	Language Arts and Literature***	2
CIEE 324	Learning and Assessment in Mathematics***	2
CIEE 325	ACE/Arts and Creativity in Education***	2
CIEE 327	Science Education and Natural Phenomena***	2
CIEE 328	Social Studies and Global Education**	2
CIEE 413	Technology Across the Curriculum	2
EDUC 414	Student Teaching Internship/Seminar	10

*This course is taken prior to acceptance to the program.

**This course is to be taken before the practicum semester and after initial acceptance to the program. Consult with departmental advisors for specific entry requirements.

***These courses are usually taken in conjunction with the practicum, CIEE 301.

+These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see section on Field Experiences elsewhere in this catalog.

Courses**CIED 203 Teaching as a Profession**

This course examines the historical and philosophical foundations of education, including introductory knowledge of classroom management, teaching methods, learning styles, child development, legal issues, a code of ethics, diversity, multicultural education, and the role of reflection in teaching. Students conduct observations in K-8 (elementary) and K-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Students' speaking and writing skills are assessed. Sophomore standing is recommended. Prerequisite: PSY 110
3 credits

CIEE 301 Practicum

The practicum is designed to provide K-8 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, humanistic, and reflective practices. Students are assisted in identifying and meeting major goals: small-group instruction, teaching lessons in each subject area, managing the classroom for a full morning or day, and demonstrating progress in classroom management skills. Students meet in a weekly seminar and are observed by a University supervisor who makes written assignments (logs) appropriate for the student's level of professional development. By advanced application in Office of Field Experiences.

Prerequisites: CIRL 229 and PSY 210
2 credits

CIEE 320 Language Arts and Literature

This language arts and literature course is designed for preservice teachers who are working with or will be working with students in an K-8 setting. The major foci of the course are an exploration of methods that weave language arts and literature through the curriculum and the development of critical thinking skills. A thematic/multicultural approach to language arts, literature, and aesthetics in life is stressed. Concepts developed in literacy and learning are applied to each language mode (listening, speaking, reading, and writing) in relation to a literature core.

Prerequisite: CIRL 229

Recommended Corequisites: CIEE 301, CIEE 324, CIEE 325, CIEE 327, CIEE 328
2 credits

CIEE 324 Learning and Assessment in Mathematics

Students explore principles and theories of mathematics education as well as techniques for teaching and assessing mathematics knowledge in grades K-8 that are consistent with the NCTM's Curriculum and Evaluation Standards for Teaching Mathematics (1989). The course emphasizes teaching mathematics from the point of view of the learner and covers topics ranging from preschool counting skills to algebra concepts and procedures in middle school. Cooperative problem solving, experience with manipulative materials, writing about mathematics, and case study analysis prepare prospective teachers to work with diverse learners.

Prerequisites: CIRL 229; two 3-credit MATH courses from General Education; see Master Schedule for listing of approved courses.

Recommended Corequisites: CIEE 301, CIEE 320, CIEE 325, CIEE 327, CIEE 328

2 credits

CIEE 325 ACE/Arts and Creativity in Education

Explore and discover the arts, movement, sound, and other expressive media that contribute to influencing the creative forces in children. Future teachers are provided with an understanding of the creative and aesthetic potential in children. They are given opportunities to experiment with appropriate media, and they consider programmatic possibilities for implementation in the school setting.

Prerequisite: CIRL 229

Recommended Corequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 327, CIEE 328

2 credits

CIEE 327 Science Education and Natural Phenomenon

Students develop their abilities to introduce scientific facts, ideas, and methods of problem-solving in the classroom. The course includes planning a science program for the elementary school, selecting and presenting information and ideas in the classroom, the selection of appropriate books, media, supplies and equipment, and the use of field trips.

Prerequisites: CIRL 229; completion of two, four-credit General Education laboratory science courses

Recommended Corequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 325, CIEE 328

2 credits

CIEE 328 Social Studies and Global Education

The examination of methods and materials for teaching social studies and investigating global connections provides the major focus of this course. The contributions of the social sciences and humanities are applied to understanding the unity and diversity of peoples and their societies worldwide. Democratic values, democratic interaction, and social responsibility are emphasized.

Prerequisite: CIRL 229

Recommended Corequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 325, CIEE 327

2 credits

CIEE 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson

1-6 credits

CIEE 413 Technology Across the Curriculum

This is an introductory course in the use of technology in the teaching/learning process. Students learn how to infuse technology in classrooms across the grades and curricula. They explore and investigate the various uses of computers, including on-line applications, software applications and other technologies. Students discuss contemporary technology issues, read relevant literature and use technology appropriately in an interdisciplinary lesson plan.

Prerequisite: CIED 203

2 credits

CIEE 499 Independent Study

As approved and to be arranged with the permission of the chair.

1-6 credits

CIRL 229 Literacy and Learning

This comprehensive foundations course on the nature and development of language, literacy and learning presents major theories and describes how teachers can provide the environment and experiences needed to promote literacy and learning for all children.

Content is presented by lecture, readings, videotapes, and modeling of practical applications.

Prerequisite: CIED 203; 2.75 GPA

Pre-or Corequisite: PSY 210

3 credits

CIRL 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson

1-6 credits

CIRL 499 Independent Study

As approved and to be arranged.

1-6 credits

3 credits

**EDUC 414 Student Teaching Internship
and Seminar**

The seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching experiences. Students brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Each student develops a portfolio demonstrating his/her teaching abilities.

Prerequisite: Successful completion of all courses listed in the professional program

10 credits (pass/fail)

Department of Secondary and Middle School Education

Associate Professors: D. Feola, A. Hylton-Lindsay, K. Malu, B. Weltman, M. Yildiz

Assistant Professors: S. Akins, D. Hill, G. Mongillo, C. Northington, D. Russell (chair)

The Department of Secondary and Middle School Education offers a teacher education program leading to eligibility for initial state certification in secondary education (subject field specializations, K-12 program). All students seeking teacher certification at either level are required to have an academic major offered by other Colleges within the University. Lists of majors offered by the University and the corresponding teaching certificates appear below.

Secondary Education Certification (Subject Field Specialization in Grades K-12)

For students seeking secondary certification in a subject field or certification in a specific subject field in grades K-12, a list of majors offered by the University with a list of corresponding teaching certificates offered by the state of New Jersey follows:

Academic University Majors	Subject Field Specialization
Art (History or Studio)	Art
Biology	Biological Science
Chemistry and Physics	Physical Science
English	English
French	French
Geography*	Social Studies
History*	Social Studies
Mathematics	Mathematics
Music (Vocal or Instrumental)	Music
Physical Education	Physical Education
Physical Education and Health	Health and Physical Education
Political Science*	Social Studies
Spanish	Spanish

*These academic majors need to be carefully supervised to ensure that state certification requirements for the subject field specialization are met. Specific requirements and course descriptions for each major can be found in this catalog under the appropriate department.

Requirements

General Education All students must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor.

Academic Major All students must complete an academic major (as listed above) in addition to the professional preparation program leading to teacher certification. Once a major is declared, students should obtain advisement in the major from the academic department offering that major.

Certification Requirements To be eligible for certification in a subject field (K-12), students must complete a prescribed teacher education program. This professional preparation program is intensive in the theoretical and practical aspects of teaching that culminates in a full semester senior teaching internship in a school system. Additional certification requirements are also mandated by the state of New Jersey, as for example, the successful performance on one or more parts of the Praxis II Examination. Information regarding this examination is available from the Office of Certification, Valley Road 3104.

Please note that effective September 1, 1992 (N.J.A.C. 6:11-5.1) candidates successfully completing one of the professional program sequences as well as passing the appropriate Praxis II Examination are issued Certificates of Eligibility with Advanced Standing that permit them to seek employment in positions requiring instructional certification.

Subsequently, a Provisional Certificate is issued to a student who receives and accepts a documented offer of employment. The standard (permanent) certificate will later be issued to an individual who serves for one year under the Provisional Certificate and is recommended as "approved."

Curriculum

Certification in Professional Programs for Secondary and Middle School Education (K-12)

Admission to the Program:

- A cumulative undergraduate grade point average of at least 2.75 on a 4.0 scale;
- A speech and hearing assessment;
- A writing assessment;
- A grade of C or better in CIED 203;
- Completion of Admissions Application.

SECONDARY EDUCATION AND SUBJECT FIELD CERTIFICATION (K-12)

In addition to the University's general education requirements, the academic major and the special courses that major departments may require of students seeking secondary and subject field certification, students must also complete the following professional preparation program to be recommended for teaching certification. It is expected that all courses and field experiences in the professional preparation program are completed at the University. Limited transfers or substitutions of professional courses from other colleges are accepted only from NCATE-accredited institutions and must be reviewed on a case-by-case basis by the department chairperson for approval.

COURSE REQUIREMENTS* 30 CREDITS

CIED 203	Teaching as a Profession*	3
CISE 310	Educational Psychology**	3
CISE 321	Teaching Methods in Secondary Education**	2
CISE 352	K-12 Subject Field Experience +	2
CISE 415	Technology in the Classroom	2
CIRL 330	Reading Strategies for the Content Areas***	3
Select one (1) of the following according to academic major:		
CISE 411	Methods for Teaching Secondary Social Studies/Seminar***	3
CISE 412	Methods for Teaching Secondary English/ Language Arts/Seminar***	3
CISE 413	Methods of Teaching Secondary Math Seminar***	3
CISE 414	Methods of Teaching Secondary Creative Arts/Seminar***	3
CISE 417	Methods of Teaching Secondary Science	3
CISE 419	Methods of Teaching a Second Language in Elementary and Secondary Schools***	3
EDUC 415	Senior Teaching Internship +	12

*This course is taken prior to acceptance to the program.

**These courses are usually taken concurrently and require initial acceptance to the program. Consult with departmental advisors for specific entry requirements.

***These courses must be taken in conjunction with CISE 352, K-12 Subject Field Experience.

+These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see section on Field Experiences elsewhere in this catalog.

Courses

CIED 203 Teaching as a Profession

This course examines the historical and philosophical foundations of education, including introductory knowledge of classroom management, teaching methods, learning styles, child development, legal issues, a code of ethics, diversity, multicultural education, and the role of reflection in teaching. Students conduct observations in K-8 (elementary) or K-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Students' speaking and writing skills are assessed. Sophomore standing is recommended.

Prerequisite: PSY 110

3 credits

CIRL 330 Reading Strategies for the Content Areas

Reading skills and knowledge needed by the content area teacher: the subject area materials, different modes of learning, causes of reading difficulties, and methods of preparing materials and students for improved reading performance. Students develop a case study of a reader as he or she interacts with appropriate content area materials.

Prerequisites: CIED 203; 2.75 GPA or higher

Recommended Corequisites: CISE 352, one of CISE 411-419

3 credits

CIRL 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisites: Permission of the department chairperson; 2.75 GPA or higher

1-6 credits

CIRL 499 Independent Study

As approved and to be arranged.

Prerequisites: Permission of the department chairperson; 2.75 GPA or higher

1-6 credits

CISE 310 Educational Psychology

This course provides prospective teachers with background in applying psychological theories, principles, and research to educational settings. Emphasis is on examining the role that teachers play in facilitating students' learning and social development. Methods for adapting instruction to diverse needs are explored. Prerequisites: PSY 110; CIED 203; 2.75 GPA or higher

Required Corequisites: CISE 321

Recommended Corequisites: CISE 415

3 credits

CISE 321 Teaching Methods in Secondary Education

This course examines strategies for teaching in middle and high schools. The course explores both disciplinary and interdisciplinary approaches to curricula and methods. Starting with an emphasis on diversity and multicultural perspectives, the course focuses on both traditional and nontraditional methods and on teachers as scholars and school reformers. Students examine methods in their major disciplines in conjunction with other fields.

Prerequisites: CIED 203; 2.75 GPA or higher

Required Corequisites: CISE 310

Recommended Corequisites: CISE 415

2 credits

CISE 352 K-12 Subject Field Experience

This course is a two-day-per-week, semester-long, field experience, under the supervision of an experienced teacher. William Paterson students are expected to initially observe, work with classroom students, work closely with the cooperating teacher, and gradually increase their teaching responsibilities. CISE 352 is taken concurrently with one of the subject-field specific methods courses (e.g., CISE 411, 412, 413, 414, 417, or 419) which serves as the seminar for this field experience.

Prerequisites: CISE 310; CISE 321; 2.75 GPA or higher

Required Corequisites: one of CISE 411-419

Recommended Corequisite: CIRL 330

2 credits

CISE 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisites: Permission of the department chairperson; 2.75 GPA or higher

1-6 credits

CISE 411 Methods for Teaching Secondary Social Studies Seminar

This course examines methods and materials of teaching middle and high school social studies. Social Studies is defined as an interdisciplinary field that includes history, geography, sociology, psychology, anthropology, political science and economics, and which examines social problems over time and in different times and places. Social Studies is presented as a means of understanding the unity and diversity of peoples and societies worldwide. The course examines the history of social studies, various opinions of the goals and methods of social studies and various approaches to planning and teaching lessons. This course is coordinated with the practicum field experience, CISE 352.

Prerequisites: CISE 310; CISE 321; 2.75 GPA or higher

Required Corequisite: CISE 352

Recommended Corequisite: CIRL 330

3 credits

CISE 412 Methods for Teaching Secondary English/Language Arts Seminar

This course is designed to provide students with an opportunity to articulate their visions of themselves as English teachers and the implications of that vision, and to engage students in developing instructional theories and practices that will help them enact that vision. The course is predicated on the assumption that all teaching is based on theory and that practice reveals theory. Students learn how language is best learned and how knowledge of English/language arts is constructed. This course is coordinated with the second practicum field experience, CISE 352.

Prerequisites: CISE 310; CISE 321; 2.75 GPA or higher

Required Corequisite: CISE 352

Recommended Corequisite: CIRL 330

3 credits

CISE 413 Methods of Teaching Secondary Math Seminar

Learning and assessment of mathematics at the high school and middle school levels is understood and applied according to the latest recommendations of the National Council of Teachers of Mathematics. Strategies of teaching whole class and small groups, hands-on problem solving, and posing experiences, integrating mathematics across and within the curriculum, technology applications, and applications of mathematics in the real world experiences are explored in depth. This course is coordinated with a practicum experience in a secondary mathematics classroom.

Prerequisite: CISE 321

Corequisites: CISE 351 (CIRL 330 and CISE 415 recommended)

3 credits

CISE 414 Methods of Creative Arts (K-12)

Designed for future teachers of creative arts, the course is established to provide opportunities for college students to understand teaching and learning obligations of K-12 environments, to provide teaching skills in the subject-specific areas, to develop instructional platform skills, and to prepare for assignments as student interns, classroom teachers, and, ultimately, for leadership roles in education. This course is coordinated with the practicum field experience, CISE 352.

Prerequisites: CISE 310; CISE 321; 2.75 GPA or higher

Required Corequisite: CISE 352

Recommended Corequisite: CIRL 330

3 credits

CISE 415 Technology in the Classroom

This is an introductory course in using technology in the teaching/learning process. Students learn how technology is used in the classroom, and as a tool to foster critical and creative thinking. In the context of reflective hands-on exploration, students evaluate and critically analyze educational software relevant to the curriculum of their subject field specialization and develop and implement cooperative, technology-based learning experiences.

Prerequisites: CIED 203; 2.75 GPA or higher

Recommended Corequisites: CISE 310; CISE 321

2 credits

CISE 417 Methods of Teaching Secondary Science Seminar

This course develops the emerging professional's ability to organize learning experiences using processes of inquiry and knowledge construction fundamental to learning science. Developing concepts through concrete experience, an appreciation for relationships among science, technology, and society, and issues of equity and multiculturalism are stressed. Students are required to demonstrate competence in planning and applying learning cycles, authentic assessment, thematic integration, the use of technology to teach and access resources, and the maintenance of a safe, effective classroom. Focus is on the middle and high school years with attention to formal and informal science education throughout the life. This course is coordinated with the practicum field experience, CISE 352.

Prerequisites: CISE 310; CISE 321; 2.75 GPA or higher
Required Corequisite: CISE 352

Recommended Corequisite: CIRL 330

3 credits

CISE 419 Methods of Teaching a Second Language in Elementary and Secondary Schools

This course is designed to inform Subject Field (K-12) pre-service teachers of current theories and practices in teaching a world language in elementary and secondary school. Students gain an in-depth pedagogical knowledge and understanding of language acquisition and literacy development in a second language. Specifically, students apply their theoretical understanding and pedagogical knowledge to classroom situations. They analyze and critique curricula, engage in inquiry-driven discussions about theory and methodology, and plan innovative instruction.

Prerequisites: CISE 310; CISE 321; 2.75 GPA or higher
Required Corequisite: CISE 352

Recommended Corequisite: CIRL 330

3 credits

CISE 499 Independent Study

As approved and to be arranged.

Prerequisites: Permission of the department chairperson; 2.75 GPA or higher

1-6 credits

EDUC 414 and EDUC 415 (see Field Experiences section elsewhere in this catalog)

Department of Special Education and Counseling

Professors: M. Goldstein

Associate Professors: M. Catarina, P. Danzinger, C. Mulrine

Assistant Professors: J. D'Haem, P. Griswold (chair), H. Heluk, D. Stone

Instructors: C. Besko, N. Holub, J. McConnell

The Department of Special Education and Counseling offers specialized study leading to a bachelor of arts degree in special education. The department provides extensive classroom and field experiences to its students. Students are exposed to curriculum, instructional methods, materials, and assistive technologies, and ways to adapt them to meet the needs of individual learners. Upon successful completion of the program students are eligible for certification as *teacher of the student with disabilities*. While graduates of the program are certified to teach in all disability areas, except for the sensory impaired, the majority of coursework addresses the needs of learners with mild and moderate disabilities. Graduates may be employed by public and private schools and residential facilities.

Admission to the Program

Students are admitted upon fulfillment of the following requirements: 1) maintenance of GPA of at least 2.75; 2) enrollment in or completion of SPED 201 Introduction to Children with Exceptionalities; 3) completion of the application form; 4) submission of two letters of professional recommendation; 5) a passing score on the Speech, Hearing, and Language Assessment or agreement to fulfill a remedial plan; and 6) a passing score on the Praxis I Exam in Reading, Math and Writing or agreement to fulfill a remedial plan. An academic advisor in the Department of Special Education and Counseling can provide additional details.

Beginning September 2005, students will be required to choose an academic major from a list provided by the department.

***The New Jersey Department of Education is revising the code for professional licensure in teaching during the 2003-05 academic years. Certification areas as well as certification requirements may change and the programs and certification titles in this edition of the catalog may be adjusted to meet new regulations.**

Retention in the Program

In order to remain in the program, special education majors must meet the following requirements: 1) maintain a GPA of at least 2.75 overall and in the major; 2) earn a grade of C- or better in SPED 201 Introduction to Children with Exceptionalities, and all other alpha number SPED courses; 3) complete a noncredit, 120-hour preliminary field experience with groups of children or adolescents with disabilities in school, camping, and/or recreational settings prior to beginning SPED 310 Practicum I and submit appropriate written documentation on the letterhead of the organization validating the experience; 4) demonstrate professional and personal dispositions consistent with the standards of the National Commission on the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC); and 5) demonstrate the knowledge, skills and behaviors and submit the required artifacts needed to successfully meet criteria for passage through designated gateways within the program. Students who did not earn passing scores on the required Speech/Language/Hearing and/or Praxis Exams initially may enroll in 200 and 300 level courses while fulfilling a remedial plan. They must re-take the examinations and earn passing scores prior to enrollment in 400-level courses. Students must earn a GPA of 2.75 or better overall and in education courses in order to graduate.

***State and federal regulations governing certification are in the process of revision. The Department will modify program/course requirements in response to new regulations.**

It is anticipated that the program and curriculum leading to certification as *teachers of students with disabilities* will be significantly altered as of September 2005. Consult the University/College of Education Web site and the department for new requirements.

Field Experiences

Four formal field experiences are required as part of the program. These include three practicums (SPED 310, 320, and 420) and a 16-week senior teaching internship (EDUC 415). Field experience assignments are arranged by the Office of Field Experiences in collaboration with the department faculty. Applications for practicums must be submitted two (2) semesters in advance.

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

SPED 201	Introduction to Students with Exceptionalities	3
SPED 206	Introduction to Assistive Technology	3
SPED 307	Assessment of Children with Disabilities	3
SPED 308	Managing Challenging Behaviors in the Classroom	3
SPED 309	Instructional Management	3
SPED 311	Foundations of Curriculum	3
SPED 401	Methods for Teaching Reading and Related Language Arts, K-12	3
SPED 402	Methods for Teaching Mathematics, K-8	3
SPED 406	Connecting Home, School, and the Community	3
SPED 414	Education Through the Life Span	3
Directed special elective (select one):		
SPED 312	Programs and Practices for Secondary Education and Transition	3
SPED 313	Educating Preschool Children with Special Needs	3
A. Field Experiences 19 Credits		
SPED 310	Practicum I	2
SPED 320	Practicum II	3
SPED 420	Practicum III	2
EDUC 414	Senior Teaching Internship in Special Education/Seminar	10
B. Professional Sequence 12 Credits		
CIRL 229	Literacy and Learning	3
PEAC 255	Special Physical Education	3
CISE 310	Educational Psychology	3
CODS 371	Language Disorders in the Schools	3
TOTAL PROGRAM		64 CREDITS

Courses

Unless otherwise noted, all courses are 3 credits.

SPED 201 Introduction to Students with Exceptionalities

Presents the range of sensory, physical, learning, cognitive, and behavioral exceptionalities, focusing on physical, social, and academic characteristics of learners on a continuum from normative to non-normative. Historical, legal, and social precedents are explored as foundations to understanding methods of assessment, curriculum selection, instructional techniques, and materials appropriate for use with students with special needs. A co-requisite field experience is required. Introductory course for special education majors who must apply for SPED 310 during this semester.

Prerequisite: Completion of at least 45 credits of general education course work, including PSY 110 and SOC 101.

SPED 206 Introduction to Assistive Technology

Provides undergraduate students with a broad background into the use of Assistive Technology for students with developmental or acquired disabilities. The course will address the role of Assistive Technology in enabling- and enhancing the communication and cognitive potentials of the student with disabilities, across his or her lifespan. It will address the impact of Assistive Technology on program selection, curriculum design, IEP planning and instructional modifications. Students will review and practice low-tech communication systems, software and adaptive computer devices. They will become familiar with assessment, agencies, and funding sources, relevant legislation, and the link between home and school.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201, SPED 308, SPED 309, SPED 310

SPED 307 Assessment of Children with Disabilities

Addresses the various aspects of formal and informal assessment, as well as related professional, ethical and diversity issues. Concepts important to an understanding of the measurement process and assessment procedures are introduced in ways that assure appropriate educational decisions leading to effective instruction. Informal classroom assessment procedures are designed to facilitate instruction. An informal experience is required.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201

SPED 308 Managing Challenging Behaviors in the Classroom

Explores the implementation of appropriate classroom management strategies, instructional techniques and curricular approaches which address the needs of children with challenging behaviors. Observation and recording measures to assess and analyze the functional value and communicative intent of these behaviors are examined. Strategies to enhance the repertoire of socially appropriate behaviors in these children are elaborated. The course draws on current best practices in the field of regular education and special education that focus on educating children with challenging behaviors in the regular classroom. Emphasis is placed on pro-active and non aversive approaches for changing behaviors. NOTE: SPED 309 Instruction Management and SPED 310 Practicum are co-requisites.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201

SPED 309 Instructional Management

Examines the multiple facets of teaching children with disabilities. Planning, writing, and implementing of IEPs is addressed. Instructional techniques that support the identification and implementation of IEP objectives, such as task analysis, prescriptive teaching, and functional assessment are discussed. The course focuses on curricular adaptations, instructional modification, and classroom arrangements that support the needs of children with disabilities in a variety of placements ranging from inclusive settings to self contained classrooms. Implementation of collaborative teaching techniques is emphasized. NOTE: SPED 308 Managing Challenging Behaviors in the Classroom and SPED 310 Practicum I are co-requisites.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201

SPED 310 Special Education Practicum I

Provides students with their first formal school experience with students classified as having a disability. Students are given an opportunity to discuss and reflect upon their observations and experiences in their placement. Issues related to the various aspects of the delivery of service for children with disabilities, identification of student needs, use of appropriate teaching strategies as well as the social and cultural construction of disability are examined through group discussions. Take concurrently with SPED 308 Managing Challenging Behaviors and SPED 309 Instructional Management.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201
2 Credits

SPED 311 Foundations of Curriculum

This course addresses the goal of promoting meaningful access to curriculum [both general education and alternative] for students with disabilities. It examines components of the process by which broad curriculum goals are translated into individualized curriculum for learners with special needs. Historical, theoretical, conceptual and practical foundations of curriculum are introduced, including a review of the role of the IEP as the guide for instruction of individual students. The New Jersey Core Curriculum Content Standards are reviewed to focus on the development of reasoning, problem solving, and other higher order thinking skills. Selected curriculums are used to illustrate scope and sequence of instructional content as a basis for devising integrated units of study. Strategies are presented to adapt, and/or modify the general education curriculum. Alternative curriculum materials for students with severe disabilities are identified.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201

SPED 312 Programs and Practices in Secondary Education and Transition

Examines the characteristics of adolescents and young adults with mild/moderate disabilities in the context of normative expectations for adult performance in today's society. The course uses historical perspectives on special education programs and delivery system options as basis to understand these students' needs. In-depth exploration of transition needs is provided as a foundation to understand secondary special and general education programs in relation to IDEA, curriculum programming, and delivery system options. Instructional approaches to academics, social learning, life skills, and vocational/career development for post-secondary education and training options are explored, focusing on relationships between the secondary school experience and 1) the transition from school-to-work and life; 2) quality-of-life issues; and 3) community resources. Particular attention is given to research-based, follow-up studies linked to transition. Related fieldwork is required to complete assignments.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201, SPED 308, SPED 309, SPED 310

SPED 313 Educating Preschool Children with Special Needs

Examines the principles of early childhood and special education early childhood educational programs, philosophies, historical theories, and governing regulations. The characteristics, developmental process, social and emotional needs of young children at-risk and those with disabilities ages birth through five are explored. Developmentally appropriate service delivery models, curricula, and instructional materials are reviewed. The role of the family and community with a focus on the establishment of collaborative partnerships is stressed. The development, interpretation and implementation of an IFSP and Transition Plans are emphasized. Assessment designs and techniques are investigated. Current and future trends and area warranting improvement are studied.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 201, SPED 308, SPED 309, SPED 310

SPED 320 Special Education Practicum II

Provides students with supervised full-time field experience in approved special education settings for a period of fifteen days, immediately following the end of the spring semester in Summer I. Practicum II is taken in the summer immediately preceding the year in which the senior teaching internship is fulfilled. In Practicum II, students assume responsibility for at least one significant classroom activity, e.g., a unit, a major academic area for which lesson planning is required. This experience allows students to demonstrate competencies gained to date, and provides added readiness for the senior teaching internship experience. Attendance at a weekly seminar is required. Applications for placement are located outside of the Office of Field Experience (Valley 3018) and must be submitted **two (2) semesters** in advance.

Prerequisites: Special Education major, minimum 2.75 GPA; SPED 201, SPED 308, SPED 309 and Practicum I (SPED 310)

SPED 399 Selected Topics

Topics of current interest are discussed in a workshop format. This course is given on an occasional basis in order to meet the department's needs for exploring or updating a particular area of study. This course frequently is given on a one-time basis as an experimental offering. Students are asked to check the current master schedule to determine if this course is to be offered in any particular semester.

Prerequisites: Special Education major, minimum 2.75 GPA; completion of at least four major courses 1 - 3 credits

SPED 401 Methods for Teaching Reading and Related Language Arts K-12

Provides an intensive broad-based approach to both the knowledge and application of interventions in reading, writing, spelling, listening and speaking, for learners with mild/moderate disabilities. Students review formal testing procedures and apply informal assessment procedures as they identify materials and techniques to plan integrated instruction that accords with learners' needs. Learning outcomes are evaluated based on the appropriateness of content selected by the students, and their choice of strategies and tactics to facilitate learning. Special attention is given to integrating classroom materials that reflect a multicultural focus. As appropriate, technologies are exploited that will enable learners to develop literacy skills. NOTE: SPED 402 Methods for Teaching Mathematics, K-8 and SPED 420 Practicum III are corequisites.

Prerequisites: Special Education major; minimum 2.75 GPA; CIRL 229, SPED 308, SPED 309 and SPED 310

SPED 402 Methods for Teaching Mathematics, K-8

This course is designed to provide a broad-based approach to interventions in mathematics. Students review methodologies, assess, and plan the appropriate strategies, materials, and techniques to meet the needs of students with disabilities. A co-requisite practicum course is required since this course is integrated with the student's practicum experience. NOTE: SPED 401 Methods for Teaching Reading and Related Language Arts, K-12 and SPED 420 Practicum III are corequisites.

Prerequisites: Special Education major; minimum 2.75 GPA; CIRL 229, SPED 308, SPED 309, and SPED 310

SPED 406 Connecting Home, School and the Community

Emphasizes the importance of creating positive connections between home, school, and community to support learners with special needs. Strategies for collaborating with general educators, agency personnel, and families are highlighted to explore available community resources, especially those related to health, education and welfare, vocational preparation, and employment. Techniques are introduced that facilitate shared problem-solving and decision-making from the child's point of referral for special education through major life milestones. A multicultural perspective is reinforced through study and experiential learning. A field experience is required.

Prerequisites: Special Education major; minimum 2.75 GPA; completion of at least half of the 300-level courses

SPED 414 Education through the Life Span

Provides a research-based overview of the developmental disabilities across the life span, including concerns for the individual, the care givers and other family members. This course focuses on management of critical factors related to the well being of the individual, including: life long planning and managing for medical, physical, legal, educational, vocational, social, emotional and living arrangements related to the disabling condition.

Prerequisites: Special Education major; minimum 2.75 GPA; completion of at least half of the 300-level courses

SPED 420 Special Education Practicum III

Provides students with a supervised, one-day weekly field experience in an approved special education setting during the fall or spring semester. In Practicum III, students assume responsibility for planning and teaching selected lessons under the direction of their cooperating teacher. This course provides students with an opportunity to apply the knowledge and skills presented in these corequisite courses: SPED 410 Methods for Teaching Reading and Related Language Arts, K-12 and SPED 402 Methods for Teaching Math, Science, Social Studies K-12. A weekly on-campus seminar is required. Students must reserve one full day per week for this practicum. Taken concurrently with SPED 401 Methods for Teaching Reading and Language Arts and SPED 402 Methods for Teaching Math, Science and Social Studies.

Prerequisites: Special Education major; minimum 2.75 GPA; SPED 310, SPED 320
2 Credits

SPED 499 Independent Study

In special circumstances, students are allowed to pursue a special research topic that is of interest to them and germane to their curriculum in special education. Independent Study is available only by prior application, which must be made at least two months before the registration period for the following semester in which it is to be taken. Approval forms and directions for applying may be obtained from the department. The Independent Study may not be used as a substitute for a major course. A final document must be submitted to the department chair no later than two weeks before the termination of the semester. A grade of P or F is given.

1-3 credits

**EDUC 415 Senior Teaching Internship in
SPED/Seminar**

Students are assigned to an approved special education setting for a full-time, 16-week field experience **internship**, where they serve successively as aide, associate, and teacher, concluding with a significant period of full-time teaching. The experience allows students to capitalize on their program of study by demonstrating competence in areas expected of individuals prepared for initial certification in special education. A corequisite **seminar** meets regularly as a forum where students discuss and reflect on their experiences, and receive guidance and support.

Prerequisites: To be taken in the semester prior to completion of the requirements for initial certification as "Teacher of Students with Disabilities." Requirements include a cumulative 2.75 GPA; satisfactory completion of all preliminary field experience and required courses in the program; and fulfillment of additional standards, as determined by the department.

12 Credits

College of Humanities and Social Sciences

Dean: Isabel Tirado, Ph.D.

Office: Atrium, Room 262; 973-720-2413

Associate Dean: David Lelyveld, Ph.D.

Office: Atrium, Room 271; 973-720-3316

Degrees Offered:

African, African American, and Caribbean Studies (B.A.)

Anthropology (B.A.)

Asian Studies (B.A.)

English (B.A.)

French and Francophone Studies (B.A.)

History (B.A.)

Latin American Studies (B.A.)

Philosophy (B.A.)

Political Science (B.A.)

Psychology (B.A.)

Sociology (B.A.)

Spanish (B.A.)

Women's Studies (B.A.)

Pre-Professional and other Programs:

Urban Studies

Law

Honors Tracks:

Cognitive Science

Humanities

Performing and Literary Arts

Social Sciences

Introduction

Message from Dean Isabel Tirado

The College of Humanities and Social Sciences provides the educational foundation for every student at William Paterson University. The College serves the entire undergraduate population by providing the largest share of the University's General Education courses. Thousands of graduate and undergraduate students take majors and minors in our ten departments.

Members of our faculty come from the most prestigious PhD-granting institutions in the nation and include many Fulbright fellows and recipients of other major grants and honors. University status and the development of new graduate programs have resulted in new hires, who have invigorated an already excellent professoriate by bringing the latest trends in their disciplines and introducing new fields, programs and courses, or revamping existing ones. Our ability to provide the most current training in the disciplines gives our graduates a competitive advantage in the work force and in applying to graduate schools.

The distinction of our academic programs is recognized by the larger academic community. Recent accolades include the awarding of Department of Education grants for Teaching American History and for establishing the Asian Studies program. We serve the region through such events as the Annual Poetry Recitation Contest, the New Jersey National History Day, the Jefferson Lecture, the Writing Workshop, the Regional Writers Conference, and Women's History Month.

We cultivate a supportive, student-oriented learning community. The Humanities Honors Program, Cluster, Study Abroad, and Pre-Law Programs, the English, French, History, Political Science, Spanish, and Sociology honor societies, the many departmental colloquium series, and a variety of internships, are some of the ways by which we enrich the undergraduate experience.

We prepare our students for the challenges of a changing job market in a changing world.

Mission

The College of Humanities and Social Sciences educates life-long learners, engaged professionals, and active citizens for a diverse and complex world. Through its participation in the General Education program, and interdisciplinary, cross-cultural and international courses and programs, the College affirms the inter-relationship of intellectual pursuit and ethical responsibility. At the forefront of pedagogic and curricular innovation and initiatives, the College prides itself on the scholarly endeavors of its teacher-scholars and their service to the campus, their professions and the region. The College provides students with rigorous, state-of-the-art training that gives them a competitive advantage in the work force and in future academic endeavors.

Objectives

The College of Humanities and Social Sciences is in an exceptional position to:

- provide a rigorous and dynamic liberal arts program through its majors and minors, Honors Track and Cluster Program, speaker series, and colloquia
- prepare undergraduate and graduate students for the interdependent world of the 21st century through courses, programs and extra-curricular activities in cross cultural, global, and international education
- give students technological skills by incorporating technology in instruction and in faculty and student research, and by providing hands-on experience in departmental state-of-the-arts computer laboratories.

Department of African, African American, and Caribbean Studies

Professors: V. McClean

Associate Professor: O. Traore

Assistant Professor: J. Cunningham,

L. Mbogoni (chairperson)

The program of the African, African American, and Caribbean Studies Department is structured around a set of core courses, substantive areas of concentration, and a number of multidisciplinary electives, with emphasis on academic competence, research, and preparation for graduate school and the professions. The core sequence outlines the scope and technical aspects of the field as a serious academic and professional program while the concentration areas enable the student to pursue a focused study of those historical, economic, sociopsychological, and cultural forces that continue to shape the community and national development of both Continental Africans and Africans in the Diaspora during the next millennium.

The department offers a major and a minor in its general program as well as a multidisciplinary minor in Caribbean Studies. The major may be combined with various certification sequences for teaching certification in elementary education or a subject field. The department also provides various courses to satisfy the general education and non-Western requirements, as well as general education electives that are intended to enrich the liberal education of all students. In particular, the program seeks to integrate analyses of race, class, and gender issues and is oriented also to those interested in the sustainable development of local area communities and leadership opportunities for public service.

All majors take 12 credits of required core courses, 12 credits in an area of concentration, and 12 elective credits; three from each of four subject areas other than the selected area of concentration.

Curriculum

MAJOR REQUIREMENTS 36 CREDITS

Required Core Courses 15 Credits

AACS 100	Introduction to African, African American, and Caribbean Studies	3
AACS 110	Elementary Swahili	3
AACS 111	Intermediate Swahili	3
AACS 380	Research Methods on the African, African American, and Caribbean Experience	3
AACS 480	Seminar in African, African American, and Caribbean Studies	3
	or	
AACS 498	Internship in African, African American, and Caribbean Studies	3

Electives 12 Credits

Select 12 credit hours, three from each of four subject areas listed below that are outside the selected major area of concentration.

Please note that AACS 150 Racism and Sexism in the United States and AACS 155 Justice and Racism are General Education required courses and are not accepted as general electives for the major.

Concentrations 12 Credits

Each major chooses 12 credit hours in one specific area of concentration listed below to acquire indepth knowledge in a substantive dimension of the African American experience.

MAJOR CONCENTRATION OR SUBJECT AREAS

Historical

AACS 215	African History I	3
AACS 216	African History II	3
AACS 241	African American History to 1865	3
AACS 242	African American History Since 1865	3
AACS 304	African Caribbean History	3
AACS 310	Recent Interpretations in African American Studies	3
AACS 315	African American Background for Teachers	3
AACS 321	Haiti: Its History, People, and Culture	3

Sociopsychological

AACS 207	Racism and the Mass Media	3
AACS 214	African American Family Life	3
AACS 255	The Black Woman Experience	3
AACS 262	Caribbean Women: Their Culture and Society in the Caribbean	3
AACS 303	African Family Life	3
AACS 358	Psychology of African Americans	3
AACS 401	African American Social Thought	3

Political

AACS 244	African American Politics	3
AACS 338	African Politics	3
AACS 341	Contemporary Caribbean Societies	3
AACS 385	Gender, Ethnic, and Racial Tensions in the New Millennium	3
AACS 402	Pan-Africanism and the Black Experience	3

Cultural, Performance, and Expressive

AACS 101	African American and African Caribbean Dance	3
AACS 115	Gospel Choir	3
AACS 116	African Music-I	3
AACS 117	African Music-II	3
AACS 211	Blues to Rap and Hip Hop: Exploring African, African American Cultural Art Forms	3
AACS 212	African American Music	3
AACS 213	African, African American, and Caribbean Theatre	3
AACS 233	Introduction to the Art of Africa	3
AACS 261	African, African American, and Caribbean Religions	3
AACS 400	The Black Experience in the Film Medium	3

Languages and Literature

AACS 110	Elementary Swahili	3
AACS 111	Intermediate Swahili	3
AACS 151	Introduction to African World Literature	3
AACS 206	Elementary Swahili	3
AACS 307	Intermediate Swahili	3
AACS 311	Studies in African-World Literature	3
AACS 312	Major Authors of African Descent	3
AACS 322	Caribbean Literary Experience I	3
AACS 323	Caribbean Literary Experience II	3
AACS 324	African Communities and Cultures in the New World	3
AACS 328	The African American Literary Experience I	3
AACS 329	The African American Literary Experience II	3

Urban and Community Development

AACS 280	Minority Enterprises	3
AACS 298	Student Community Service	3
AACS 305	African American Community Development	3
AACS 412	Fundamentals of Social Work	3
AACS 420	Economic Structure of the Black Community	3
AACS 480	Internship in African, African American, and Caribbean Studies	3-6
AACS 498	Seminar in African, African American, and Caribbean Studies	3

MINOR REQUIREMENTS..... 18 CREDITS

Required Courses 3 Credits

AACS 100	Introduction to African, African American, and Caribbean Studies	3
----------	------------------------------------------------------------------------	---

Electives 15 Credits

Plus 15 additional credits, comprised of three from each of the five major areas.

MULTIDISCIPLINARY MINOR IN CARIBBEAN STUDIES..... 18 CREDITS

Required Courses 6 Credits

AACS 304	African Caribbean History	3
AACS 341	Contemporary Caribbean Societies	3
AACS305	Community Development (non-Western requirement)	

Electives 12 Credits

Plus 12 additional credits or other related courses, by advisement.

AACS 101	African, African American, and Caribbean Dance	3
AACS 261	African, African American, and Caribbean Religions (non-Western requirement and General Education elective)	3
AACS 321	Haiti: Its History, People, and Culture	3
AACS 322	Caribbean Literary Experience I (non-Western requirement)	
AACS 323	Caribbean Literary Experience II	3
AACS 324	African Communities and Cultures in the New World	3
AACS 499	Independent Study and Research	1-3
POL 338	Caribbean Political Systems	3
	(see Catalog description under Political Science)	

HIST 382	Puerto Rico, Cuba, and the Caribbean World 3 (see Catalog description under History)
FR 337	Topics in Francophone Literature 3 (see Catalog description under Languages and Cultures)
SPAN 302	Caribbean Culture and Literature of the 20th Century 3 (see Catalog description under Languages and Cultures)

Courses

AACS 100 Introduction to African, African American, and Caribbean Studies

Introduces students to the global nature of African, African American, and Caribbean Studies as an academic discipline. Deals with the history and theory of the field, its institutionalization, and its various dimensions and intellectual traditions. Attention is given both to its relationship with the academy and its relevance and involvement with world communities of color. Exposes students to major texts, scholars, and thinkers representing issues in the field and prepares AACS majors for an informed choice of academic program and career options.

AACS 101 African, African American, and African-Caribbean Dance (same as PEEL 212)

Preparation of the body through conditioning exercises and dance sequences to perform ethnic dance forms from Africa, the Caribbean, and the United States. Students may choose a field trip to a professional performance or examine dance forms more closely by composing a dance sequence, using ethnic materials from class.

AACS 110 Basic Swahili I

Presents the fundamentals of Swahili. Simple grammatical construction and forms, building of broad and commonly used vocabulary and idiomatic expression, developing reading, writing, and conversational skills with emphasis on the grammatical principles and their application to the language.

AACS 111 Basic Swahili II

Emphasizes primarily conversation and basic grammar. The class meets formally twice a week. In addition, students work with tapes in the language lab. The approach is concentrated on phonology, morphology, and vocabulary.

AACS 115 Gospel Choir

Discusses gospel music in America from its origins to the present, and its relevance and role in the community. Focus is on gospel concepts, melodic development, memorization, improvisation, and analysis. A companion (practice side) of this course is The Gospel Ensemble.

AACS 116 African Music I

Introduces students to African music by systematically focusing on its diverse geographical areas, its various forms, styles, and musical instruments. The African musical experience is explored within the context of the ecological and environmental paradigm as major factors that impact on traditional musical instrument utilization, particularly in the four major musiological groupings i.e. (1) idiophones, (2) membranophones, (3) chordophones, and (4) aerophones. Within a sociocultural and historical context, the customs, traditions, role, and function of music are examined in various geographical areas and in African society in general.

AACS 117 African Music II

Introduces students to the music of Morocco, otherwise known as Moorish music. Sociocultural, historical, and musiological approaches are incorporated to explore the music, its origins, evolution, and development in North Africa, the various processes and outgrowth of cross-cultural synthesis and, transmutation of core North African musical traditions in Al-Andalus (Spain 711-1492 A.D.) The course provides a systematic study of the Andalusian Metric System in Spain, musicians, musical instruments, form, structure, style, cultural, and technical aspects of the correlations between music and core literary North African traditions and their contributions to world culture.

AACS 150 Racism and Sexism in the United States

A study of the historical, philosophical, social, and political treatments and interpretation of blacks and women in the United States. Selected topics include media stereotypes of blacks and women, definitions and rationalizations of racism and sexism, the role that blacks and women have played in U.S. history, the relationship between the nineteenth-century abolitionist movement and the early feminist movement, the relationship between the 1960s civil rights movement, and the women's liberation movement.

AACS 151 Introduction to African World Literature

This course introduces students to a culture-sensitive reading and appreciation of literature. Using the global literatures of African peoples as primary core traditions, the course provides critical, technical, and historical approaches to a cross-cultural exploration of literature and the intertextual relationships between African-world texts and literary works from non-African traditions. Selected texts cover various genres, time periods, racial-ethnic categories, and geographical areas of the world.

AACS 155 Perspectives on Justice and Racism: The African American Experience

Analysis of racism in the formulation and implementation of the law, in the courts, in penal institutions, and in the police department. Attention is also given to the historical and sociocultural problems associated with the attainment of social justice for African Americans.

AACS 206 Elementary Kiswahili

Presents the fundamentals of Kiswahili. Simple grammatical construction and forms, building of broad and commonly used vocabulary and idiomatic expression, developing reading, writing, and conversational skills with emphasis on the grammatical principles and their application to the language.

AACS 207 Racism and the Mass Media

Examines the history and roles of blacks and other racial-ethnic groups in the American media, focusing, in particular, on the role of racism and ethnocentrism in their experiences, as well as on how they are portrayed.

AACS 211 Blues to Rap and Hip Hop: Exploring African American Cultural Art Forms

Explores the African American oral-cultural tradition from the Blues (Delta, Texas, Memphis, Piedmont), Urban Blues (Classic, Kansas City, Rhythm and Blues), Funk, Soul, Disco, New Jack Swing to Rap, and Hip-Hop. Focus will be on its evolution and development as a cultural art form. Within this context, its relevance and impact will be examined relative to the African American experience and how this music has helped to shape and define African American culture in particular and American culture in general.

AACS 212 African American Music

The music of Africa and that of African Americans has become interwoven with that of the Americas. This course provides students with a better knowledge and understanding of the evolution and development of African American music and its various forms and styles from African Roots to Spirituals, Work Songs, Blues, Gospel, Jazz, Rhythm and Blues (Funk, Soul etc.), Latin (Afro-Cuban, Samba, Meringue etc.), Reggae, Fusion, Rap/Hip-Hop, within a sociocultural and historical context.

AACS 213 African, African American, and Caribbean Theater

An exploration of the African, African American, and Caribbean experience through the medium of theatre.

AACS 214 African American Family Life

An introduction to the sociocultural and historical traditions that have survived and aided in the survival of the African American family, as well as those various forces that have continuously eroded its social fabric and stability. It offers theoretical exposition of the nature and features of the black family with comparative concepts and practices of love, marriage, divorce, illegitimacy, homosexuality, and other aspects of the black family.

AACS 215 African History I

Survey of social and political changes in precolonial Africa. Focuses on ancient civilizations, precolonial states, internal markets, and the Atlantic trade.

AACS 216 African History II

This course is designed to provide a survey of the major social and political changes in Africa during and after the colonial period.

AACS 233 Introduction to the Art of Africa

An introductory course designed to explore and examine the origin, evolution, and meaning of African art. In addition to highlighting the forms, styles, and expressions of African art, the course examines the role of art in African life.

AACS 241 African American History to 1865

After a survey of the African heritage, including slavery, a study is made of the history of people of African descent in their New World environment. The role of African Americans in the development of the United States to the Civil War is examined.

AACS 242 African American History Since 1865

Beginning with an examination of the period of Reconstruction, the course explores the various survival tactics of African Americans and the effects of governmental and societal action or inaction on their lives up to the present.

AACS 244 African American Politics

An examination and analysis of the political power structure and relationships in the black community. Emphasis is on those factors that make black communities relatively powerless and how this state of powerlessness can be ameliorated. Particular attention is paid to black political interaction in New Jersey (Same course as POL 228).

AACS 255 The Black Woman Experience

Examines what it is to be a black woman in contemporary society. The achievements of black women, their relationship to the feminist movement, and their response to the triple oppression that can come from race, class, and gender are highlighted.

AACS 261 African, African American, and Caribbean Religions

Course describes and analyzes the character of the African, African American, and Caribbean religious life, both institutionalized and informal. Focus is on the origins, connectedness and divergences of various religious traditions and practices in Africa and in the diaspora (e.g., Santeria, Candomble, Vodun). Attention is also given to the role of religion in the survival and struggles of peoples of African origin.

AACS 262 Caribbean Women: Their Culture and Society in the Caribbean

An anthropological exploration of women in Caribbean society, using mainly ethnographic source materials. The source focuses on the similarities and differences in the social, economic, and political experiences of various Caribbean women, from slavery through the twentieth century. Particular attention is given to the experiences of Haitian, Cuban, Jamaican, Dominican, and Puerto Rican women.

AACS 280 Minority Enterprises

Analysis and evaluation of the structure, patterns, and problems of minority-owned or operated enterprises. Emphasis is on ways and means by which these businesses can be improved both quantitatively and qualitatively.

AACS 298 Student Community Service

Students have the opportunity to complement and coordinate their academic work with community service, encompassing internships, training, or short-term assignments in student teaching, social work, teaching, recreational, and cultural enrichment programs. The course involves working with selected agencies and organized urban groups.

AACS 303 African Family Life

Traces and examines the origin and development of the African family system, marriage, sex, and child rearing. Focus is also on the primacy of the family in African traditional life.

AACS 304 African-Caribbean History

Examines the history of the Caribbean, starting with slavery, colonization, and the evolution of distinctly African Caribbean society, culture, and personality.

AACS 305 African American Community Development

Analyzes the nature of African American communities, their origins, institutional structures, and cultural characteristics and evaluates their role in community development or underdevelopment. Emphasis is on how local communities can increase their capacity to plan and effect social, political, and economic change to improve the quality of life for African—American peoples. Focus is on communities both in New Jersey (Paterson, Newark) and elsewhere.

AACS 307 Intermediate Swahili

Emphasizes primarily conversation and basic grammar. The class meets formally twice a week. In addition, students work with tapes in the language lab. The approach is concentrated on phonology, morphology, and vocabulary.

AACS 310 Recent Interpretations in African-American Studies

Presentation and analysis of differing points of view on current topics in African American Studies and scholarship.

AACS 311 Studies in African-World Literature

A variable content course designed to provide detailed historical and theoretical studies of African-world literary traditions from the Old Kingdom to the present. Using the methods of comparative literature, the course focuses on one or more selected topics such as postcolonial literature, aesthetic ideology, influence, gender, genre formation, literary periods, literary movements, literature, and the other arts and oral traditions.

AACS 312 Major Author(s) of African Descent
In-depth study of one or more outstanding black authors from Africa, the Caribbean, and the Americas or masterpieces by such authors. Emphasis is on the distinguishing aesthetic and ideological qualities of the texts and their defining contributions to the traditions in which they belong. Authors include Nobel Prize winners such as Toni Morrison, Wole Soyinka, Derek Walcott, and other prominent writers like Wilson Harris, Chinua Achebe, L. S. Senghor, Simon Schwartz-Bart, and Ralph Ellison.

AACS 315 African American Backgrounds for Teachers
A general course for prospective teachers. Introduces various current and historical precepts for analysis, which enable the student to identify the roots of the black American experience. Students visit areas of cultural interest to African Americans in the metropolitan New York/New Jersey area.

AACS 321 Haiti: Its History, Peoples, and Culture
Analysis of Haitian society and culture, both before and after the Revolution, to ascertain the nature and level of social transformation during the period of sovereignty and an examination of the impact of United States intervention on Haitian independence and development. In addition, the particular features of Haitian culture and its connectedness with its African cultural past are analyzed in light of the folk-elite and color-class contradiction that continue to characterize Haitian society and politics.

AACS 322 Caribbean Literary Experience I
A selected survey of major twentieth-century writers from the English-speaking Caribbean, such as V.S. Naipul, George Lamming, Derek Walcott, Edgar Mittelholzer, Samuel Selvon, Jamaica Kincaid, and others. The works of these authors are explored for the light they throw on Caribbean society and culture, as well as for the unique features, if any, of Caribbean literature: essays, drama, poetry, and fiction.

AACS 323 Caribbean Literary Experience II
The course is concerned with literature from the non-English speaking Caribbean. Works of major authors are analyzed for major themes and elucidation of the Caribbean experience.

AACS 324 African Communities and Cultures in the New World
Survey of the African diaspora in the New World, including an examination of the survival, retention, and development of vital and enduring cultural forms and social organization created by peoples of African origin. A diachronic approach to understanding the African and New World cultural interaction as dynamic and creative response to forced migration and labor exploitation.

AACS 328 The African American Literary Experience I
The African American experience as depicted in literature by and about African Americans. Focuses on biographies, autobiographies, and fiction.

AACS 329 The African American Literary Experience II
Focuses mainly on African American drama, poetry, and essays.

AACS 338 African Politics
Deals with post-independence governmental political parties and ideological inclinations among African states. Emphasis is on the origin and evolution of political institutions and their function within contemporary Africa.

AACS 341 Contemporary Caribbean Societies
Examines the major problems facing the Caribbean today. The focus is on the present factors affecting the development of Caribbean societies and the difficulties confronting national and regional efforts to transform their economies. The basic economic, political, and cultural features of the Caribbean are defined and analyzed. Attention is also given to initiatives at regional integration as well as changing United States-Caribbean relations.

AACS 358 Psychology of African Americans
Examines traditional schools of psychology as they pertain to the psychological experience of African Americans. Alternative psychological considerations relative to the African—American experience, including those advanced by noted African American psychologists, are also explored.

**AACS 380 Research Methods on the
African, African American,
and Caribbean Experience**

Introduces students to methodological approaches and strategies of research, including field work, on the African, African American, and Caribbean experience.

**AACS 385 Gender, Ethnic, and Class Conflicts
in the New Millennium**

Provides a cross-cultural comparative, and historical analysis of selected cases of tensions or conflicts surrounding issues of gender, ethnicity, and class that are likely to persist in the new millennium. Selected cases of international and/or intranational conflicts are analyzed and compared to ascertain the interconnections of factors of gender, ethnicity, and class in these processes. The course also seeks to expose students to possible modalities of conflict mediation, consensus building, and change in relations between conflicting parties.

AACS 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

**AACS 400 The Black Experience
in the Film Medium**

An anthropological and historical exploration of the film industry in America as one of the primary avenues used to create derogatory images of African Americans. Attention is given to possible correlation between the depiction of African Americans in film and their changing social/economic/political status.

AACS 401 African American Social Thought

The development of African American social thought in the nineteenth century regarding the nature of being and the circumstances and fortunes of peoples of African descent. Includes the ideas of David Walker, Martin Delaney, Frederick Douglass, W.E. Dubois, Marcus Garvey, Malcolm X, Martin Luther King, Stokely Carmichael, Bayard Rustin, Amiri Baraka, and Molefi Asante.

**AACS 402 Pan-Africanism and the
Black Experience**

An analysis of Pan-Africanism as a social movement, its origins, objectives, strategies, leadership, and followers. Concern is with the philosophy of the movement as a bridging or integrating framework for bringing together continental Africans and Africans in the diaspora in a common and collective exercise.

AACS 412 Fundamentals of Social Work

Deals with the basic concepts and practices of social work as they relate to the social problems of urban neighborhoods. Particularly useful for students planning to pursue a career or graduate study in social work.

**AACS 420 Economic Structure of the
Black Community**

Beginning with an introduction to economics, the course focuses on the economic relations between the inner city and the rest of the economy.

**AACS 480 Seminar in African, African
American, and Caribbean Studies**

A comprehensive analysis of a specialized topic in African, African American, and Caribbean Studies. The objective is to provide an opportunity for a capstone experience for junior and senior students to focus on a major problem in the discipline, work cooperatively with others, sharpen their analytical and critical thinking, and enhance their writing and oral abilities. At least one seminar is offered each academic year. Students may take more than one seminar. Prerequisite: Junior or senior status or permission of the instructor.

**AACS 498 Internship in African, African
American, and Caribbean Studies**

Provides a culturally sensitive, intensive, practical, capstone experience in work settings primarily concerned with activities bearing on the lives of racial and ethnic "minorities." Through supervised work assignments with sponsoring agencies, students observe and participate in the day-to-day tasks of these organizations and keep organized, detailed journals of their experience for analysis and a final report. Major student outcomes include: application of data collection and analysis techniques, improved ability to think critically, enhanced writing and oral skills, strengthening of interpersonal skills, and sharpened theoretical and practical understanding of human service delivery systems. Prerequisite: Junior or senior status and permission of the instructor. (3-6 credits).

AACS 499 Independent Study

As approved and to be arranged.
1-6 credits

Department of Anthropology

Professor: J. Pollak; G. Pope

Associate Professors: A. Barrow,
M. de Lourdes Villar (chairperson)

Assistant Professor: T. Gundling, S. Sharma

Anthropology is designed to provide students with a comprehensive understanding of human nature. It takes the broadest view of what it means to be human, integrating the study of biology and culture. With its global perspective and holistic approach, anthropology not only provides a solid liberal arts education, but prepares students for a wide range of occupations. A major in anthropology allows students to develop a special awareness of ethnic and cultural differences and equips them with a variety of methods to address basic human concerns. Such training provides a strong background for careers including advertising, business, criminology, education, government and international service, journalism, public health, and psychology, in addition to preparing students for graduate studies. The interdisciplinary nature of anthropology also makes it an ideal minor for students in other programs who seek an appreciation of different cultural perspectives in this age of global economics.

The anthropology major gives students the flexibility to tailor a curriculum to fit their individual career goals and to prepare them for other specialty areas. An emphasis on "applied anthropology" is available to students who wish to examine specific problems related to modern human societies. The focus is on developing an understanding of existing cultural issues in a global context and identifying potential solutions. Students who choose an applied emphasis are encouraged by advisement to elect particular courses in other disciplines or to pursue a double major. Independent studies and internships in archaeology, physical anthropology, and cultural anthropology provide students with opportunities to develop specialized knowledge in a major area of anthropological interest.

Honors Society

***Lambda Alpha*, the Honors Society in Anthropology**

Lambda Alpha seeks to "encourage and stimulate research in anthropology by recognizing and honoring superiority in the discipline among students, faculty and other persons engaged in the study of anthropology." Undergraduates who have completed at least 12 credits in anthropology with an average grade in these courses of not less than "B" (3.0 GPA) and a cumulative GPA of not less than 3.0 are eligible for membership, and are encouraged to work with faculty on mutually advantageous programs. *Lambda Alpha* awards annual national scholarships to outstanding seniors and juniors and publication space for students in the *Lambda Alpha* Journal. For more information, please contact Dr. Tom Gundling, Department of Anthropology, 973- 720-2566.

Honors Track Program

The Social Sciences Honors Track is intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. N. Kressel, or see page 253 of this catalog.

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

Required Courses 12 Credits

ANTH 130	Introduction to Anthropology	3
ANTH 200	Human Origins	3
ANTH 210	Archaeology	3
ANTH 301	Anthropological Theory and Method	3

MAJOR ELECTIVES

Select from the following by advisement 21 Credits

ANTH 220	African Archaeology	3
ANTH 240	Word Play: An Introduction to Linguistic Anthropology	3
ANTH 250	Visual Anthropology	3
ANTH 252	Biological Bases of Human Behavior	3
ANTH 254	Primate Biology and Behavior	3
ANTH 257	Sex and Culture	3
ANTH 260	Myth and Folklore and the Modern World ..	3
ANTH 302	Biological Anthropology	3
ANTH 302	Prehistory of the Far East	3
ANTH 329	City Schools: Anthropological Perspectives	3
ANTH 330	Anthropology of Tourism	3

ANTH 340	Applied Anthropology	3
ANTH 341	Law in Society and Culture	3
ANTH 342	The Ethnology of East Asia	3
ANTH 353	Comparative Cultures	3
ANTH 354	Forensic Osteology	3
ANTH 356	Urban Anthropology	3
ANTH 357	Kinship	3
ANTH 359	Cultural Change in Latin America	3
ANTH 399	Selected Topics	3
ANTH 408	Indians of North America	3
ANTH 420	Archaeology of North America	3
ANTH 425	Paleoanthropology	3
ANTH 450	Shamans, Witches and Magic	3
ANTH 490	Anthropology Senior Seminar	3
ANTH 491	Internship	3
ANTH 499	Independent Study	3

MINOR REQUIREMENTS 18 CREDITS

Required Courses 12 Credits

ANTH 130	Introduction to Anthropology	3
ANTH 200	Human Origins	3
ANTH 210	Archaeology	3
ANTH 301	Anthropological Theory and Method	3

Minor Electives 6 Credits

Courses in anthropology by advisement

CERTIFICATION REQUIREMENTS 27 CREDITS

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

ANTH 130 Introduction to Anthropology

Designed to study humanity from the broadest perspective in the social sciences. Through an introduction to basic concepts in cultural/social anthropology, archaeology, physical anthropology, and linguistics, students gain an appreciation of human evolutionary history, modern cultural diversity, and the elements of social life all humans share.

ANTH 200 Human Origins

An introduction to the biological perspective in anthropology, including primate evolution, the living, non-human primates and their behavior, the human fossil record, modern variation and ancient through modern biobehavioral adaptations.

Prerequisite: ANTH 130

ANTH 210 Archaeology

Introduces students to the scientific study of extinct societies. Research design, site survey and excavation, data recording and interpretation, artifact identification and treatment, and cultural resource management are among the topics covered.

Prerequisite: ANTH 130

ANTH 220 African Archaeology

The course presents the African continent and its diverse environmental settings. Archaeological evidence from the multiple sites in eastern South Africa are employed to address human and cultural evolution theories and implications. Evidence for ancient civilizations, permanent settlements, beginnings of farming, and local iron-smelting technology are critically addressed.

ANTH 240 Word Play: An Introduction to Linguistic Anthropology

Words are at the center of the human experience. This course focuses on the uniquely human capacity to use language. Students explore topics including the evolutionary roots of language, the historical development and diffusion of languages past and present as well as the diverse and universal elements of language structure. Students also engage in an ethnographically oriented study of language as a social phenomenon and the fundamental relationship that exists between language, society, thought and culture.

Prerequisite: ANTH 130

ANTH 250 Visual Anthropology

Visual anthropology examines image, behavior, and society in an holistic context.

ANTH 252 Biological Bases of Human Behavior

Exploration of individual and cultural behavior from the perspective of evolutionary biology and the human fossil record.

ANTH 254 Primate Biology and Behavior

This course will focus on our closest mammalian relatives, the order primates. The order primates includes two suborders: prosimians (tarsiers, lemurs, lorises); and anthropoids (Old World and New World monkeys, apes, and humans). Students study the evolutionary history of each suborder in the succession leading to and including humans. They not only focus on anatomical changes (as identified in fossils), but also concentrate on understanding the behavioral changes that primates have undergone and the dynamic medium in which this bio-behavioral evolution has occurred—the paleoenvironment. In addition, students also survey the living primates and the diversity that exists in their modern complex behavior.

Prerequisite: ANTH 130

ANTH 257 Sex and Culture

Examines sex and taboo from a cross-cultural perspective. Focuses on how and why sex differences, sexual behavior, and attitudes about sex vary from culture to culture.

ANTH 260 Myth and Folklore and the Modern World

Examines myths as providers of introspective patterns of moral values, social order, customs, and religious beliefs. Traditional folklore (stories, riddles, songs) and modern folklore (mass media, urban cultures) are examined.

ANTH 301 Anthropological Theory and Method

Anthropology is a relatively new science developed within the last 150 years. This course examines major theories in anthropology in an historical context. It also instructs the student in ethnomethodology—basic techniques for collecting ethnographic data.

Prerequisite: ANTH 130

ANTH 302 Biological Anthropology

An introduction to the biological perspective in anthropology, including primate evolution, the living, nonhuman primates, the evolution of primate behavior, the human fossil record, and modern human variation and adaptability. The biocultural nature of humans is emphasized.

Prerequisite: ANTH 130 or permission of the instructor

ANTH 304 Prehistory of the Far East

The objective of this course is to provide a comprehensive introduction to the prehistory and paleo-anthropology of the Far East (East and Southeast Asia, all inclusive). The course begins with a survey of the history of the theoretical and substantive discoveries which they have influenced and/or continue to influence our understanding of the human evolution and behaviour of the region.

Prerequisite: ANTH 130 or permission of the instructor

ANTH 329 City Schools: Anthropological Perspectives

This course deals with a study of current theories, processes, and concepts in the anthropology of education. Anthropological research and field techniques, as applied to the study of education, are examined from a cross-cultural perspective. A major focus is on contemporary city schools.

ANTH 330 Anthropology of Tourism

A cross-cultural, transactional view of tourism as involving an encounter between tourist- generating and host societies that may be perceived as a process or a system. Imageries of pleasure travel as it reflects a symbolic world will be examined. The focus is upon the changes wrought upon the host society and the sociopolitical and cultural consequences of tourism.

ANTH 340 Applied Anthropology

What can anthropologists offer to the solution of contemporary human problems? What practical contributions can their theories, methods, and insights make to the world? This course explores avenues traditionally sought by anthropologists to apply their knowledge to complex and diverse social situations, and debates the consequences of such involvement and the ethical dilemmas that they face. The course seeks to prepare students for a wide range of career applications. It offers training in the analysis of social systems and interactions, encourages the development of specialized knowledge in other fields, and creates awareness of opportunities for policy-oriented research, program evaluation, cultural brokerage, and advocacy.

ANTH 341 Law in Society and Culture

This course examines mechanisms societies have developed to resolve disputes. Comparing American society to other industrial and preindustrial societies, law and political organizations are shown to have cultural ways of coping with conflict strongly linked to variations in subsistence, economy, and social stratification.

**ANTH 342 The Ethnology of East Asia:
China and Japan**

Examines the development of Chinese and Japanese cultures through the study of marriage, the family, village life, economic organization, and religion. Modernization, industrialization, and cultural change are also explored.

ANTH 353 Comparative Cultures

The comparative study of cultures in sociocultural anthropology. Introduces the students to the Human Relations Area Files (HRAF) and ethnological theory and method.

ANTH 354 Forensic Osteology

This course is designed to present the application of physical anthropology to forensic science. Forensic anthropologists mostly deal with skeletal and dental evidence, therefore a significant amount of the course deals with the normal growth and development of these tissues, along with how they are modified in life and postmortem. The material covered should be of interest not only to students enrolled in anthropology (including archeology) but also in biology, criminal justice, nursing, or any other field in which knowledge of skeletal biology may be required.

ANTH 356 Urban Anthropology

Examines from a cross-cultural perspective ecological and social changes that occur from urban growth.

ANTH 357 Kinship

Kin groups ranging from several to thousands of people serve important economic, social, political, and religious functions in every society. Different types of marriage and family systems are compared in a global and evolutionary context.

ANTH 359 Cultural Change in Latin America

The origin and development of processes of cultural change in Latin America. The course gives the student an opportunity to learn about the cultural institutions of highly developed indigenous cultures and their influences upon present-day Latin American cultures. It also examines current writings on Latin America that deal with social change and helps the student develop scientific objectivity (an anthropological prerequisite) in the analysis of the social problems resulting from change. Particularly useful for international management majors.

ANTH 399 Selected Topics

A topic not covered by an existing course as recommended by the department and approved by the dean. Prerequisite: Permission of the Chair
1-6 credits

ANTH 408 Indians of North America

Demonstrates the continuum of indigenous cultures in North America from pre-Columbian times to the present using historical, ecological, and empirical field data to study cultural processes and changes and the ways they affect interethnic and interracial interaction in the United States.

ANTH 420 Archaeology of North America

This course surveys the prehistoric and historic archaeology of North America from the earliest human occupations to the end of the 19th Century. From the big game hunters of the late Pleistocene, to the corn farming chiefdoms visited by De Soto's expedition, to the settlements of Europeans, to the enslaved peoples of the African diaspora, the course traces the development of diverse cultures through the study and interpretation of their material remains. Prerequisite: Anth 210 (Archaeology) or permission of instructor

ANTH 425 Paleoanthropology

This course provides an in depth exploration of the evolution of the human family, the Hominidae. Geological, paleontological, genetic and archaeological evidence from primary & secondary literature will be critically assessed. Major topics include the appearance of the earliest hominids, distinguishing the most primitive members of genus *Homo*, discussing technological changes and their possible implications for early hominid behavior, and an evaluation of competing theories that address the origin of *Homo sapiens*. Prerequisite: ANTH 130, 200 or 254 or with permission of the instructor

ANTH 450 Shamans, Witches, and Magic

A course in comparative religion focusing on shamanism and non-Western belief systems.

ANTH 490 Anthropology Senior Seminar

This course helps students acquire core professional competencies that facilitate pursuing diverse career paths. It provides students with the tools and resources needed to apply for admission to graduate programs and employment in profit or nonprofit (grant-seeking) agencies. This course will foster critical thinking, oral and written communication skills, and research expertise while building upon knowledge acquired in other upper-level anthropology courses. It will nurture intellectual autonomy, as well as a deeper sense of social commitment and ethical conscience. Prerequisite: At least one 400-level Anthropology course.

ANTH 491 Internship

This course provides qualified students practical work experience in an applied setting. Periodic conferences and a monthly seminar are an integral part of this program.

Prerequisite: Permission of instructor required

3-6 credits

ANTH 499 Independent Study

As approved and to be arranged.

1-6 credits

Asian Studies

Participating Faculty

G. Wang (Sociology), Program Director; G. Pope and S. Sharma (Anthropology); Z. Cong and H. Zhang (Art); P. Ferris and C. Lum (Communication); M. Budhos and T. Liu (English); P. Thiuri (Geography); J. Bone, T. Cook, Y. Dai, D. Lelyveld (History); M. Jian, K. Kim-Yoon, A. Kumar, M. Mukherjee, and H. Watanabe (Languages and Cultures); M. Friegnon (Philosophy); M. Chadda and S. Shalom (Political Science); J. Singh (Women's Studies)

The Asian Studies multidisciplinary, bachelor of arts (B.A.) degree program is designed to provide a comprehensive education about Asia and to prepare students for careers in teaching, government, international business, non-governmental agencies and organizations, journalism, and communications, or enable students to continue studies on the graduate level. The Asian Studies program offers a major and a minor. It provides a wide array of courses about Asia as non-Western electives and new language courses for the General Education program. Asian Studies contributes to the internationalization of the curriculum, joining other areas studies programs, including African, African American, and Caribbean Studies, French and Francophone Studies, and Latin American Studies, all of which offer both majors and minors, as well.

William Paterson's Asian Studies program has impressive strengths in China and Japan and South Asia. Housed in the College of Humanities and Social Sciences, the program builds on faculty strengths in programs and departments throughout the University. Among the Asian Studies faculty are prominent scholars whose interests and research cover most of Asia, from India and Pakistan, to China, Japan, and Southeast Asia.

MAJOR REQUIREMENT 30 CREDITS

The Asian Studies major consists of 30 credits and two tracks. All majors must take an 18-credit required core plus 12 credits of electives.

Language requirement 6 Credits

All Asian Studies majors must take minimally six credits of Asian language courses (Chinese, Japanese, or Hindi) as part of the GE language requirement (see below).

Required Core Courses 18 Credits

ASN 201	Introduction to Asian Studies: A Comparative Study of Societies and Cultures 3
ASN 480	Asian Studies Senior Seminar 3
	or
	a 400-level seminar in Asian Studies
	or
	cross listed with a participating department and intended for seniors.
	Prerequisite: ASN 201 and minimally 12 credits in the major.

Track requirement 12 Credits

Students must take **12 credits** in their selected track in at least two different departments or disciplines. **One of these must be either ASN 270 or 280.**

East Asia Track

Choose four courses within this track:

ASN 270	Civilizations of East Asia
ARTH 337	Art of India, China and Japan
HIST 370	Traditional China
HIST 360	Traditional Japan
HIST 371	Modern China
HIST 361	Modern Japan

PHIL 227	Eastern Philosophy and Religion
ASN/PHIL 350	Buddhist Philosophy
ECON 360	Economic Growth and Development
SOC 391	Population and Development in Asia
ANTH 342	Ethnology of East Asia
GEO 331	Geography of Asia
SOC 391	Population and Development in Asia
POL 336	Politics of Asia: India and China
Language	Any Chinese or Japanese language or literature course at 210- or 300-level

South Asia Track

Choose four courses within this track:

ASN 280	Civilizations of South Asia
ARTH 337	Art of India, China and Japan
ASN/HIST 394	Modern India
PHIL 227	Eastern Philosophy & Religion
ASN/PHIL 350	Buddhist Philosophy
ASN/PHIL 380	Indo-Tibetan Buddhism
WS 356	Women and Gender in Modern South Asia
ECON 360	Economic Growth and Development
SOC 391	Population and Development in Asia
GEO 331	Geography of Asia
SOC 391	Population and Development in Asia
POL 336	Politics of Asia: India and China
Language	Any Hindi language or literature course at 210- or 300-level

Electives 12 Credits

Select four courses (12 credits) from the following list of electives for both tracks. Note: Asian Studies majors must take ASN 201 before taking electives at the 300- and 400-level.

Anthropology

ASN/ANTH 304	Prehistory of the Far East
ANTH 342	Ethnology of East Asia: China and Japan

Art

ARTH 337	Art of India, China and Japan
ARTS 323	Chinese Ink Painting

Economics

ECON 360	Economic Growth and Development
----------	---------------------------------

Geography

GEO 331	Geography of Asia
---------	-------------------

History

HIST 358	Russia In Asia
HIST 360	Traditional Japan
HIST 361	Modern Japan
ASN/HIST 364	Japanese History through Cinema
HIST 365	Pacific War: Japan and the Second World War in Asia
HIST 366	The U.S. and the Pacific: Asia, Asian Americans, and American Dreams
HIST 370	Traditional China
HIST 371	Modern China
HIST 375	Chinese Communist Revolution
ASN/HIST 394	Modern India
HIST 460	Seminar in East Asian History
HIST 470	Women and Revolution in China

Languages and Cultures

ASN 270	East Asia Civilization
ASN 280	Civilizations of South Asia
ASN 340	Orientalism: Theories and Practices
ASN 341	Asian and American Cross Cultural Communication
ASN/CHIN 200	Introduction to Chinese Culture
CHIN 210	Intermediate Chinese
CHIN 211	Intermediate Chinese
CHIN 221	Spoken Chinese
CHIN 222	Advanced Conversation and Composition I
CHIN 223	Advanced Conversation and Composition II
CHIN 300	Introduction to Chinese Literature
CHIN 301	Modern Chinese Literature in Translation
CHIN 302	Chinese Popular Culture
CHIN 320	Introduction to Chinese Culture
CHIN 375	Contemporary Chinese Cinema
HNDI 210	Intermediate Hindi I
HNDI 211	Intermediate Hindi II
ASN 303/	
HNDI 301	Literature of India in Translation
JPAN 210	Intermediate Japanese I
JPAN 211	Intermediate Japanese II
ASN/JPAN 221	Japanese Conversation
ASN/JPAN 222	Advanced Japanese I
ASN/JPAN 223	Advanced Japanese II
ASN/JPAN 301	Cultural Studies: Japan
ASN/JPAN 302	Japanese Literature and Film in Translation

Philosophy

PHIL 227	Eastern Philosophy & Religion
ASN/PHIL 380	Indo-Tibetan Buddhism
ASN/PHIL 350	Buddhist Philosophy

Political Science

POL 336 Politics of Asia: India and China

ASN/POL 349 Southeast Asia in World Politics

Sociology

SOC 391 Population and Development in Asia

Women's Studies

WS 356 Women and Gender in Modern South Asia

ASN/WS 359 Women and Islam

TEACHING CERTIFICATION

Asian Studies majors who are interested in teaching certification must seek advisement in the College of Education for appropriate certification sequence. In addition, they must take, as part of their GE Social Science requirement, the following three courses: POL 120 American Government and GEO 150 World Regional Geography, plus a third course from among the following: ANTH 130 Introduction to Anthropology; ECON 201 Macroeconomics, PSY110 General Psychology, SOC101 Principles of Sociology, SOC 102 Social Problems. They must take two U.S. history courses either as GE electives or upper-level electives.

Courses

ASN 201 Introduction to Asian Studies

This multi-disciplinary course introduces students to the geography, history, culture, society, economics, and politics of India, China, Japan, Korea, and Southeast Asia. The foundation for the Asian Studies minor, the course is taken at the beginning of the minor. This course is taught collectively by the participating faculty members.

ASN 270 East Asian Civilization

This course is a survey of East Asian civilization from its formative age to the present. The course focuses on the cultural heritage of East Asia, including Confucianism, Buddhism, and Taoism, and the diverse paths taken by three East Asian societies, China, Japan and Korea, in their efforts to build modern nations. Special attention is given to interaction between the three societies that gave rise to a strong cultural bond in East Asia.

ASN 280 Civilizations of South Asia

A thematic introduction to the continuities and variations in the cultural history of the Indian subcontinent that examines the concept of civilization, including ideas of the past, forms of authority and resistance, the interaction of religious traditions, the colonial encounter, and the rise of competing nationalisms.

ASN 341 Asian and American Cross-cultural Communication

A comparative and contrastive study of interpersonal communication in East Asia (i.e., China, Japan, and Korea) and the United States. The course familiarizes students with the foundations of cross-cultural pragmatics, and examines the differences and similarities in cognitive, verbal, and behavioral patterns among East Asians and between East Asians and Americans.

Cross-listed: ASN 341

ASN 480 Asian Studies Senior Seminar

This senior capstone course allows students to conduct in-depth research and writing on Asia. Seminar topics vary according to the discipline of the Asian Studies faculty member teaching the particular seminar. Students are required to read scholarly literature in the particular field covered in the seminar and to use their knowledge of Asia acquired in this course and in core and elective courses in order to produce a senior seminar paper. Students are required to present their research paper in class. Students are also encouraged to present their findings in public venues, such as Asian Studies student-faculty colloquia or Asian Studies conferences. Prerequisites: ASN 201 and either ASN 270 or 280

ANTHROPOLOGY

ASN/ANTH 304 Prehistory of the Far East

The objective of this course is to provide a comprehensive introduction to the prehistory and paleoanthropology of the Far East (East and Southeast Asia, all inclusive). The course begins with a survey of the history of the theoretical and substantive discoveries which have influenced and/or continue to influence our understanding of the human evolution and behavior of the region.

Cross-listed ASN 304

**ANTH 342 The Ethnology of East Asia:
China and Japan**

Examines the development of Chinese and Japanese cultures through the study of marriage, the family, village life, economic organization and religion. Modernization, industrialization, and cultural change are also explored.

ART

ARTS 323 Chinese Ink Painting

Emphasizes the creative aspect of Chinese art. This course applies Chinese artistic theories in artistic practice. It is not a Chinese art history course. Particular emphasis is placed on painting materials and techniques, as well as learning to appreciate Chinese painting and its characteristics. This course enables students to view a unique Asian culture from a new perspective and to absorb elements from a different tradition into their own artistic articulation and elaboration.

Prerequisites: ARTS 105, 120, 220

ARTH 337 Art of India, China, and Japan

Survey the arts of India, China, and Japan presented in their historical and cultural context. Prerequisite: one course in art history.

ECONOMICS

ECON 360 Economic Growth and Development

The course is designed to introduce students to the basic concepts, issues, and sources of growth and development. Particular emphasis is placed on the functioning of developing countries' versus developed countries' economies; policies at both domestic and international levels are also discussed.

GEOGRAPHY

GEO 331 Geography of Asia

This course provides a sound understanding of the changing geography of Asia and the region's position within the global economy. Emphasis is placed on a geographical analysis of the region's physical features, natural resources, cultural patterns, population, politics, and economic development potential and problems.

Prerequisites: GEO 150

HISTORY

HIST 358 Russia in Asia

This course surveys Russia's conquest and incorporation of greater Siberia (including Pacific-rim territories) from 1550 to the present. For nearly half a millennium Russia, has been attempting to extend itself eastward into northeast Asia—by force, especially at first, but also by more subtle means. However, the results defy easy categorization. Thus, Siberia is ideally suited to the study of contested frontiers and to exploring the impact of expansion into Asia on the society and political-economic system behind them.

Prerequisite: HIST 101

HIST 360 Traditional Japan

This course treats the emergence of a distinctly Japanese cultural tradition, the development of a highly refined imperial court world, and the usurpation of political power by the warrior class known as the samurai, whose rule culminated in the Tokugawa Peace, 1600-1868.

Prerequisite: HIST 101

HIST 361 Modern Japan

This course examines Japan's spectacular rise to world power and a position of economic prominence. The social and political consequences of industrialization and "Westernization" receive special attention. Japan's experience with continental empire, war, defeat, and recovery are treated through social, economic, cultural, and political perspectives. Key resources, such as literature and contemporary films, are used.

Prerequisite: HIST 101

ASN 364/ Japanese History through Cinema

HIST 364

Japan has had one of the world's strongest and most creative cinema traditions, dating back to the invention of motion pictures. It has produced some of the greatest directors, actors, and themes in cinema history, and its influence in contemporary culture outside of Japan, especially through its anime offshoots, are now standard fare world-wide. This course examines what Japanese cinema can teach us about the making of contemporary Japan. It will be dedicated to a special theme that engages the class in an historical quest to show how we can better understand the making of modern Japan through the history of its cinema.

Prerequisite: HIST 101. Cross-listed: ASN 364.

HIST 365 The Pacific War: Japan and the Second World War in Asia

The course examines the Japanese experience during the 1931-1945 era and postwar occupation to better understand the political, economic, and social toll of the war and its impact on the development of Japanese society. The course makes extensive use of rare film materials to bring the experience closer.

Prerequisite: HIST 101

HIST 366 The U.S. and the Pacific

This course explores the cultural, political, and human intercourse between North America and East Asia across the broad highway of the Pacific. The Pacific Ocean has been, since the days of the New England whalers and clipper ships, both a frontier and an opportunity attracting Americans. Examine American interests in the Far East, learn how the U.S. acquired territories as diverse as Hawaii and the Philippines, and come to understand emerging American ideas about worlds beyond the West Coast. Also, learn how America's interests have been reciprocated in Asia. Discover what part Commodore Perry played in the opening of Japan, and understand why people from Japan, China, the Philippines, the Pacific, and Southeast Asia looked to America as a land of opportunity, a threat, a place of succor, and a source of exploitation.

Prerequisite: HIST 101

HIST 370 Traditional China

The foundations of Chinese civilization. Analyzes China's religions, philosophies, government, economics, family and society, and attempts to bring into focus those aspects of Chinese civilization that have a direct bearing on our understanding of the Chinese today.

Prerequisite: HIST 101

HIST 371 Modern China

China's response to the impact of the West with particular attention to the difficulties with which China adjusts itself to a modern, fast-changing world and the developments that led to communism.

Prerequisite: HIST 101

HIST 375 Chinese Communist Revolution

The course examines the birth, evolution and decline of Chinese communism. The foci of the course are as follows. First, it explores the origins of the Chinese communist movement in the early twentieth century. Second, it discusses the factors contributing to communists taking power in China in the wake of World War II. Third, it analyzes the decline of Chinese communism and the transformation of the communist state to a more plural society in the last three decades of the twentieth century.

Prerequisite: Hist 101

ASN 394/ Modern India

HIST 394

An introduction to the history of South Asia under British rule and the post-colonial nation states that arose by the second half of the twentieth century.

Prerequisite: HIST 101.

Cross-listed: ASN 394

HIST 460 Seminar in East Asian History

This course examines the key critical methods of historical research and writing in the East Asian environment. Each semester focuses on a specific theme.

Prerequisite: History majors only; nonmajors may take course with instructor's permission, HIST 260.

HIST 470 Women and Revolution in China

This course explores women's participation and the role of women's emancipation in the 100 years of Chinese revolutionary activities from the late nineteenth century to the 1990s. It discusses the reconciliation of, and conflict between, women's emancipation and general revolutionary objectives. It also traces the origins and evolution of the Chinese feminist movement, which paralleled the Chinese revolutionary experience.

Prerequisite: HIST 260.

LANGUAGES AND CULTURES

CHINESE

ASN/CHIN 200 Introduction to Chinese Culture

This course is a survey of the essential elements of Chinese culture from its earliest time to the present. It discusses topics such as Chinese philosophy, religion, writing system, literature, art, science, medicine, family, marriage and home, architecture, and gardens.

Cross-listed: ASN 200

CHIN 210 Intermediate Chinese I

Following continued training in fluent and accurate speech, students learn new vocabulary, and more complicated sentences. Stress is on the understanding of sentence patterns, which serve as a foundation for further study.

Prerequisite: CHIN 111 or equivalent

CHIN 211 Intermediate Chinese II

An intensification of CHIN 110. Students are introduced to a variety of topics in modern Chinese and work toward the goal of recognizing approximately 1,200 lexical items, including 1000 characters. Students also learn how to write short compositions.

Prerequisite: Chinese 210 or equivalent

CHIN 222 Advanced Chinese Conversation and Composition I

Concentrates on consolidating the foundations of pronunciation, grammar, and character writing built in the first two years of study. Emphasis on discussing topics of general interest and writing essays.

Prerequisite: CHIN 211

CHIN 223 Advanced Chinese Conversation and Composition II

A continuation of CHIN 222. Provides a wide range of more advanced vocabulary and a number of common sayings, as well as a metaphorical use of common words that form part of the verbal and cultural backgrounds of Chinese people.

Prerequisite: CHIN 222

CHIN 301 Modern Chinese Literature in Translation

This course introduces students to the literature of twentieth-century China. It presents important historical and literary background, discusses literary trends and major authors, and analyzes major literary text in different genres with emphasis on short stories. (Taught in English)

CHIN 302 Chinese Popular Culture

This course examines Chinese popular literature, art, film, television, music, posters, and material culture. It analyzes how such critical factors as ideology, politics, ethnicity, race, gender, and sexuality are shaped by and reshaped in popular culture. It focuses on the contemporary popular culture of mainland China, though attention is also paid to popular cultures in Hong Kong and Taiwan. (Taught in English)

CHIN 375 Contemporary Chinese Cinema

Course analyzes films of prominent "Fifth Generation" Chinese film makers and discusses their form, cinematic codes, and historical context. (Taught in English)

HINDI**HNDI 210 Intermediate Hindi I**

The course presumes novice-high proficiency in Hindi, focusing on all four areas of language skills—speaking, listening, reading, and writing. Reinforces competence gained in Basic Hindi with a thorough review and further development of grammar and vocabulary. Training to read literary and journalistic selections in Hindi, and to write short, grammatically and stylistically correct Hindi compositions. Oral-aural practice through class discussions, presentations, and laboratory assignments. Enhance appreciation of the Hindi/Urdu-speaking world through cultural readings and films.

Prerequisite: HNDI 111 or equivalent

HNDI 211 Intermediate Hindi II

The second half of an intermediate course that presumes intermediate-low proficiency in Hindi, focusing on all four areas of language skills—speaking, listening, reading, and writing. Reinforces competence gained in Intermediate I with a thorough review and further development of grammar and vocabulary. Training to read literary and journalistic selections in Hindi, and to write short, grammatically and stylistically correct Hindi compositions. Oral-aural practice through class discussions, presentations, and laboratory assignments. Enhance appreciation of the Hindi/Urdu-speaking world through cultural readings and films.

Prerequisite: HNDI 210 or equivalent

ASN 303/ HNDI 301 Literature of India in Translation

A survey of the literature of South Asia, starting with selections from the Sanskrit epics and going on to romantic and devotional poetry and the rise of modern literary forms, with an emphasis on Hindi. Texts are read in translation.

Cross-listed: ASN 303

JAPANESE

JPAN 210 Intermediate Japanese I

The course, designed as a continuation of Basic Japanese I and II, further increases the student's knowledge of Japanese grammar, vocabulary, and idioms and characters by building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 111

JPAN 211 Intermediate Japanese II

A continuation of Intermediate Japanese I. Further increases a student's knowledge of Japanese grammar, vocabulary, and idioms and characters by building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 210

ASN/JPAN 221 Japanese Conversation

The course develops students' speaking and aural comprehension abilities in Japanese. It deals with various aspects of spoken Japanese and integrates them into a multi-purpose oral communication skill. Main activities lead toward the development of speaking and listening skills sufficient to handle daily conversation. Other activities include the consolidation of pronunciation and intonation, discussion, speech, interpretative reading, story telling, and dictation. These activities, involving a variety of topics regarding Japan, aim as well to deepen students' understanding of Japanese culture and behavior.

Cross-listed ASN 221

ASN/JPAN 222 Advanced Japanese I

The course is the continuation of JPAN 211, Intermediate Japanese II. The course develops the four skills of speaking, aural comprehension, reading, and writing with an increased emphasis on reading and writing at an advanced level. It fosters the development of vocabulary and an in-depth understanding of Japanese grammar through role play, conversation, and reading and writing exercises. Topics of discussion include diverse aspects of Japanese culture and society so as to enhance a greater understanding of Japan.

Cross-listed: ASN 222

ASN/JPAN 223 Advanced Japanese II

The course is the continuation of JPAN-222, Advanced Japanese I. It further develops a broad competency of the four skills: speaking, aural comprehension, reading, and writing, with an increased emphasis on the development of the functional abilities in authentic situations. It fosters the development of vocabulary and an in-depth understanding of Japanese grammar through role play, conversation, and reading and writing exercises. These activities, involving a variety of topics regarding Japan, aim as well to deepen students' understanding of Japanese culture and society.

Cross-listed: ASN 223

ASN/JPAN 301 Cultural Studies: Japan

This course examines contemporary Japanese culture and society. Drawing upon a contemporary cultural studies approach, it covers a variety of topics, such as Japanese family and social organizations, religion, basic cultural values, attitudes, and perceptions. Like many countries, Japan has been changing drastically in the past few decades. The course, therefore, invites students to look at the Japan of today from the basis of a general, traditional understanding of the country.

Cross-listed: ASN 301

ASN/JPAN 302 Japanese Literature and Film in Translation

This course fosters an understanding of major works of Japanese literature and cinema, both traditional and contemporary. Drawing upon novels, dramas, poetry, and film, it examines how these genres reflect Japanese ethics, aesthetics, samurai, and commoner societies in the Edo period. Furthermore, the course explores the influence on contemporary literature of westernization in the postwar period and reconciliation of individual expression with group conformity in today's society.

Cross-listed: ASN 302

PHILOSOPHY

PHIL 227 Eastern Philosophy and Religion

A comparative study of the principal past and present Eastern religions and of man's religious feelings and experience.

Prerequisite: PHIL 110

ASN/PHIL 350 Buddhist Philosophy

This course examines various philosophies within the Buddhist tradition, such as the atomists, the idealists, and the schools that claim that ultimate reality is beyond the scope of words. The role of meditation and morality in relation to these schools is also discussed. The course introduces students to Buddhist philosophy as it evolved in India, China, Korea, Japan, and Tibet. The course ends with an examination of contemporary Buddhism.

Prerequisite: PHIL 110. Cross-listed: ASN 350

ASN/PHIL 380 Indo-Tibetan Buddhist Philosophy

An introduction to "generic" Buddhist philosophy as the basis for Tibetan Buddhist philosophy. Emphasis is placed on the four noble truths, the eightfold path, the four immeasurables, and the virtues. The Early Schools and the Mahayana and Vajrayana paths are explained, as well as the major philosophical positions in Buddhism. Students are introduced to major teachers in the Tibetan tradition as well as to modern Tibetan thinkers.

Prerequisite: PHIL 110. Cross-listed: ASN 380

POLITICAL SCIENCE**POL 336 Politics of Asia: India and China**

This course examines the politics of China and India from a comparative perspective. China chose socialism in 1949; in 1947, India opted for a liberal, capitalist, democratic system. Thus, these largest countries in Asia offer excellent material for studying the process of modernization and change in ideologically contrasting settings.

ASN/POL 349 Southeast Asia in World Politics

Southeast Asia is a region of great diversity encompassing democracies and dictatorships; a city-state and a vast archipelago; rich states and poor; the world's most populous Muslim country, one of the largest Catholic nations and one of the newest nations (East Timor); and ancient civilizations. It is also a region of great economic and strategic importance: the scene of fast-growing states and of the United States' longest war. This course examines colonial legacies, nationalist and revolutionary movements, big-power interests in order to understand the foreign policy of regional states and the role of external powers.

Cross-listed: ASN 349

SOCIOLOGY**SOC 391 Population and Development in Asia**

This course introduces students to an overview of (1) the population problems in major Asian countries such as China and India; (2) the relationship between population and economic development; (3) the relationship between population and social development; and (4) the relationship between Asian development and the world.

WOMEN'S STUDIES**WS 356 Women and Gender in Modern South Asia**

This course examines the history of women and gender in modern South Asia (India, Pakistan, Bangladesh, and Sri Lanka) during the nineteenth and twentieth centuries. We analyze the historical processes that transformed women's lives, and consider how women themselves negotiated or subverted these processes in their own interest. Major themes and topics include: the transformation of gender through colonialism and nationalism, the emergence of women's movements, women's labor and globalization, and gender in the South Asian diaspora.

Prerequisites: WS 110 or 150, or AACS 150.

Cross-listed: HIST 356

ASN/WS 359 Women and Islam: History, Politics and Culture

This course examines women and gender in Islamic societies in the Middle East, North Africa, and Asia. Beginning with an overview of pre-modern history, the course focuses on the nineteenth and twentieth centuries. Topics include: women's roles in production and reproduction, gender ideologies and representations of Muslim women, and the development of feminist, nationalist, and Islamist movements. Throughout the course, we also interrogate our own categories of analysis. What makes a particular society 'Islamic' and is this the best way to define our topic? How does our position in the U.S. shape our understanding of Muslim women? How do culture and politics come together to shape women's roles and rights?

Prerequisites: WS 110 or 150, or AACS 150.

Cross-listed: HIST 359/ASN 359

ASIAN STUDIES MINOR

Faculty

J. Bone (History), M. Budhos (English)
M. Chadda (Political Science), Z. Cong (Art),
T. Cook (History), Y. Dai (History), M. Friquegnon
(Philosophy), M. Jian (Languages), K. Kim-Yoon
(Languages), D. Lelyveld (History), P. Liu
(Geography), T. Liu (English), C. Lum (Communi-
cation), M. Mukherjee (Languages), G. Pope
(Anthropology), S. Shalom (Political Science),
S. Sharma (Anthropology), P. Thiuri (Geogra-
phy), G. Wang (Sociology), H. Watanabe
(Languages), H. Zhang (Art History)

The Asian Studies Minor at William Paterson brings together a distinguished faculty and interested students from different departments. With the faculty's solid and broad background on historical and contemporary Asia, the program provides students with various career goals a multi-disciplinary education in the languages, cultures, art, anthropology, geography, history, philosophy, political science, and sociology of Asia.

To minor in Asian Studies, students must complete a total of 18 credits that include the following:

- 3 required credits of ASN 201: Introduction to Asian Studies.
- 6 credits of Asian language, literature, or culture courses preferably at the intermediate (200) level or above.
- 9 credits of electives by advisement in the departments of Anthropology, Art, English, History, Philosophy, Political Science, Sociology, and Women's Studies. Electives must be chosen from at least two disciplines. Electives include the following courses as well as any subsequent new courses developed in Asian Studies.

Asian Studies

ASN 201	Introduction to Asian Studies
ASN 270	Civilizations of East Asia
ASN 280	Civilizations of South Asia
ASN 340	Orientalisms: Theories and Practices
ASN 341	Asian and American Cross-cultural Communication
ASN 480	Asian Studies Seminar

Anthropology

ANTH 304	Prehistory of the Far East Asia
ANTH 342	The Ethnology of East Asia: China and Japan

Art History

ARTH 337	Art of India, China and Japan
ART 323	Chinese Ink Painting

Geography

Geo 331	Geography of Asia
---------	-------------------

History

HIST 370	Traditional China
HIST 371	Modern China
HIST 360	Traditional Japan
HIST 361	Modern Japan
HIST 365	Pacific War: Japan and the Second World War in Asia
HIST 366	The United States and the Pacific: Asia, Asian Americans, and America Dreams
HIST 394	Modern India
HIST 460	Seminar in East Asian History
HIST 470	Women and the Chinese Revolution

Languages and Cultures

CHIN 200	Introduction to Chinese Culture
CHIN 210, 211	Intermediate Chinese
CHIN 221, 222	Advanced Chinese
CHIN 301	Modern Chinese Literature in Translation
CHIN 302	Chinese Popular Culture
CHIN 373	Asian-American Cinema Voice
CHIN 375	Contemporary Chinese Cinema
HNDI 210, 211	Intermediate Hindi
HNDI 303	Literature of India in Translation
JPAN 210, 211	Intermediate Japanese
JPAN 221	Conversation Japanese
JPAN 222, 223	Advanced Japanese
JPAN 301	Cultural Studies: Japan
JPAN 302	Japanese Literature and Film in Translation

Philosophy

PHIL 227	Eastern Philosophy and Religion
PHIL 350	Buddhist Philosophy
PHIL 380	Indo-Tibetan Buddhism

Political Science

POL 336	Politics of Asia: India and China
POL 349	Southeast Asia in World Politics

Sociology

SOC 391	Population and Development in Asia
---------	------------------------------------

Women's Studies

WS 355	Women and Gender in Modern South Asia
WS 359	Women and Islam

Department of English

Professors: E. Burns, P. Cioffari, A. Deakins, C. Feldmann, E. Gardiner, B. Gooch, L. Hamalian, S. Hahn, J. Hauser, J. Jordan, C. Nekola, B. Parker, D. Perry (chairperson), R. Rosen

Associate Professors: T. Liu, J. Parras

Assistant Professors: A. Barnes, D. Borkowski, M. Budhos, J. Hartman, P. Jackson, A. Jarrells, S. Newton, B. O'Broin, B. Suess, C. Weaver, R. Wetzsteon

Instructors: M. Edwards, I. Marshall

The English Department offers a major program with a concentration in literature or in writing, leading to a bachelor of arts degree in English. Students in other programs also have the opportunity to minor in English or take a variety of liberal studies or free elective courses. Students may choose from courses in English, American, European, and comparative literature; linguistics, criticism, and writing; or contemporary themes in literature and film.

The objectives of the program are: (1) to provide students with an understanding and appreciation of literature as art and the relation of literature to other art forms; (2) to heighten students' awareness of diverse linguistic, literary, and cultural heritages; (3) to develop students' critical reading and analytical skills; (4) to increase students' ability to communicate their ideas in writing; (5) to help students prepare for careers; (6) to prepare students for graduate school.

Students majoring in English often choose careers in teaching, law, journalism, publishing, editing, public relations, advertising, computer technology, finance, or writing film and TV scripts, plays, novels, stories, poems, or creative nonfiction. English majors who intend to pursue a graduate program in English are strongly encouraged to satisfy the intermediate reading level in a foreign language.

Honors Society

Sigma Tau Delta, the International Honors Society in English

Sigma Tau Delta, the International English Honor Society, founded in 1924, is a member of the Association of College Honor Societies. The society exists to confer distinction for high achievement in English language and literature, to promote interest in literature and the English language, and to foster the discipline of English in all its aspects, including creative and critical writing. Members receive a subscription to the *Newsletter* and an opportunity to contribute to the award-winning literary publication, *The Rectangle*. To be eligible for membership, students must be majoring in English, must have completed 18 hours of course work in the major, and must have a 3.0 GPA, both overall and in the major. For more information, please contact Dr. Elaine Gardiner, Department of English, (973) 720-3065

Curriculum

ENGLISH MAJOR: LITERATURE CONCENTRATION REQUIREMENTS 36 CREDITS

Portal course 3 Credits
ENG 200 Methods of Literary Analysis

Survey Courses 12 Credits

Select four of the following courses, with at least one each from the British, American, and Western European offerings:

ENG 301	English Literature Through the Neoclassical Period	3
ENG 302	English Literature: Romantic Through Modern	3
ENG 303	American Literature to 1865	3
ENG 304	American Literature 1865-1914	3
ENG 305	Literature of Western Europe: To the Renaissance	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3

Period Courses 6 Credits

Choose two, one of which must be before 1900:

BEFORE 1900

ENG 219	Nineteenth-Century Women's Voices	3
ENG 310	Elizabethan and Jacobean Drama	3
ENG 311	Literature of the English Renaissance	3
ENG 312	Donne, Jonson and Their Contemporaries ...	3
ENG 313	The Age of Dryden, Pope, and Swift	3
ENG 314	The Age of Johnson	3
ENG 315	Romantic Movement in England	3
ENG 316	Literature and Culture of the Victorians	3
ENG 320	The English Novel: Defoe to Austen	3
ENG 321	The English Novel: Dickens to Hardy	3
ENG 322	Nineteenth-Century European Fiction	3

AFTER 1900

ENG 211	Modern Drama	3
ENG 214	Contemporary Drama	3
ENG 217	Images of Women in Modern Literature	3
ENG 317	Modern American Literature	3
ENG 318	Modern British Literature	3
ENG 319	Modern British and American Poetry	3
ENG 323	Twentieth-Century European Fiction	3
ENG 324	Modern Biography and Autobiography	3
ENG 340	Contemporary Literature	3

Writing Course 3 Credits

Choose one:

ENG 330	Critical Writing	3
ENG 331	Creative Writing	3
COMM 250	Journalism	3

Language Course 3 Credits

Choose one:

ENG 401	Linguistics and Grammars	3
ENG 402	Development of the English Language	3
ENG 403	Grammar and Style	3

Specialized Author or Seminar Course 3 Credits

Choose one:

ENG 410	Chaucer and His Age	3
ENG 411	Shakespeare: Comedies and Histories	3
ENG 412	Shakespeare: Tragedies and Romances	3
ENG 413	Milton	3
ENG 480	Seminar in English Literature	3
ENG 481	Seminar in American Literature	3

Electives 6 Credits

Select two additional English courses at or above the 200 level.

WRITING CONCENTRATION

REQUIREMENTS 36 CREDITS

Core Courses 12 Credits

ENG 200	Methods of Literary Analysis	3
ENG 231	Introduction to Creative Writing	3
ENG 330	Critical Writing	3
ENG 401	Linguistics and Grammars or Development of the English Language or Grammar and Style	3

Survey Courses 6 Credits

Select two of the following courses from the list below:

ENG 301	English Literature Through the Neoclassical Period	3
ENG 302	English Literature: Romantic Through Modern	3
ENG 303	American Literature to 1865	3
ENG 304	American Literature 1865-1914	3
ENG 305	Literature of Western Europe: To the Renaissance	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3
ENG 317	Modern American Literature	3
ENG 318	Modern British Literature	3

Advanced Writing Courses 9 Credits

GROUP I (6-9 credits)

ENG 209	Book and Magazine Editing	3
ENG 300	Technical Writing	3
ENG 324	Modern Biography and Autobiography	3
ENG 332	Advanced Creative Writing	3
ENG 333	Critical Writing II	3
ENG 334	Creative Non-Fiction Writing	3
ENG 338	Fiction Writing	3
ENG 339	Poetry Writing Seminar	3
ENG 617	Modern Techniques of Composition*	3
ENG 619	Writing for the Magazine Market*	3

*These are graduate courses, open to undergraduates with the written permission of the chairperson and dean. See the graduate catalog for course descriptions.

GROUP II (0-3 credits)

COMM 250	Journalism	3
COMM 324	Writing for Radio and Television	3
COMM 431	Screenwriting	3
COMM 451	Freelance Writing	3
COMM 456	Playwriting	3

Electives 9 Credits

Select three additional English courses at or above the 200-level

MINOR REQUIREMENTS 18 CREDITS**Literature Concentration**

ENG 200	Methods of Literary Analysis	3
Three survey courses from American, English, and World literature courses (301, 302, 303, 304, 305, 306, 317, or 318)		
One period course		9
or		
One course in writing		3
One elective		3

Writing Concentration

ENG 200	Methods of Literary Analysis	3
Three writing courses		
One survey course		9
One elective		3
One elective		3

Note: With the chairperson's permission, 6 credits of other English courses may be substituted for two of the required courses in the minor.

CERTIFICATION REQUIREMENTS 27 CREDITS

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

ENG 108 Basic Writing

Emphasizes fluency and coherence in written expression. Students write and revise short, whole pieces to prepare for the more advanced writing required in English 110.

Note: Credits for this basic skills course are not applicable toward degree requirements.

Prerequisite: Basic Skills Test

ENG 110 Writing Effective Prose

A workshop course in which students develop pieces of writing, taking them through various stages of planning and revision. Students share their writing with the instructor and their peers, get feedback on drafts, and consider this feedback as they progress through the writing process. This course develops student's writing competency on the college level.

Prerequisite: Basic Skills Test

ENG 150 Introduction to Literature

Develops the student's appreciation and enjoyment of selected works in fiction, drama, and poetry. Works selected represent different historical periods and cultures. Substantial writing is required.

Prerequisite: Successful completion of ENG 110.

ENG 200 Methods of Literary Analysis

An in-depth study of selected short stories, poems, plays, and/or novels, with focus on practice in using precise literary terms and analytical and evaluative techniques in the context of various critical frameworks (portal course required in both literature and writing concentrations)

Prerequisite: ENG 150

ENG 203 Structure of Standard American English

An introduction to the structure of standard American English, emphasizing both grammatical knowledge and intensive practice in manipulation of grammatical structures for clarity, emphasis, and grace.

Prerequisite: ENG 110

ENG 207 Effective Business Writing

Develops skills in writing various forms of business correspondence, including reports, letters, data sheets, and abstracts.

Prerequisite: ENG 110

ENG 208 The Bible and Literature

Examines the Bible as literature and its influence on other works. Authors may include Dante, Shakespeare, Hawthorne, Melville, Dickinson, Twain, Levertov, and others.

Prerequisite: ENG 150

ENG 209 Book and Magazine Editing

Develops skills in the basic techniques of editing books and magazines. Designed for those interested in a publishing career and for the general reader and writer.

Prerequisite: ENG 110

ENG 211 Modern Drama

Introduces modern drama and performance through a study of representative works of modern European and American drama, emphasizing the nineteenth-century roots in Ibsen, Strindberg, and Shaw; twentieth-century masters like Pirandello, O'Neill, and Miller; contemporary playwrights like Stoppard, Kushner, and Sondheim; and theorists like Artaud and Brecht.

Prerequisite: ENG 150

ENG 214 Contemporary Drama

Studies the mid-century roots of contemporary drama in playwrights like Beckett and Albee, and of recent realistic, experimental, and musical theater. Recent playwrights may include Stoppard, Mamet, Fierstein, Fornes, Sondheim, Shaffer, Wasserstein, Hwang, Kushner, Soyinka, Churchill, Shepard, Valdez, and Wilson.

Prerequisite: ENG 150

ENG 216 Science Fiction and Fantasy

Studies classical and recent science fiction, fantasy for adults and children, and utopian and anti-utopian fiction. Short stories, novels, and films are the basis of class discussions. The course explores genre conventions as well as the historical significance of the texts.

Authors may include Asimov, Bradbury, Clarke, Heinlein, LeGuin, Lewis, Tolkien, Vonnegut, and Wells.

Prerequisite: ENG 150

**ENG 217 Images of Women in
Modern Literature**

Studies the various images of women in modern literature written mostly by women. The course examines the various roles women have played in literature and the ways in which race, class, sexual orientation, and ethnicity shape the works. Selected writers may include Tillie Olsen, Maxine Hong Kingston, Amy Tan, Sandra Cisneros, Toni Morrison, Margaret Atwood, Louise Erdrich, Jeanette Winterson, and Barbara Kingsolver.

Prerequisite: ENG 150

ENG 219 Nineteenth-Century Women's Voices

Studies various writers of the nineteenth century whose work challenges traditional assumptions about women's roles. Attention will be paid to the political and cultural contexts of the works. Writers may include Mary Shelley, Harriet Jacobs, Harriet Beecher Stowe, Charlotte Brontë, Louisa May Alcott, Mary E. Wilkins Freeman, Sarah Orne Jewett, and Kate Chopin.

Prerequisite: ENG 150

ENG 221 The Mystery Story

An historical, philosophical, cultural, and literary study of the mystery story through an examination of such fictional works as the detective story, the suspense novel, the story of strange or frightening adventure, the tale of espionage, the tale of crime, and the Gothic novel—with an emphasis on detection.

Prerequisite: ENG 150

ENG 229 Films and Literature

The study of selected stories, plays, and novels, and their film adaptations. An examination of the challenges of adapting fiction to film. Works to be studied may include *Romeo and Juliet*, *A Room With a View*, *It Happened One Night*, *Rear Window*, *Rashomon*, and *Blow-up*. In addition, race and gender issues are considered in such works as *The Joy That Kills* and *Almos's Man*.

Prerequisite: ENG 150

ENG 231 Introduction to Creative Writing

A workshop leading to the development of writing skills in poetry and fiction; may also cover such genres as drama, screenwriting, and creative non-fiction. Through readings and discussions on topics such as style, theme, and voice, students are encouraged to develop imaginative power and originality in creative writing.

Prerequisite: ENG 150

ENG 300 Technical Writing

Intensive work on the elements of successful technical writing through such forms as the expanded definition, instructions, the informative abstract, and the long technical report.

Prerequisite: ENG 110

**ENG 301 English Literature Through the
Neoclassical Period**

Introduces selected representative works of British literature, from the Old English Period through the Eighteenth Century, with attention to the formal elements of the texts and the genres in which the authors wrote. Special emphasis will be placed on the socio-cultural contexts of the works. Selected writers/texts may include *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer, Margery Kemp, Spenser, Shakespeare, Donne, Dryden, Swift, and Pope.

Prerequisite: ENG 150

**ENG 302 English Literature:
Romantic Through Modern**

Critically studies selected prose, poetry, and drama from the early nineteenth century to the present in its social, intellectual, and national contexts. Included are such major authors as Wordsworth, Byron, Tennyson, the Brownings, Emily Brontë, Christina Rossetti, Wilde, Joyce, Yeats, Woolf, Achebe, Caryl Churchill, and others.

Prerequisite: ENG 150

ENG 303 American Literature to 1865

Critically studies American authors from the Colonial period through the American Renaissance with attention to their social and intellectual background. Authors may include Columbus, Bradford, Rowlandson, Bradstreet, Wheatley, Occom, Cooper, Stowe, Poe, Hawthorne, Melville, Emerson, Thoreau, and Fuller.

Prerequisite: ENG 150

ENG 304 American Literature 1865-1914

Critical study of American authors from the Civil War to World War I, with attention to their social and intellectual backgrounds. Readings may include Whitman, Dickinson, Twain, Chopin, James, Wharton, and Crane.

Prerequisite: ENG 150

ENG 305 Literature of Western Europe: To the Renaissance

Surveys the Western canon drawn from two thousand years of continental European literature, beginning with Greek and Roman writers like Homer, Sappho, Sophocles, Plato and Virgil; continuing through the Judeo-Christian Bibles, St. Augustine, and Dante; and concluding with Renaissance figures like Petrarch, Machiavelli, and Cervantes.

Prerequisite: ENG 150

ENG 306 Literature of Western Europe: Renaissance Through Modern

Surveys the Western canon drawn from continental European literature of the last 300 years, beginning with neoclassical writers like Moliere, Racine, Marie de LaFayette, and Voltaire; continuing with romantic, realistic, naturalistic, and symbolist writers like Rousseau, Goethe, Hugo, Pushkin, Flaubert, Dostoevsky, Baudelaire, Tolstoy, and Ibsen; and concluding with modernist writers like Pirandello, Proust, Mann, Rilke, Kafka, Lorca, and Camus.

Prerequisite: ENG 150

ENG 310 Elizabethan and Jacobean Drama

A critical reading of Shakespeare's forerunners and contemporaries in drama: Kyd, Marlowe, Jonson, Webster, and others.

Prerequisite: ENG 200

ENG 311 Literature of the English Renaissance

Selected English prose and poetry of the sixteenth century. Special attention is given to the early English humanist theories of education, eloquence, and language and their literary influence, and important developments in English poetry. The focus is on such figures as Thomas More, Philip Sidney, and Edmund Spenser.

Prerequisite: ENG 200

ENG 312 Donne, Jonson and Their Contemporaries

A study of several representative works of the first sixty years of the seventeenth century in Britain, with particular emphasis on John Donne and Ben Jonson. Attention is paid to the various literary forms and genres of the seventeenth century, the cultural and intellectual context in which the authors were writing, and the authors' influences on one another.

In addition to Donne and Jonson, selected authors may include Webster, Wroth, Bacon, Hobbes, Herbert, Marvell, Herrick, Philips, and Milton.

Prerequisite: ENG 200

ENG 313 The Age of Dryden, Pope, and Swift

Studies selected works of British Literature, from 1660 to 1750, with particular emphasis on John Dryden, Alexander Pope, and Jonathan Swift. Special attention is paid to the intellectual and cultural context in which the authors were writing. Selected authors may also include Bunyan, Behn, Defoe, Addison and Steele, Montague, and Gay.

Prerequisite: ENG 200

ENG 314 The Age of Johnson

The course focuses on the decline of Augustanism and the rise of Romanticism (1750-98). Students read imaginative, critical, and political works by writers such as Johnson, Boswell, Goldsmith, Radcliffe, Burke, Burney, Inchwald, Sterne, Burns, and Wollstonecraft. The class examines issues such as sentimentalism, manners, revolution, and the emergence of the novel.

Prerequisite: ENG 200

ENG 315 Romantic Movement in England

Critically studies Romantic poetry and prose within the contexts of literary and cultural history. The course addresses the works' thematic content and form as well as issues such as gender, class, nation, ethnicity, religion, and education. Authors may include Blake, Wollstonecraft, Baillie, Burns, Wordsworth (William and Dorothy), Coleridge, Scott, Byron, Shelley (Percy and Mary), Hemans, Keats, and the Brontës.

Prerequisite: ENG 200

ENG 316 Literature and Culture of the Victorians

This course examines the poetry, fiction, and nonfictional prose of the Victorians in their social context. Readings may include such poets as Tennyson, the Brownings, and Arnold; novelists such as Eliot, Stoker, Dickens, and Hardy; nonfictional writers such as Carlyle, Mill, and Pater.

Prerequisite: ENG 200

ENG 317 Modern American Literature

Introduces major movements like modernism, social protest, regionalism, and confessional writing that shaped American fiction, poetry, and drama in the period from the end of World War I to the end of the Vietnam War. Writers may include Frost, Eliot, Hughes, Millay, Ginsberg, and Plath; Glaspell, O'Neill, Hellman, and Albee; Cather, Fitzgerald, Parker, Hemingway, Faulkner, Hurston, Steinbeck, O'Connor, Kerouac, and Barthelme.

Prerequisite: ENG 150

ENG 318 Modern British Literature

Introduces the major developments in modern British literature from approximately 1910 until 1980, emphasizing the development of modernism in Joyce, Eliot, and Woolf; drama from Shaw through Beckett to Osborne and Stoppard; the poetry of Yeats and Auden, Thomas and Larkin; the fiction of Lawrence, Greene, Orwell, and Lessing; and the impact of the literatures of the Empire in Ireland, Africa, the Caribbean, and India/Pakistan.

Prerequisite: ENG 150

ENG 319 Modern British and American Poetry

Studies selected British and American poets of the modern period including such figures as Yeats, Frost, Eliot, Pound, H.D., Lawrence, Auden, Thomas, MacDermid, Williams, Moore, Stevens, Smith, Hughes, Plath, Bishop, Lowell, Ginsberg, Baraka, O'Hara, Levertov, Rich, Lorde, Gunn, and Heaney. Such literary concepts as symbolism, imagism, modernism, postmodernism are discussed. Works are studied within historical and political contexts.

Prerequisite: ENG 200

ENG 320 The English Novel: Defoe to Austen

Critically studies the origins of the English novel in the eighteenth century, with attention to the ways it emerged out of contemporary genres such as travel narrative, letters, memoirs, scandal chronicles, and journalism. Authors may include Behn, Defoe, Richardson, Walpole, Fielding, Sterne, Burney, Radcliffe, Edgeworth, and Austen.

Prerequisite: ENG 200

ENG 321 The English Novel: Dickens to Hardy

Critically studies novels of the Victorian period and their contexts — social, scientific, political, religious, domestic, economic, historical, and literary. Selected authors may include Dickens, Eliot, Thackeray, Trollope, the Brontës, and Hardy.

Prerequisite: ENG 200

ENG 322 The Nineteenth-Century European Novel

Studies major continental European novels against the social, political, and intellectual milieu of nineteenth-century Europe. Within the framework of the romantic, realistic, and the naturalistic literary movements, novelists may include Lermontov, Manzoni, Balzac, Turgenev, Sand, Stendhal, Hugo, Flaubert, Tolstoy, Dostoyevsky, and Zola.

Prerequisite: ENG 200

ENG 323 Twentieth-Century European Fiction

Studies major continental European fiction against the social, political, and intellectual milieu of twentieth-century Europe. Within the framework of the modernist and postmodernist literary movements, authors may include Gide, Colette, Proust, Dinesen, Rilke, Malraux, Camus, Robbe-Grillet, Sarraute, Duras, Celine, Nin, Bernanos, Unamuno, Mann, Remarque, Kafka, Boll, Aichinger, Broch, Grass, Kunera, Calvino, Svevo, Moravia, Silone, Nabokov, Solzhenitsyn, and Babel.

Prerequisite: ENG 200

ENG 324 Modern Biography and Autobiography

Includes modern autobiographies and biographies of writers, artists, musicians, and figures from history and popular culture. A study of how autobiography and biography function as art forms and reflect the political and cultural contexts of their times. An exploration of the process of writing autobiography and biography.

Prerequisite: ENG 150

ENG 325 Literature Across the Americas

The course focuses on fiction, poetry, and drama produced in North, Central, and South Americas, offering comparative readings of selected texts. Writers may include Munro, Atwood, Hurston, Faulkner, Hemingway, Borges, García Marquez, Clarice Lispector, Graciliano Ramos, and Jorge Amado.

Prerequisite: ENG 200

ENG 330 Critical Writing I

This course in nonfiction writing covers a variety of forms and genres, such as the academic paper, the book or film review, the personal essay, and the editorial. Students produce frequent expository and/or analytical writings on selected cultural topics. While learning to edit their own as well as others' work, students develop skills in writing-as-process, grammar and style, argument, persuasion, and research.
Prerequisite: ENG 150

ENG 332 Advanced Creative Writing

Designed to meet the needs of students who, having successfully completed one semester of creative writing, desire further time for supervised writing and specialized instruction.
Prerequisites: ENG 110, ENG 231

ENG 333 Critical Writing II

This writing-intensive course covers advanced nonfiction writing techniques for a variety of purposes and audiences. In writing essays or analyzing literature, mass media, or other cultural texts, students practice various critical approaches and persuasion strategies. The course may also treat advanced topics in manuscript conventions, style and voice, research methods, logical argument, and rhetoric.
Prerequisites: ENG 110, ENG 330

ENG 334 Creative Non-fiction Writing

This advanced writing seminar covers various forms of creative non-fiction prose, treating such genres as the personal essay, memoir, literary journalism, the nature piece and the travel essay.
Prerequisite: ENG 330 or ENG 231

ENG 336 Introduction to Adolescent Literature

A study of classical and contemporary coming-of-age narratives written by, for, and about adolescents. The course may include works by writers such as Twain, Frank, Salinger, and Kincaid.
Prerequisite: ENG 150

ENG 337 Introduction to Children's Literature

A study of genres including fairytales, historical fiction, fantasy, and science fiction in a variety of classical and contemporary works. The course may include works by writers such as Carroll, White, Barrie, Rowling, and Taylor.
Prerequisite: ENG 150

ENG 339 Poetry Writing Seminar

An advanced workshop for students committed to further work in poetry, with emphasis on exposure to a variety of poetic methods and forms and the development of each writer's individual voice and style. Students work on individual projects as well as meet as a group to discuss craft, collaborate in editing workshops, and gain background in the history of poetry.
Prerequisite: ENG 231

ENG 340 Contemporary Literature

An introduction to both traditional and experimental fiction, poetry, and drama drawn from all cultures from approximately 1960 to the present. Novelists may include Marquez, Morrison, Kundera, Kureishi, Carver, Oates, and Cisneros; poets may include Rich, Ashberry, Walcott, Heaney, Amichai, Lorde, Milosz, and Szymborska; and playwrights may include Albee, Stoppard, Mamet, Kushner, Wasserstein, and Fugard.
Prerequisite: ENG 150

ENG 350 Ethnic American Literature

Explores the rich multicultural nature of the American experience, focusing on Immigrant, Native-American, and African American literature in their historical and cultural contexts. Writers include Toni Morrison, Pietro Di Donato, Henry Roth, Amy Tan, Piri Thomas, Maxine Hong Kingston, James Welch, Jerre Mangione, Anzia Yezierska, Zora Neale Hurston, Toni Cade Bambara, Louise Erdrich, among others.
Prerequisite: ENG 150

ENG 399 Selected Topics

A topic of literary interest proposed by a faculty member for one semester only.
Prerequisite: ENG 200
1-6 credits

ENG 401 Linguistics and Grammars

Study of contemporary grammars to understand the structures and functions of the varieties of English.
Prerequisite: ENG 110

ENG 402 Development of the English Language

A historical survey of changes in English vocabulary, pronunciation, spelling, and grammar, including the social context of language change.
Prerequisite: ENG 110

ENG 403 Grammar and Style

The study of the contemporary American English sentence in its historical and sociolinguistic contexts, with attention to the structure of the sentence, editing problems for writers, the role of Standard English, and variation for stylistic effect.

Prerequisite: ENG 110

ENG 410 Chaucer and His Age

Emphasis is on Chaucer's *Canterbury Tales* and Chaucer's language, late Middle English of the South East Midlands. Some attention is given to the historical background of the period and, if time permits, a number of Chaucer's shorter works are read and discussed.

Prerequisite: ENG 200

ENG 411 Shakespeare: Comedies and Histories

Study of such plays as *Richard II*, *Henry IV*, *Henry V*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *Much Ado About Nothing*, and *Twelfth Night*.

Prerequisite: ENG 200

ENG 412 Shakespeare: Tragedies and Romances

Study of such plays as *Hamlet*, *Macbeth*, *Romeo and Juliet*, *Othello*, *King Lear*, and *The Tempest*.

Prerequisite: ENG 200

ENG 413 Milton

An intensive study of the selected works of John Milton, with emphasis on *Paradise Lost*. Particular attention will be paid to the social, religious, political, and intellectual climate in which he wrote. Course may also include some of Milton's shorter works, such as *Lycidas*, *Areopagitica*, selected sonnets, and *Samson Agonistes*.

Prerequisite: ENG 200

ENG 420 Literary Theory

Major literary theories and practices from Aristotle to the present, with emphasis on contemporary approaches, including formalism, materialism, reader-response, Marxism, psychoanalysis, deconstruction, feminism, gender studies, post-colonialism, historicism, and others.

Prerequisite: ENG 200

ENG 421 Literature and Psychoanalysis

A study of literature through application of depth psychology. Analysis of works, such as *Oedipus Rex* and the short stories of Poe, Kafka, Melville, and Hawthorne.

Prerequisite: ENG 150

ENG 422 The Psychological Novel

The relationship between depth psychology and literature and the use of psychoanalysis in interpreting and understanding the novel. Authors may include Gide, Woolf, Joyce, Beckett, and others.

Prerequisite: ENG 150

ENG 423 Myth, Symbol and Literature

Study of symbol, ritual, and myth formation as well as primitive, classical, biblical and social symbols and myths as they appear and function in literature and other media.

Prerequisite: ENG 200

ENG 480 Seminar in English Literature

An in-depth study of a single British author, work, or movement, chosen by the instructor.

Prerequisite: ENG 200

ENG 481 Seminar in American Literature

An in-depth study of a single American author, work, or movement, chosen by the instructor.

Prerequisite: ENG 200

ENG 490 Internship in English

On-the-job training with regional employers.

Students write regularly for the employer and the academic coordinator.

Prerequisite: ENG 200, junior or senior level, GPA 3.0 or better

ENG 499 Independent Study

As approved and to be arranged.

Prerequisite: ENG 200

Department of History

Professors: T. F. Cook Jr., M. Edelstein, D. Lelyveld, I. Tirado

Associate Professors: J. Cho, T. Finnegan (chairperson), J. Livingston, D. Meaders, I. Nack, S. Nalle, G. Robb, G. Satra

Assistant Professors: Y. Dai, M. Gagnon, E. Gonzalez, K. O'Donnell

The history major may concentrate in American or European history. Courses in Asian, Latin American, and Middle Eastern history also are offered. The courses examine economic, social, intellectual, political, and diplomatic history and aim at developing the techniques of historical investigation, as well as increasing a student's ability to critically interpret the past.

Honors Society

Phi Alpha Theta, the International Honors Society in History

Phi Alpha Theta is an International Honors Society with nearly four hundred chapters in North America. *Phi Alpha Theta* is composed of students and professors who have been selected on the basis of excellence in the study or writing of history. *Phi Alpha Theta* promotes the study of history through research, teaching, and the exchange of learning among historians, and it encourages and assists historical research and publication by its members. Membership in *Phi Alpha Theta* requires that a student have completed a minimum of 12 semester history hours and have a minimum of a 3.1 average GPA in history courses and a minimum of a 3.0 overall GPA. Two faculty signatures are required, one of which must be from a faculty member of the History Department. For more information, please contact Dr. Joanne Cho, Department of History, 973-720-3051

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

Area Requirements 6 Credits

HIST 205	United States History Through Reconstruction	3
HIST 206	United States History Since Reconstruction	3

Plus two European history electives and two 3-credit courses in non-Western history, e.g., Asian, Middle Eastern, or Latin American history. The courses may be at the 300- or 400-level and are credited toward elective requirements.

Elective Requirements 27 Credits

HIST 260	Historical Methods	3
	Six courses at the 300 level	18
	Two courses at the 400 level	6

Note: Of the 33 credits required for the major, no more than 18 can be taken in United States, European, or non-Western history. The 6 credits of European and 3 credits of non-Western history electives in the Area Requirements are credited toward the 27 credits of the Elective Requirements by level.

MINOR REQUIREMENTS 18 CREDITS

Students can minor in history by taking an 18-credit program that includes history 205 and 206, a non-Western history course (which will count for the non-Western GE requirement), and three elective courses, one of which must be in European history.

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who are interested in obtaining teaching certification in history must complete additional courses as prescribed by the College of Education (see Department of Curriculum and Instruction).

Courses

Unless otherwise noted, all courses are 3 credits.

EUROPEAN HISTORY

HIST 101 Foundations of Western Civilization: From Antiquity to the Reformation

The first of a two-semester sequence, this course covers the historical development of western civilization from the ancient Near East through the Protestant Reformation. Emphasis is placed on the formation of the Western cultural heritage. (GE requirement; not credited toward the major)

HIST 102 The West and the Modern World: From Age of Discovery to Decolonization

The second of a two-semester sequence, this course is designed to provide broad coverage of the shaping of the modern world. It traces political, intellectual, social and economic developments and interactions between the West and the World from the voyages of discovery to decolonization. (GE requirement; not credited toward the major)

Prerequisite: HIST 101

HIST 301 Social History of Modern Europe

Covers the evolution of European society from a preindustrial society in the eighteenth century through an industrial society in the nineteenth and twentieth centuries, to a postindustrial society in the late twentieth century and introduces students to the objectives, methodology, and sources of social history.

Prerequisite: HIST 101

HIST 302 Origins of Civilization

A survey of the world's oldest civilizations, including ancient Egypt, Mesopotamia, the Hebrews, and the ancient Near East in general. The course examines how and why civilizations originated and developed in the ancient Near East. Focus includes art and archaeology as well as political, social, and religious history.

Prerequisite: HIST 101

HIST 303 Greek Civilization

Covers the cultural background of ancient Greece and the rise and fall of Athenian democracy. Thucydides and other commentators are used for a critical study of the great issues of Greek civilization.

Prerequisite: HIST 101

HIST 304 Rome: Republic and Empire

A survey of critical issues and developments in Roman history from the founding of the city in the eighth century B.C. to the fall of the Empire in the fifth century A.D. Particular attention is placed on the historical effects of social and political growth and decline. Topics include both political-constitutional history and the development of social institutions such as the family and marriage.

Prerequisite: HIST 101

HIST 306 Europe in the Middle Ages

Covers the early Middle Ages and the emergence of medieval order, fact and theories of the relations between church and state, Europe in the High Middle Ages, the development of secular and urban society, formation of nation states, the artistic and intellectual culture of castle, cathedral, and university.

Prerequisite: HIST 101

HIST 307 Imperial Spain 1450-1700

How did a country of nine million discover, conquer and colonize two continents, dominate Europe for 150 years, and create one of the world's major cultures? This course surveys the political and cultural history of Spain and her empire from 1450 to 1700.

Prerequisite: HIST 101

HIST 308 History of Christianity

A history of Christianity from the ancient world to the present, primarily in its European setting. Focus is on the reciprocal impact of the forms, thought, and organization of the Christian religion and society and culture.

Prerequisite: HIST 101

HIST 309 The Italian Renaissance

This course concentrates on the cultural, political, and social foundations of the Renaissance in Italy between 1350 and 1550. Because of the Italian Renaissance's profound influence on all of Europe, some attention is paid to tracing the spread of Renaissance ideas to other countries.

Prerequisite: HIST 101

HIST 310 Modern France Since 1815

The development of France, one of the first democratic republics, from the Bourbon Restoration in 1814 through the Fifth Republic today, featuring a multifaceted approach to French history. Emphasis is on continuity versus change and stability versus instability. The course explores the reasons for France's decline and later resurgence as a European power.

Prerequisite: HIST 101

HIST 312 Reformation Europe

Martin Luther's challenge to the Catholic Church in 1517 led to 150 years of religious reformations and wars in Europe and Christian evangelization around the world. This course examines the origins of the reformation movement and assesses its impact on European society and politics during the early modern period.

Prerequisite: HIST 101

HIST 313 Age of Discovery and Conquest

This course examines the age of Portuguese and Spanish exploration of the Old and New Worlds, and follows the periods of initial contact, conquest, and settlement (1492-1580).

Prerequisite: HIST 101

HIST 330 Imperial Russia

Examines society, politics, and culture of Imperial Russia from the reign of Peter the Great to the last Romanovs. Major topics include serfdom, intellectual currents, and nineteenth-century revolutionary movements.

Prerequisite: HIST 101

HIST 331 Twentieth-Century Russia

After an inquiry into the causes and effects of the revolutions of 1905 and 1917, a study is made of the Soviet regime under Lenin, Stalin, Malenkov, Khrushchev, Brezhnev, and Kosygin. Attention is given to internal industrial, agricultural, social, political and cultural development as well as to the role of the Soviet Union in world affairs.

Prerequisite: HIST 101

HIST 332 Tudor-Stuart England

Explores the England of Henry VII to Queen Elizabeth, the social and political opposition to the early Stuarts, the English Civil War, the regime of Oliver Cromwell, the Restoration, the Glorious Revolution, and the growth of political stability after 1689.

Prerequisite: HIST 101

HIST 333 Modern Britain

Surveys key political developments in Great Britain since the 1780s. Main emphasis is on the development of those social, economic, religious, and educational developments that produced modern British society.

Prerequisite: HIST 101

**HIST 336 Europe in the Age of Revolution:
1789-1848**

Examines the transformation of Europe between 1789 and 1848 in terms of what has been called the "dual revolution" — the French Revolution of 1789 and the contemporaneous industrial revolution in Britain. Special emphasis is placed on the revolutionary movement from 1789 to 1848, which gives this period a certain unity.

Prerequisite: HIST 101

HIST 338 Europe Since 1914

Major political, economic, social, and intellectual developments in Europe since 1914. The internal and diplomatic history of the Great Powers, the economic and political transformation of Europe under the impact of American-Soviet rivalry, and the intellectual record of the age are discussed.

Prerequisite: HIST 101

**HIST 339 The Revolutionary Movement
in Russia**

Examines a century of revolution (1825-1925), focusing on the social, political, and intellectual characteristics of such groups as the Decembrists, Nihilists, Populists, Marxists, and Anarchists.

Prerequisite: HIST 101

**HIST 340 Germany from Bismarck
Through Hitler**

Covers Germany's history from 1848 to 1945 with an emphasis on Germany's involvement in the wars from the Franco-Prussian War to World War II.

Prerequisite: HIST 101

HIST 341 Hitler and the Nazi Era

This course deals with the era of twentieth-century Fascism and World War II, with an emphasis on Hitler and Nazi Germany.

Prerequisites: HIST 101 and HIST 102

HIST 346 Modern European Women's History

This course examines the social, cultural, and political history of European women from the Enlightenment to the present.

Prerequisite: HIST 101

HIST 347 Irish History

A survey course of Irish history from 1600 to the present. The course pays special attention to the Irish struggle for independence from British rule and the defining characteristics of Irish as opposed to English culture.

Prerequisite: HIST 102

HIST 348 The British Empire and Imperialism
Survey of the history of the British Empire. Major course themes include the politics of imperialism and the economic and cultural significance of empire.

HIST 349 The Holocaust
This course deals with several topics related to the Nazi Germany Holocaust. Emphasis is given to the following topics: anti-Semitism in the historical context, the killers and the victims, and the West and the Holocaust. The course also examines family life and gender differences in the camps, as well as civilian reaction to the Holocaust.
Prerequisite: HIST 101

HIST 352 Medieval and Early Modern European Women's History
This course examines women's changing historical roles in Europe from the eighth to the eighteenth century. This course focuses on women's economic, religious, social, and cultural roles and highlights the fascinating daily lives of ordinary women and their families.
Prerequisite: HIST 101

HIST 396 History and Literature of Medieval Spain
A historical, literary, and intellectual survey of the three principal religious communities of Medieval Spain (Christians, Jews, and Muslims) from approximately 500 to 1500 A.D.

HIST 410 Europe: The Industrial Revolution
Focusing on Great Britain from roughly 1780 through the outbreak of WWI, this course probes the origins, nature and consequences of that revolution. It surveys the economic and technical changes that originated in the British Isles, and examines closely the social and cultural transformations created by industrialization.
Prerequisite: HIST 260

HIST 427 Peasant Russia
The course examines the Russian peasantry from the Emancipation of 1861 to forced collectivization in the 1930s.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 428 Stalin and His Times
An examination of Stalin's rise within the leadership of the communist party and Soviet state, Stalin's impact on Soviet domestic policy and international affairs, and the process of de-Stalinization since the 1950s through the present.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 429 The Russian Revolution 1917-32
This course examines the causes and impact of the revolutions of 1917, the major political parties and figures, and the social dynamics within the revolutionary movement. The course then focuses on the first 15 years of Soviet power, delving into the type of society created, the conflicts within the leadership and the rise of Stalin.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 430 The French Revolution and the Napoleonic Era
Examines crucial periods such as the revolution of 1789; the Year II, the revolutionary dictatorship and the Terror, and the Napoleonic era. While political history is stressed, great emphasis is placed on social history.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 432 Intellectual History of Ancient and Medieval Civilizations
An examination of the artistic, practical (ethical and political), theoretical, and religious thought of ancient and medieval civilization in the West.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 444 European Religion 1500-1700
Between 1400 and 1700, Europe went through the religious upheaval of the Protestant and Catholic Reformations. This seminar attempts to understand the impact of the Reformations on European society by reading outstanding books in the field.
Prerequisite: For history majors only; non-majors may take course with instructor's permission, HIST 260

UNITED STATES HISTORY

**HIST 205 United States History
Through Reconstruction**

The first semester of an introduction to United States history, from the time of the European conquest of the Americas to the reconstruction of the nation after the Civil War. Recent approaches and techniques — social history, women's history, African-American history, working-class history — are incorporated to permit new perspectives on the nation's past.

Prerequisite: HIST 101

**HIST 206 United States History
Since Reconstruction**

The second half of the introduction to U.S. history, this course spans the years from Reconstruction to the present. It aims to cast new light on familiar questions about the American experience in the late nineteenth and twentieth centuries — the transformation of America under the impact of immigration, urbanization, industrialization, movements of social protest and reform, and the exercise of power on a global scale — through using the latest tools of historical interpretation.

Prerequisite: HIST 101

HIST 311 Labor History Through Film

An examination of labor history from the nineteenth century to the present, particularly in the United States, through the study of films depicting the conditions and struggles of working people, accompanied by collateral readings and discussions. The films range from animated cartoons to slides, documentaries, and feature-length masterpieces, such as *How Green Was My Valley*, *Sacco and Vanzetti*, and *The Grapes of Wrath*.

Prerequisite: HIST 101

HIST 314 History of New Jersey

An examination in historical perspective of political, economic, and social institutions of New Jersey and the influence of adjacent areas.

Prerequisite: HIST 101

HIST 315 U.S. Jewish Community

Focusing on the historic development of the American Jewish community from colonial to recent times, this course examines such vital issues in American society as ethnicity, cultural identity, and intergroup relations.

Prerequisite: HIST 101

HIST 316 American Women's History

The experience of American women from colonial times to the present. Explores conditions that shaped women's destiny, analyzes the differences between the historical experience of women from different social classes and ethnic groups, and considers the ways American women have perceived their condition and worked to alter it.

Prerequisite: HIST 101

HIST 318 American Colonies

Topical discussion of the American colonies with special attention given to Virginia, Massachusetts, New York, Pennsylvania, Georgia, and New Jersey. The course covers pre-colonial America and the early colonies.

Prerequisite: HIST 101

**HIST 320 Jeffersonian and Jacksonian
Democracy 1789-1840**

An inquiry into the origins of Jeffersonian and Jacksonian Democracy is followed by a consideration of their immediate impact and lasting significance. Economic, social, and political developments are studied and comparisons made with developments in other nations.

Prerequisite: HIST 101

HIST 321 Era of the Civil War 1840-77

An investigation of the causes and effects of the rise of modern industry and the expansion of slavery, the abolitionist movement, the sectional conflict, the Civil War, and Reconstruction with emphasis on their long-range impact on the white and black peoples of the United States.

Prerequisite: HIST 101

HIST 322 Progress, War and Normalcy 1877-1933

A survey of rapid economic growth with its impact on business, labor, and agriculture, followed by discussion of social and political developments, including urbanization and progressivism. Attention is focused on the rise of overseas imperialism, the First World War, and the League of Nations, concluding with an examination of the booming twenties and the Great Depression.

Prerequisite: HIST 101

**HIST 323 From New Deal to Cold War:
Since 1933**

An in-depth examination of the Great Depression of the 1930s with an appraisal of New Deal domestic and foreign policies, followed by a study of World War II and the United States' role in world affairs through the postwar decades. Changing political, social, and economic issues confronting the postwar generation are assessed against the background of world developments. Prerequisite: HIST 101

HIST 325 American Ethnic History

Exploring John F. Kennedy's theme of "A Nation of Immigrants," the course focuses on the mass migrations that shaped American development into the twentieth century. The causes of immigration, the economic and cultural adjustment of the newcomers, and their impact are studied in the light of historical evidence. Prerequisite: HIST 101

HIST 327 America as a World Power

This course studies the history of United States foreign relations in the twentieth century. From America's becoming an imperial power after the Spanish-American War to her uncertain role in the world today, the course traces the ideological underpinnings of American strategy and tactics on the world stage, America's role in major twentieth-century wars — hot and cold — the development of nuclear weapons and the course of the arms race, and the problems and opportunities presented by the dramatic political changes in the contemporary world. Prerequisite: HIST 101

**HIST 344 Society at War—United States in
World War II**

Studies the impact of World War II on American society and evaluates the concept that modern war is an instrument of social change. Emphasis is placed on Roosevelt's wartime leadership; economic mobilization for war; civil liberties; the condition of women, African-Americans, and other minorities; demographic change; youth and popular culture. The recruitment of science for military purposes, particularly in the development of the atomic bomb and the use of atomic bombs against Japan is also studied. Prerequisite: HIST 101

HIST 350 American Slavery

This course examines the institution of American slavery from its early beginnings to 1867. Special attention is paid to the life of the enslaved black: his religion, his personality, his culture, his acculturation, and his heritage. Prerequisite: HIST 101

HIST 354 The Civil Rights Movement

Drawing on memoirs, contemporary accounts, documentary films, and monographs, this course examines the movement that dismantled legalized segregation in the southern United States. It also examines the origins, ideologies, tactics, events, personalities, and consequences of the civil rights movement. Prerequisite: HIST 101

HIST 403 Interpreting U.S. History

Primarily for students with a special interest in American history. Provides an opportunity to critically examine areas in which important reinterpretations have been made or in which controversy exists among scholars. Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

ASIAN HISTORY

HIST 351 Russia in Asia

This course surveys Russia's conquest and incorporation of greater Siberia (Including Pacific-rim territories) from 1550 to the present. For nearly half a millennium Russia has been attempting to extend itself eastward into northeast Asia — by force, especially at first, but also by more subtle means. However, the results defy easy categorization. Thus, Siberia is ideally suited to the study of contested frontiers, and to exploring the impact of expansion into Asia on the society and political-economic system behind them. Prerequisites: HIST 101 and 102

**HIST 355 Women and Gender in Modern
South Asia**

This course examines the history of women and gender in modern South Asia (India, Pakistan, Bangladesh, and Sri Lanka) during the nineteenth and twentieth centuries. It both analyzes the historical processes that transformed women's lives, and considers how women themselves negotiated or subverted these processes in their own interest. Major themes and topics include: the transformation of gender through colonialism and nationalism, the emergence of women's movements, women's labor and globalization and gender in the South Asian diaspora. (Also listed as WS 355) Prerequisite: WS 110 or WS150 or AACS 150 or AACS 155

HIST 359 Women and Islam: History, Politics, and Culture

This course examines women and gender in Islamic societies in the Middle East, North Africa, and Asia. Beginning with an overview of pre-modern history, the course focuses on the nineteenth and twentieth centuries. Topics include: women's roles in production and reproduction, gender ideologies and representations of Muslim women, and the development of feminist, nationalist, and Islamist movements. Throughout the course, we also interrogate our own categories of analysis: What makes a particular society "Islamic," and is this the best way to define our topic? How does our position in the U.S. shape our understanding of Muslim women? How do culture and politics come together to shape women's roles and rights?

Prerequisite: WS 110 or WS150 or AACS 150 or AACS 155

HIST 360 Traditional Japan

This course treats the emergence of a distinctly Japanese cultural tradition, the development of a highly refined imperial court world, and the usurpation of political power by the warrior class known as the samurai, whose rule culminated in the Tokugawa Peace, 1600-1868.

Prerequisite: HIST 101

HIST 361 Modern Japan

This course examines Japan's spectacular rise to world power and a position of economic prominence. The social and political consequences of industrialization and "Westernization" receive special attention. Japan's experience with continental empire, war, defeat, and recovery will be treated through social, economic, cultural, and political perspectives. Literature and contemporary films are key resources used.

Prerequisite: HIST 101

HIST 365 The Pacific War: Japan and the Second World War in Asia

The course examines the Japanese experience during the 1931-1945 era and postwar occupation to better understand the political, economic, and social toll of the war and its impact on the development of Japanese society. The course makes extensive use of rare film materials to bring the experience closer.

Prerequisite: HIST 101

HIST 366 The U.S. and the Pacific

This course explores the cultural, political, and human intercourse between North America and East Asia across the broad highway of the Pacific. The Pacific Ocean has been, since the days of the New England whalers and clipper ships, both a frontier and an opportunity attracting Americans. Examine American interests in the Far East, learn how the U.S. acquired territories as diverse as Hawaii and the Philippines, and come to understand emerging American ideas about worlds beyond the West Coast. Also, learn how America's interests have been reciprocated in Asia. Discover what part Commodore Perry played in the opening of Japan, and understand why people from Japan, China, the Philippines, the Pacific, and Southeast Asia looked to America as a land of opportunity, a threat, a place of succor, and a source of exploitation.

Prerequisite: HIST 101

HIST 370 Traditional China

The foundations of Chinese civilization. Analyzes China's religions, philosophies, government, economics, family and society, and attempts to bring into focus those aspects of Chinese civilization that have a direct bearing on our understanding of the Chinese today.

Prerequisite: HIST 101

HIST 371 Modern China

China's response to the impact of the West with particular attention to the difficulties with which China adjusts itself to a modern, fast-changing world and the developments that led to communism.

Prerequisite: HIST 101

HIST 394 Modern India

An introduction to the history of South Asia under British rule and the postcolonial nation states that arose by the second half of the twentieth century – India, Pakistan and Bangladesh.

Prerequisite: HIST 101

HIST 460 Seminar in East Asian History

This course examines the key critical methods of historical research and writing in the East Asian environment. Each semester will focus on a specific theme.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 476 Women and Revolution in China

This course explores women's participation and the role of women's emancipation in the 100 years of Chinese revolutionary activities from the late 19th century to the 1990s. It discusses the reconciliation of, and conflict between, women's emancipation and general revolutionary objectives. It also traces the origins and evolution of the Chinese feminist movement, which paralleled the Chinese revolutionary experience.

Prerequisite: HIST 260

MIDDLE EASTERN HISTORY

HIST 390 Islamic/Middle Eastern History and Civilization I

History of Islamic Civilization from the Prophet Muhammad to the Mongol Invasion and destruction of the Classical Caliphate in A.D. 1258. The subjects of concentration are (1) the expansion of Islam as a political movement, (2) the formulation of the prophetic message into the religion and law that became the spiritual nucleus of the new civilization, (3) the absorption of the subject peoples (Jews, Christians, Iranians, Turks, Berbers) into the civilization and the role they played in its development and broadening visions and (4) the intellectual achievements of the High Caliphate in law, theology, mysticism, science, philosophy.

Prerequisite: HIST 101

HIST 391 Islamic/Middle Eastern History and Civilization II

This is a continuation of Islamic/Middle Eastern History and Civilization I. The course covers a seven-century span, from the Mongol Conquest and destruction of Baghdad and the Classical Abassid Caliphate in 1258 to modern times in the Islamic Middle East. In addition to the political history of the Islamic World, the course surveys the institutional, administrative, religious, and intellectual changes that were intended to meet the successive challenges facing Muslim society, from the murder of the last Abassid Caliph by the Mongols to the rise of a resurgent Western Europe and Russia that ultimately, in the nineteenth and twentieth centuries, came to dominate the once powerful heartland of Islam, from Morocco to Central Asia.

Prerequisite: HIST 101

HIST 392 Contemporary Middle East

This course is a survey of Middle Eastern History from World War II to the present, with an emphasis on political, social, and economic development;

nationalism and militarism; and contemporary problems threatening the uneasy peace in the region.
Prerequisite: HIST 101

LATIN AMERICAN HISTORY

HIST 353 Comparative Race and Slavery in the Americas, 1400-1888

This course examines the institution of slavery. It focuses especially on the trade of African men and women to the Americas and within the Spanish, Portuguese and English empires. It also examines the "race relations" that developed out of these various segments of the New World.

Prerequisite: HIST101 or permission of the instructor

HIST 380 Colonial Latin America

A review of the Ibero-Indian-African background of Latin America. Also deals with the discovery and conquest of the area; Spain's and Portugal's imperial policies; political, economic, and social developments of the colonial society; and the wars for independence.

Prerequisite: HIST 101

HIST 381 Modern Latin America

Such topics as problems of early nationhood; caudillismo versus modern dictatorships and quest for democracy; difficulties in moving from a colonial to a national economy; and the social tensions of a society in transition are explored with consideration given to Latin America's role in world affairs and relationships with the United States.

Prerequisite: HIST 101

HIST 382 Puerto Rico, Cuba and the Caribbean World

A survey of Caribbean history from Columbus to Castro, stressing the important changes that occurred in the 1950s when the Caribbean became a focal point of the struggle between different world interests and ideologies.

Prerequisite: HIST 101

HIST 383 Modern Brazilian History

This course is designed to introduce students to the making of modern Brazil. The course examines Brazil's history from the arrival of the Portuguese crown in 1808 until the present day. Along with the political and economic history of Brazil, it focuses on social history and popular culture.

Prerequisite: HIST 101 or permission of the instructor

HIST 384 The Mexican Revolution

This course is an in-depth study of the Mexican Revolution of 1910-1917. The course begins with Mexican independence from Spain in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary *Porfiriato* (1867-1910). It also focuses on the socioeconomic and political impact in the post-Revolutionary period between 1920-1940. In short, the Mexican Revolution is a vehicle for studying the emergence of the modern Mexican nation.

Prerequisite: HIST 101 or permission of the instructor

VARIABLE COURSES: THEMATIC, CROSS-CULTURAL HISTORY, METHODOLOGY
HIST 260 Historical Methods

This course, intended primarily for history majors, is concerned with the theory and practice of historical thinking and writing. Emphasis is placed on research methods and skills. History majors must take this course within the first two semesters of coursework in the major.

Prerequisite: HIST 101

HIST 317 U.S. History of the 1960s

Examines the United States in the 1960s — a period of change, reflection and dissent. This course focuses on the factors that generated that change, including the Civil Rights movement, the anti-war movement, women's liberation, and the counter-culture.

Prerequisite: HIST 101

HIST 328 Economic History

This course emphasizes the economic elements, including the use of human and natural resources, in the historic growth of the United States from colonial to recent times. An analysis is made of such evolutionary institutions as corporations and labor unions, as well as the changing role of government, technological innovations, competition, agrarian/industrial pioneering, and other issues in the development of America.

Prerequisite: HIST 101

HIST 351 History Museum Studies

Through the study of artifacts, museum theory and practice, field trips, and group research, students examine the issues of collecting, preserving, interpreting, and exhibiting material culture in history museums.

Prerequisites: HIST 101 and HIST 102

HIST 399 Selected Topics

A subject not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: HIST 102

1-6 credits

HIST 400 Internship in History

This course is offered to qualified history majors to provide on-the-job training as interns at one of the following museums or institutions: Botto House Museum, New Jersey Historical Society, Passaic County Historical Society located in Lambert Castle, etc. Internships offer training in museum work, archival work, and as tour guides.

Prerequisites: HIST 102; History Major

HIST 417 War and Society

The history of war and the interrelationship of conflict and conflict resolution in the development of human societies is treated in a comparative framework. Military institutions, science and technology, and cultural treatment of war are among the topics included.

Prerequisites: HIST 102; For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 433 Comparative Revolutions

A comparative study of revolution as a historical phenomenon. An analysis of various theoretical models of revolutionary change provides the conceptual tools with which to compare revolutions in different historical and cultural settings. Major attention is focused on an intensive analysis of selected major revolutions.

Prerequisites: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 480 Seminar

Topics chosen and announced by faculty. Readings, reports, and papers related to specific topics.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

1-3 credits

HIST 499 Independent Study

As approved and to be arranged.

1-6 credits

May not be used as a substitute for Capstone (400 level) Seminar.

Department of Languages and Cultures

Professors: O. de la Suarée (chairperson), O. Saa, B. Williams, K. Kim-Yoon
Associate Professors: E. Martínez, K. Rabbitt, K. Vassilev
Assistant Professor: J. Bernstein, E.C. Frye, M. Jian, G. Maduro, M. Mukherjee, G. Scott, G. Shepherd, M. Tajes, H. Watanabe

The Department of Languages and Cultures is the College unit responsible for structuring, reviewing, and offering all foreign language, cultural studies, and literature courses, from basic to advanced levels. In order to maximize its instructional capabilities, the department operates a state-of-the-art-multimedia language center located in Atrium 131. In addition to the foreign languages being offered, the department administers a major and minor in the literatures and cultures of Spain, Latin America, and Hispanics in the United States; a major and minor in French and Francophone Studies, an interdisciplinary major and minor in Latin American Studies, and supports a minor in Asian Studies. It also houses coursework in Academic ESL and a minor in Legal Interpretation and Translation.

The department also administers a graduate program in Bilingual/ESL. In conjunction with the College of Education, the program offers courses toward a master's in education, and endorsements in bilingual/bicultural education and English as a Second Language at the graduate level.

The Department is the home of the Spanish and French Clubs for students majoring and minoring in Spanish and French, as well as those interested in Hispanic and Francophone cultures. The Spanish and French Clubs help plan academic, cultural, and social activities. Several Hispanic fraternities and sororities as well as French and Hispanic honor societies are also associated with the department. Every year, it sponsors the annual Bilingual/ESL Conference, the Poetry Recitation Contest, and cosponsors the annual Círculo de Cultura Panamericano Conference on Spanish and Spanish American literature and culture.

The aims of the Department of Languages and Cultures are fivefold: (1) to further the development of students majoring in Spanish, French and Francophone Studies, and Latin American Studies and those minoring in French, Spanish, Asian Studies,

Latin American Studies, and legal interpretation; (2) to provide post baccalaureate training in bilingual/bicultural education, as well as in English as a Second Language, leading to endorsement as a teacher in those fields in the state of New Jersey and elsewhere; (3) to provide preprofessional training to bilingual individuals who would like to work as interpreters in legal settings or in hospitals and community agencies where they are needed; (4) to provide courses that may be used in partial fulfillment of the general education requirement in the humanities and (5) to offer electives in second languages.

The Foreign Language Requirement

Placement

William Paterson University has a six-credit, University-wide foreign language requirement that all students must satisfy before graduation. The University does not automatically accept high school foreign language work as equivalent to college-level study. Upon admission, all incoming freshmen and transfer students are required to take a foreign language placement test to determine the appropriate level at which the student should begin the study of a language. Students with very limited or no background in a particular language are placed in a Basic I section and choose among one of the languages currently offered in the department. If students decide to take a language they have never had before, they enroll in a Basic I course. Once enrolled in a Basic I section, students have to take a Basic II section in the same language to satisfy the requirement.

Likewise, those students who are placed in a Basic II section or above (such as Intermediate I or Intermediate II), must satisfy the foreign language requirement by taking two (2) higher courses in the same language. The department also honors advanced placement in foreign languages, depending on test scores.

Students who wish to complete their language requirement in one semester can register for Intensive Spanish I and II, SPAN 106 (6 credits). First-year students who wish to complete their language study in consecutive semesters (Basic French I or Basic Spanish I in the fall, Basic French II or Basic Spanish II in the spring) are encouraged to do so. This allows for faster language development through class continuity.

Native speakers of Spanish with little or no academic experience in the language should enroll in Contemporary Spanish for Native Speakers (SPAN 114). See advisor.

Challenge Test

The Department of Languages and Cultures also offers students the opportunity of “challenging” their foreign language placement in second year language courses only (Intermediate I and/or Intermediate II). This option is only available for students before completing 60 college credits.

The student must pay the fee for a challenge test if they desire to obtain credit (\$75.00 per level). If a student wishes to place out of the foreign language requirement in a language not offered at William Paterson University (e.g., Polish, Serbo-Croatian, etc.), the student may take a proficiency exam at an approved institution such as New York University before completing 70 college credits.

Academic ESL Program

William Paterson University’s Academic English Program offers courses designed to improve the English reading and writing skills of students who are speakers of other languages. For this reason, students usually enroll in these courses during their first year. Students in the Academic English Program are matriculated at the University and may take additional courses. All Academic English courses earn graduation credits.

At William Paterson, Academic English reading and writing courses are offered at the intermediate (level 1) and advanced (level 2) levels. Placement is determined by student profile information, Accuplacer test results, and student essay. At each level (1 and 2), students enroll in a three-credit reading course and a six-credit writing course (a total of nine credits). Additionally, level 2 students enroll in Racism and Sexism (three credits) for a total of twelve credits. An additional two-credit Writing Workshop serves Academic English students enrolled in English 110 (Writing Effective Prose).

Note: Students enrolled in Academic English courses **do not** take Basic Skills Reading and Writing classes. Those classes are designed for native speakers of English. For more information, please contact Professor Judy B. Bernstein, Director of Academic English, Atrium 251, phone: 973-720-2807; fax: 973-720-3084; e-mail bernsteinj@wpunj.edu.

Honor Societies

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, founded in 1919, is a member of the Association of College Honor Societies and is affiliated with the American Association of Teachers of Spanish and Portuguese, the Instituto Internacional Sempere in Spain and Ecuador, the Instituto Bilingüe/Multicultural of Cuernavaca, Mexico, the Academia Latinoamericana de Español in Ecuador, Bolivia and Peru, and with Enforex, Spanish Language School in Spain. The society promotes excellence in the study of the Spanish language and literature, and recognizes student’s high achievements in the field. Members receive a diploma, a commemorative pin, and the right to apply for the Society’s scholarship. The chapter receives a subscription to *Entre Nosotros*, the society’s yearly publication. To be eligible for membership, students:

- Must have completed at least three years, or equivalent, of college Spanish, including at least one class of a third-year course in Hispanic literature or civilization and culture.
- Must have a 3.0 or higher GPA both overall and in the major.
- Must have completed at least three semesters of college courses.
- Must show interest in things Hispanic and be of good moral character.

For more information please contact Dr. María Tajés, Department of Languages and Cultures, 973-720-3725.

The *Nu Theta* Chapter of *Pi Delta Phi*, the National French Honor Society, was founded at William Paterson in 2003. A member of the association of College Honor Societies, the purpose of *Pi Delta Phi* is to recognize outstanding scholarship in French and Francophone language and literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French and Francophone world, and to stimulate and encourage French and Francophone cultural activities. Members receive a subscription to the *Newsletter*, and can avail themselves of scholarship opportunities. To be eligible for membership, students must have a minimum GPA of 3.0 in at least one semester of upper division French.

For more information, please contact Dr. Madhuri Mukherjee, Department of Languages and Cultures, 973-720-3630.

Multimedia Language Center

The mission of the Multimedia Language Center is to support and enhance the instructional delivery of the foreign language courses offered by the Department of Languages and Cultures by integrating an innovative multimedia Intranet/Internet based learning and teaching environment into the language curriculum. The goal of the Multimedia Language Center is to maximize the use of the existing technology to its full potential and provide students with a state-of-the-art and pedagogically sound instructional delivery support system to promote language proficiency for the 21st century and implement a student centered, communicative, and multimedia-based language learning and teaching environment to support the development and the practice of language, research, and communication skills in the foreign language.

For further information, please contact the Department of Languages and Cultures at 973-720-2330.

Study Abroad Program

Students interested in the Study Abroad program should make an appointment with their major advisor. They should then contact the Director of the Office of International Education who will provide the information they need about eligibility, procedures to be followed, types of programs approved by the University, credit transfers, etc. Semester programs are also available. For further information regarding the Study Abroad Program, please contact Dr. Jaime Ortiz, Executive Director, Center for International Education, Wayne Hall, 973-720-2976.

The Major in French and Francophone Studies

Description of Major

French and Francophone Studies is an interdisciplinary major designed to introduce students to the rich diversity of the French-speaking world. Making use of a developing knowledge of the French language, students combine studies in the histories, literatures, and cultures of France and of different Francophone countries or areas. The major develops advanced French language skills and offers critical skills in textual and contextual analysis. Students may choose to focus on French and Francophone literature or on other areas of cultural study. The major is particularly recommended for students interested in pursuing work or study in international fields.

All majors prepare a final project during the senior capstone seminar and complete a portfolio demonstrating oral, written, and reading proficiency and the scope of their cultural knowledge. The final project, a focused study of a particular field of cultural production or of a geopolitical area in relation to the student's chosen track, is decided upon in consultation with the student's advisor. This work may take the form of a literary study, or of an examination of a different area of cultural production (art or architecture, film, television, radio, comic books, etc.), or of a study of an event, movement, or system within the French-speaking world.

Prerequisites for entrance into the major:

FR 110, 111, and 210 or equivalent must be completed before taking any course in the major (with the exception of FR 200 which is taught in English). FR 211 may be taken concurrently with 200-level courses. Native speakers of French should meet with their advisor to determine alternative courses.

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

I. Required Courses 12 Credits

FR 200	Introduction to French and Francophone Literatures and Cultures (offered in English)	3
FR 222	Stylistics and Advanced Composition	3
FR 240	Spoken French through Cultural Study	3
FR 250	Introduction to Textual Analysis and Research Methods	3

II. Possible Tracks for Major Study

Majors in French and Francophone Studies complete a total of 21 upper-level credits within one of two tracks:

- I. Language and Literature
- II. Language and Cultural Studies

Advanced work for track

I. Language and Literature:

Required courses for track: 12 credits

FR 320	Approaches to Literary Studies	3
	One 300-level literature course:	3
FR 331	The Modern Novel in French OR	
FR 333	Modern French and Francophone Theater OR	
FR 336	French Poetry OR	
FR 337	Topics in Francophone Literature	
FR 452	Translation Theory and Practice	3
FR 480	Senior Capstone Seminar	3

Electives: (select total of 3) 9 credits

In French: (minimum of 2)

FR 331	The Modern Novel in French	3
FR 333	Modern French and Francophone Theater ...	3
FR 336	French Poetry	3
FR 337	Topics in Francophone Literature (<i>Topic varies. May be repeated for credit</i>)	3
FR 341	Approaches to Cultural Studies	3
FR 350	Sounds and Structures of French	3
FR 380	Topics in Parisian Culture (<i>Topic varies; may be repeated for credit</i>)	3
FR 399	Selected Topics	3
FR 400	Seminar in French and Francophone Cultural Studies	3
FR 432	Nineteenth-Century French Narrative Prose	3
FR 499	Independent Study	3

Outside Courses: (maximum of 1)

AACS 323	Caribbean Literary Experience II	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3
ENG 322	The Nineteenth-Century European Novel ...	3
ENG 323	Twentieth-Century European Fiction	3
ENG 420	Literary Criticism	3
FR 370	French Cinema	3
FR 371	Francophone Cinema	3

II. Language and Cultural Studies:

Required courses for track: 12 credits

FR 341	Approaches to Cultural Studies	3
FR 350	Sounds and Structures of French	3
FR 400	Seminar in French and Francophone Cultural Studies	3
FR 480	Senior Capstone Seminar	3

Electives: (select total of 3) 9 credits

In French: (minimum of 2)

FR 320	Approaches to Literary Studies	3
FR 331	The Modern Novel in French	3
FR 333	Modern French and Francophone Theater ...	3
FR 336	French Poetry	3
FR 337	Topics in Francophone Literature (<i>Topic varies. May be repeated for credit</i>)	3
FR 370	French Cinema	3
FR 371	Francophone Cinema	3
FR 380	Topics in Parisian Culture (<i>Topic varies; may be repeated for credit</i>)	3
FR 399	Selected Topics	3
FR 432	Nineteenth-Century French Narrative Prose	3
FR 452	Translation Theory and Practice	3
FR 499	Independent Study	3

Outside courses: (maximum of 1)

AACS 321	Haiti: Its History, Peoples, and Culture	3
AACS 323	Caribbean Literary Experience II	3
FR 370	French Cinema	3
FR 371	Francophone Cinema	3
HIST 310	Modern France Since 1815	3
HIST 430	The French Revolution and the Napoleonic Era	3
POL 332	European Political Systems	3

**THE MINOR IN FRENCH AND
FRANCOPHONE STUDIES**

Description of Minor

The French and Francophone Studies minor is designed to allow students to include work in the French language and in French and Francophone culture in their undergraduate program of study. This minor is particularly relevant for students interested in an international framework for their major studies (African, African American, and Caribbean Studies; Anthropology; Art History; Communications; Economics and Finance; English; Geography; History; Latin American Studies; Marketing and Management; Musical Studies; Philosophy; Political Science; Sociology; Theater; Women's Studies).

Prerequisites for entrance into the minor:

FR 110, 111, and 210 or equivalent must be completed before taking any course in the minor (with the exception of FR 200 which is taught in English). FR 211 may be taken concurrently with 200-level courses. Native speakers of French should meet with their advisor to determine alternative courses.

MINOR REQUIREMENTS 18 CREDITS

I. Required Courses 15 Credits

FR 200	Introduction to French and Francophone Literatures and Cultures (offered in English)	3
FR 211	Intermediate French II	3
FR 222	Stylistics and Advanced Composition	3
FR 240	Spoken French through Cultural Study	3
FR 250	Introduction to Textual Analysis and Research Methods	3

II. Elective Course 3 Credits

(select one course)

FR 320	Approaches to Literary Studies	3
FR 331	The Modern Novel in French	3
FR 333	Modern French and Francophone Theater ...	3

FR 336	French Poetry	3
FR 337	Topics in Francophone Literature	3
FR 341	Approaches to Cultural Studies	3
FR 350	Sounds and Structures of French	3
FR 370	French Cinema	3
FR 371	Francophone Cinema	3
FR 380	Topics in Parisian Culture	3
FR 399	Selected Topics	3
FR 400	Seminar in French and Francophone Cultural Studies	3
FR 432	Nineteenth-Century French Narrative Prose	3
FR 452	Translation Theory and Practice	3
FR 499	Independent Study	3

The Spanish Major

Prerequisites for entrance into the major:

Spanish 110, 111, 210, and 211, or the equivalent.

These four courses or their equivalent must be completed before taking any courses in the major. Native speakers should not take Spanish 110 and Spanish 111; they are advised to take Spanish 114, (Spanish For Native Speakers), in their place. Not all courses are offered every semester: Check the Master Schedule and consult with your academic advisor before registering.

MAJOR REQUIREMENTS 33 CREDITS.

The Spanish major is comprised of 33 credits from courses grouped at three levels. Foundation Courses (Level A), Guided Electives (Level B), and Senior Spanish Seminars (Level C).

Students are required to complete all five courses in Level A (15 credits), four courses in Level B (two from Spain and two from Latin America for a total of 12 credits), and two Senior Spanish Seminars in Level C (a 400-level course and the Capstone course (SPAN 498) (6 credits).

Spanish 221 and 222 should be taken as early as possible in the major.

Any prerequisites to the 200-level courses for courses in Level B are noted for each course.

Students may take up to three credits, to be applied toward the major, from department offerings taught in English. Students may take only one film course in the Spanish major.

LEVEL A: FOUNDATION COURSES

200-LEVEL COURSES: 15 CREDITS

Students must have completed SPAN 211 or its equivalent.

Students must take all five courses.

SPAN 221:	Spanish: Phonetics and Phonology	3
	or	
SPAN 360:	Introduction to Spanish linguistics	3
SPAN 222:	Advanced Spanish Composition	3
	or	
SPAN 314:	Advanced Spanish Composition	3
SPAN 229:	Survey of Spanish Literature	3
SPAN 232:	Survey of Latin American Literature	3
SPAN 250:	Literary Analysis and Research Methods	3

Note: You may take 250 and a course from Level B concurrently. You may not take a course in Level B before having taken 250.

LEVEL B: ELECTIVES

300- AND 400-LEVEL 12 CREDITS

Take any four 300- or 400-level courses in this area:

- Two (2) courses from Latin America (6 credits); and,
- Two (2) courses from Spain (6 credits)*

*These courses must be literature content courses taught in Spanish.

LEVEL C: SEMINARS

400-LEVEL 6 CREDITS

- One 400-level course from Spain or Latin America (3 credits); and
- The Senior Spanish Capstone Seminar (SPAN 498) (3 credits)**

**Seminars: SPAN 480, 481, and the Senior Capstone Seminar (498)

Prerequisites

SPAN 250 is a prerequisite for all literature courses.

Please note: The content of SPAN 399; SPAN 480, SPAN 481 and SPAN 499 (Independent Study) varies. Please check with the department for current offerings.

THE SPANISH MINOR 18 CREDITS

Required Core Courses

SPAN 221:	Spanish: Phonetics and Phonology	3
	or	
SPAN 360:	Introduction to Spanish linguistics	3
SPAN 222:	Advanced Spanish Composition	3
	or	
SPAN 314:	Advanced Spanish Composition	3
SPAN 229:	Survey of Spanish Literature	3
	or	
SPAN 232:	Survey of Latin American Literature	3
SPAN 250:	Literary Analysis and Research Methods	3

Electives (300/400) level 6 Credits

Take any two 300- or 400-level courses in either **Latin**

America or **Spain** (these 300- and/or 400-level courses must be taught in Spanish)

Note: Required core courses may be taken concurrently with 300 and 400 level elective courses, but should be taken as early as possible in the major.

COHERENT SEQUENCE IN SPANISH SUBJECT AREA

To prepare teachers of Spanish (for those students who have teaching certification in other subjects or who have undergraduate degrees in other subjects and are pursuing alternate route), this program:

1. Establishes **required** core courses and electives. It provides rigor and cohesion for those seeking certification; and,
2. Establishes clear minimum standards and enhances cohesiveness and provides prospective teachers with a sound training in language, literature, and cultural studies.

COURSE SEQUENCE 30 CREDITS

The 30-credit course sequence in Spanish begins with three 200-level courses in phonetics and phonology, advanced composition, and literary research methods, plus two 200-level study survey courses in the literature of Spain and Latin America (courses below the 221 level do not count towards the 30-credit sequence). Students may then select five additional courses at the 300- and 400-level. Students must take all 30 credits within the program. Those students who already have any of the core courses may substitute, upon the approval of the department, those courses with elective courses at a higher level.

All courses in the 30-credit sequence must be literature content courses taught in Spanish. There will be no English-language electives as part of the 30-credit course sequence. Students are advised to take elective courses in both Latin America and Peninsular literatures and cultures.

THIRTY-CREDIT COURSE SEQUENCE:

Required Core Courses (lower level sequence) ... 15 Credits

SPAN 221	Spanish Phonetics and Phonology, or	
SPAN 360	Spanish Linguistics	3
SPAN 222	Advanced Spanish Composition, or	
SPAN 314	Advanced Spanish Grammar	3
SPAN 229	Survey of Spanish Literature	3
SPAN 232	Survey of Latin American Literature	3
SPAN 250	Literary Analysis and Research Methods ...	3

Electives (300/400 level): Any five 300- or 400-level courses (one course must be at the 400 level): 15 Credits

SPAN 302	Caribbean Culture and Literature	3
SPAN 303	Cultural Studies I: Spain	3
SPAN 304	Cultural Studies II: Latin America	3
SPAN 305	Cultural Studies III: Latinos in U.S.	3
SPAN 314	Advanced Spanish Grammar	3
SPAN 320	Puerto Rican Literature since 1898	3
SPAN 322	Race, Slavery, and the Black Experience in Latin American Literature	3
SPAN 324	Spanish Nobel Prize Winners	3
SPAN 325	Nineteenth and Twentieth Century Latin American Woman Writers	3
SPAN 329	Literature of Spanish Migration	3
SPAN 330	Spanish Literature of XX Century	3
SPAN 331	Golden Age of Spain	3
SPAN 332	Theatre of the Golden Age	3
SPAN 333	Literature of Spain to the Renaissance	3
SPAN 334	Romanticism in Spain	3
SPAN 335	Modern Spanish American Drama	3
SPAN 337	Romantic Theatre of Spain	3
SPAN 338	Literature of Spanish America to Modernismo	3
SPAN 339	Modern Literature of Spanish America	3
SPAN 340	Narratives of Mexican Revolution	3
SPAN 341	Contemporary Dominican Literature	3
SPAN 343	Novel of Latin America	3
SPAN 346	Nineteenth Century Novel of Spain	3
SPAN 360	Spanish Linguistics	3
SPAN 363	Methodology and Pedagogy	3
SPAN 396	History and Literature of Medieval Spain ...	3
SPAN 399	Selected Topics	3
SPAN 435	Cervantes and His Age	3
SPAN 436	Modern Spanish American Essay	3

SPAN 437	Modernismo: Prose and Poetry	3
SPAN 480	Seminar in Latin American Literature	3
SPAN 481	Seminar in Spanish Literature	3
SPAN 498	Senior Capstone Seminar	3

Students following this 30-credit coherent sequence of courses for teaching certification are strongly encouraged to finish a second degree by taking all 33 credits required for the Spanish Major.

Additional Notes:

Students who enter the major with advanced standing in language proficiency may begin the 200-level courses earlier and be able to spread the 300- and 400-level courses over time. This increases their range of electives within the major. Taking summer courses may also increase the opportunities for electives for more rapid advancement.

Spanish majors are encouraged to acquire proficiency in a second foreign language. Consult with your advisor.

LATIN AMERICAN STUDIES

Participating Faculty

J. Cunningham (AAACS); M. de Lourdes Villar (Anthropology); A. Anreus, H. Zhang (Art); C. Feldmann (English); Z. Morgan (History); O. de la Suaree, G. Maduro, G. Shepherd, B. Williams (Language and Cultures); M. Weinstein (Political Science); E. Pumar (Sociology)

The Latin American Studies (LAS) program is an interdisciplinary program providing students with a comprehensive academic grounding in the literary, historic, economic, social, political, and cultural contexts of the region. Students study Latin America by examining the transnational and multilateral relations that shape its political, social, economic, and cultural systems. The program prepares students for careers in international business, law, banking, criminal justice, foreign service, education, health care, and journalism. Since graduate schools recruit students with diverse academic backgrounds, LAS majors and minors make excellent candidates for law school, business school, or foreign service institutions, not to mention graduate studies in humanities, communication, and social sciences.

Participating departments include African, African American, and Caribbean Studies, Anthropology, English, Environmental Science and Geography, History, Languages and Cultures, Political Science, and Sociology.

Requirements for Latin American Studies Major

Candidates for the B.A. in Latin American Studies must satisfy a total of 33 credits as follows:

Required Core 15 credits

LAS 201	Introduction to Latin American Studies	3
SPAN 232	Survey of Latin American Literature, or	
SPAN 301	Masterpieces of Latin American Literature in Translation (taught in English)	3
HIST 380	Colonial Latin America, or	
HIST 381	Modern Latin America	3
POL 337	Politics of Latin America	3
LAS 480	Latin American Seminar	3

Electives 18 credits

Electives courses must be in at least 3 different departments, with a maximum of 6 credits in one discipline. Electives include the following courses as well as any new courses approved by the Latin American Studies committee:

African, African American, and Caribbean Studies

AACS 213	African, African American, and Caribbean Theater
AACS 261	African, African American, and Caribbean Religions
AACS 262	Caribbean Women: Their Culture and Society in the Caribbean
AACS 304	African-Caribbean History
AACS 321	Haiti: Its History, Peoples, and Culture
AACS 322	Caribbean Literary Experience I
AACS 323	Caribbean Literary Experience II
AACS 341	Contemporary Caribbean Societies

Anthropology

ANTH 359	Cultural Change in Latin America
----------	----------------------------------

Art History

ARTH 286	Art of Latin America
ARTH 399	Pre-Columbian Art

English

ENG 325	Literature Across the Americas
---------	--------------------------------

Geography

GEO 335	Geography of Latin America
---------	----------------------------

History

HIST 353	Comparative Race and Slavery in the Americas
HIST 380	Colonial Latin America
HIST 381	Modern Latin America
HIST 382	Puerto Rico, Cuba, and the Caribbean World
HIST 383	Modern Brazilian History
HIST 384	Mexican Revolution

Languages and Cultures

SPAN 228	Latino Literature in the United States
SPAN 232	Survey of Latin American Literature
SPAN 301	Masterpieces of Latin American Literature in Translation
SPAN 302	Caribbean Culture and Literature of the Twentieth Century
SPAN 304	Culture Studies II: Latin America
SPAN 305	Culture Studies III. Latinos in the United States
SPAN 320	Puerto Rican Literature since 1898
SPAN 322	Race, Slavery, and the Black Experience in Latin American Literature
SPAN 324	Nobel Prize Writers of Spain and Spanish America
SPAN 325	Nineteenth/Twentieth Century Latin American Women Writers
SPAN 335	Modern Latin American Theater
SPAN 338	Latin American Women Writers of the 19th and 20th Centuries
SPAN 339	Modern Literature of Spanish America
SPAN 340	Narratives of the Mexican Revolution
SPAN 341	Contemporary Dominican Literature
SPAN 343	Novel of Latin America
SPAN 374	Changing Latin America Cinema
SPAN 399	Selected Topics (on Latin America)
SPAN 436	The Modern Latin American Essay
SPAN 437	Modernismo: Prose and Poetry
SPAN 480	Seminar: Latin America

Political Science

POL 338	Caribbean Political Systems
---------	-----------------------------

LATIN AMERICAN STUDIES MINOR

Students may minor in Latin American Studies by taking 18 credits as follows:

Required Courses 18 credits

LAS 201	Introduction to Latin American Studies
---------	----------------------------------------

Students must choose 2 (two) courses from two different departments from the following list:

SPAN 232	Survey of Latin American Literature (in Spanish)
SPAN 301	Masterpieces of Latin American Literature in Translation
HIST 380	Colonial Latin America
HIST 381	Modern Latin America
POL 337	Politics of Latin America

In addition, students must take 9 credits of electives at the 300 or 400 level from list of elective courses below:

African, African American and Caribbean Studies

AACS 213	African, African American and Caribbean Theatre
AACS 261	Africa, African American and Caribbean Religions
AACS 262	Caribbean Women: Their Culture and Society
AACS 304	African-Caribbean History
AACS 321	Haiti: Its History, Peoples and Culture
AACS 322	Caribbean Literary Experience I
AACS 323	Caribbean literary Experience II
AACS 341	Contemporary Caribbean Societies

Anthropology

ANTH 359	Cultural Change in Latin America
----------	----------------------------------

Art History

ARTH 286	Art of Latin America
ARTH 399	Pre-Columbian Art

English

ENG 325	Literature Across the Americas
---------	--------------------------------

Geography

GEO 335	Geography of Latin America
---------	----------------------------

History

HIST 353	Comparative Race and Slavery in America
HIST 380	Colonial Latin America
HIST 381	Modern Latin America
HIST 382	Puerto Rico, Cuba, and the Caribbean World
HIST 383	Modern Brazilian History
HIST 384	Mexican Revolution

Languages and Cultures

PORT 361	Brazilian Literature in Translation
SPAN 228	Latino Literature in the United States
SPAN 232	Survey of Latin American Literature
SPAN 301	Masterpieces of Latin American Literature in Translation
SPAN 302	Caribbean Culture and Literature of the Twentieth Century
SPAN 304	Cultural Studies II: Latin America
SPAN 305	Cultural Studies III. Latinos in the United States
SPAN 320	Puerto Rican Literature since 1898
SPAN 322	Race, Slavery, and the Black Experience in Latin American Literature
SPAN 324	Nobel Prize Writers of Spain and Spanish America
SPAN 325	19/20 th Century Latin American Women Writers
SPAN 335	Modern Latin American Theater
SPAN 338	The Literature of Latin America to Modernismo

SPAN 339	Modern Literature of Spanish America
SPAN 340	Narratives of the Mexican Revolution
SPAN 341	Contemporary Dominican Literature
SPAN 343	Novel of Latin America
SPAN 374	Changing Latin America Cinema
SPAN 399	Selected Topics (on Latin America)
SPAN 436	The Modern Latin American Essay
SPAN 437	Modernismo: Prose and Poetry
SPAN 480	Seminar: Latin America

Political Science

POL 337	Politics of Latin America
POL 338	Caribbean Political Systems

LEGAL INTERPRETATION AND TRANSLATION MINOR

The minor in legal interpretation and translation is an interdisciplinary program in scope. It provides preparation for future positions in the legal interpreting field, in the courts, with private attorneys, and at the community level as bilingual/bicultural personnel. The minor in legal interpretation and translation offers preparation for future professional studies in legal interpretation and translation at the graduate level. Prerequisite: Students must prove proficiency in English and in Spanish regardless of their major.

REQUIREMENTS 18 CREDITS

The minor in legal interpretation and translation consists of four courses in the field of legal interpretation and translation, one law content course and one language, language-related, or culture course.

SPAN 351	Introduction to Interlingual Communication	3
SPAN 352	Introduction to Written Translation	3
SPAN 451	Interpreting I	3
SPAN 452	Interpreting II	3
	Plus	

Legal Content Course (select one) 3 Credits

LAW 120	Introduction to Law and Legal Systems
LAW 206	Substantive Criminal Law

Language Content Course (select one) 3 Credits

SPAN 221	Spanish Phonetics and Phonology, or
SPAN 360	Spanish Linguistics
SPAN 222	Advanced Spanish Composition, or
SPAN 314	Advanced Spanish Grammar
SPAN 305	Cultural Studies III: Latinos in the U.S.

SPAN 228	Latino Literature in the United States
ENG 330	Critical Writing

Depending on their major, students are advised to choose free and upper-level elective courses from the following:

FREE ELECTIVES

Theatre

COMM 170	Acting: Improvisation
----------	-----------------------

UPPER-LEVEL ELECTIVES

Communication

COMM 265	Foundations of Language
COMM 266	Dynamics of Communication
COMM 340	Intercultural Communication
COMM 364	Voice and Speech Production

Philosophy

PHIL 200	Ethics
PHIL 210	Logic

Sociology

SOC 335	Sociology of the Law
SOC 336	Comparative Criminal Justice Systems

Computer Science

CS 201	Computer Literacy: Microcomputer Applications
--------	--------------------------------------------------

Note: In fulfilling general education requirements, it is recommended that students take AACs 155, Justice and Racism, and LAT 110 and LAT 111, Basic Latin I and II.

Courses

Unless otherwise noted, all courses are 3 credits and taught in the target language unless otherwise indicated.

Courses marked * require one hour of lab work per week.

FRENCH

FR 110 Basic French I*

This introductory course presumes no prior background in the language. The course develops a beginning level of proficiency in the four areas of language skills—speaking, listening, writing, and reading—through interactive classroom work, laboratory exercises, and diverse oral and written assignments. Students use the language to gain a beginning appreciation of the French and Francophone world.

FR 111 Basic French II*

This is a continuation of the grammar study of FR 110 with emphasis on further developing proficiency skills through reading and discussion of short texts or contemporary articles of current cultural relevance. Continued emphasis on oral interaction in French. Prerequisite: FR 110 or equivalent

FR 200 Introduction to French and Francophone Cultures and Literatures

An introductory course exploring the cultural diversity of the French-speaking world. Discusses French colonialism and its distinct and complex legacies in different areas of Sub-Saharan Africa, North Africa, North America, the Caribbean, and France itself. Historical, literary, and cultural readings are in translation. Films from the French-speaking world. Taught in English.

FR 210 Intermediate French I*

This intermediate course presumes novice-high proficiency in French, focusing on all four areas of language skills: speaking, listening, reading, and writing. Reinforces competence and proficiency gained in Basic French with a thorough review and further development of grammar and vocabulary. Training to read literary and journalistic selections in French and to write short grammatically and stylistically correct French compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Enhances appreciation of the French and Francophone world through cultural readings and films. Prerequisite: FR 111 or placement test or permission of instructor

FR 211 Intermediate French II*

This is the second half of an intermediate course that presumes intermediate-low proficiency in French, focusing on all four areas of language skills. The course develops skills gained in Intermediate I and offers further development of grammar and vocabulary. Guided readings of short texts in French, discussion of contemporary or historical events in the French-speaking world, continued practice with writing grammatically and stylistically correct French compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Enhances appreciation of the French and Francophone world through cultural readings and films. Recommended for native speakers who need grammar review. Prerequisite: FR 210 or placement test or permission of instructor

FR 222 Stylistics and Advanced Composition

Focusing primarily on two of the four areas of language skills—reading and writing—this course is addressed to students at the intermediate-high level who have good grasp of grammar and who need to improve and practice their written skills. The course further reinforces and solidifies grammatical concepts. It explores complexities and variations in written styles with a view to enabling the student to develop grammatically correct yet individually distinct written expression. Prerequisite: FR 211 or permission of instructor

FR 240 Spoken French through Cultural Study

A course in conversational French through the comparative study of cultures, this course is designed for students at the intermediate-high level desiring to hone and practice their oral skills. The course concentrates on two of the four areas of language skills—speaking and listening—through interactive classroom work, diverse oral exercises, activities, and assignments, all focused around the varied and distinct cultures of the Francophone world. Prerequisite: FR 211 or permission of instructor

FR 250 Textual Analysis and Research Methods

An introduction to bibliographical research (with library and technological workshops) and basic literary analysis and approaches, with attention paid to different genres, movements, and periods in French and Francophone literature. Students interested in non-literary areas of French and Francophone Studies pursue different bibliographical projects, on film or cultural studies, for example. May be taken simultaneously with FR 240. Prerequisite: FR 211 or permission of instructor

FR 300 Twentieth-Century French and Francophone Literature in Translation

This course enables students, through reading and critical discussion, to confront the ideas and diverse styles of some of the major French and Francophone writers of the twentieth-century. The literary works chosen (theater, poetry, short stories, and novels) reflect the immense social and artistic changes these writers have faced. Taught in English.

FR 320 Approaches to Literary Studies

Designed to introduce students to various means of approaching literary texts and to provide analytic tools for advanced literary study. The course reviews the traditional French "explication de texte," offers a consideration of literary genres, and presents varied theoretical approaches to literature. The course is balanced between readings in theory and application of their relevance for the study of literary works. Prerequisite: FR 250

FR 331 The Modern Novel in French

A study of the modern novel in French, with attention to such authors as Proust, Gide, Sartre, Camus, Duras, Robbe-Grillet, Djébar, Condé, and to different schools and literary concerns.

Prerequisite: FR 250

FR 333 Modern French and Francophone Theater

Major dramatists and movements in modern French-language theater. Focus on French symbolist theater, existentialist theater, theater of the absurd, with an introduction to theatrical theory.

Prerequisite: FR 250

FR 336 French Poetry

Studies French poetic traditions and major poetic works from the medieval period to postsurrealism.

Prerequisite: FR 250

FR 337 Topics in Francophone Literature

Introduces major poets, novelists, and dramatists of the French-speaking world, including study of their literary, critical, and political works. Focus varies.

Topics might include the following: the different literary movements of the Caribbean and its main twentieth-century writers, such as Césaire, Condé, Glissant; contemporary Québec culture and literature, its historical and artistic considerations, political concerns, and relations to language through the works of such writers as Broussard, Micone, Roy, and Théoret; major writers in French from Morocco, Tunisia, and Algeria, such as Ben Jelloun, Boudjedra, Djébar, Mimouni, Yacine, including additional consideration of Beur writers in France; the major writers and literary movements in French-speaking sub-Saharan Africa within a historical and sociological context, considering work by Bâ, Beyala, Kourouma, Laye, Ousmane, or Senghor.

Prerequisites: FR 200 and FR 250

FR 341 Approaches to Cultural Studies

An introduction to the field of Cultural Studies, this course transcends distinct disciplines to study the shift in focus in French and Francophone Studies toward a broader range of cultural forms. The course uses an interdisciplinary approach to examine France and the French-speaking world through different types of cultural production: ideas, images, and narratives. Examples of topics studied might include cinema, television, journalism, contemporary fiction, recent French politics, comic books, etc.

Prerequisite: FR 250

FR 350 Sounds and Structures of French

The course provides students with a thorough understanding of the way French sounds are produced and how they behave according to general linguistic principles. It also presents a comprehensive examination of the word and sentence structures of the French language.

Prerequisite: FR 250

FR 370 French Cinema

This course offers an introduction to French cinema from its historical beginnings through its mid-century crises and the New Wave innovations to the diversity of its present-day perspective; cinematic techniques and innovations, diverse schools, the *va-et-vient* between American and French cinema. A secondary aim is to offer a cultural study of the films' contexts—the cultural, political, and philosophical upheavals of twentieth-century France, the two World Wars, the Fifth Republic, the end of colonialism, and a shifting relation to other European countries and to the United States. *Class discussion in English with additional discussion section in French; majors do work in French.*

Prerequisite: FR 250, or COMM 234, or ENG 229 or permission of the chairperson

FR 371 Francophone Cinema

Consideration of the development of Francophone cinema, its relation to French and American cinemas, its major concerns. Discussion of cinematographic innovations. *Class discussion in English with additional discussion section in French; majors do work in French.*

Prerequisite: FR 250, or COMM 234, or ENG 229 or permission of the chairperson

FR 380 Topics in Parisian Culture

In conjunction with a trip to Paris, students study a particular period or movement relevant for an understanding of Parisian culture. Examples include nineteenth-century *fin de siècle* architecture, politics, and art; the French monarchy; Arab cultures in France; surrealism.

Prerequisite: Permission of instructor
1-3 credits

FR 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson.
1-6 credits

FR 400 Seminar in French and Francophone Cultural Studies

Topic varies. An examination of a significant period or theme in French or Francophone society (revolution, World War II, Algerian Revolution, Surrealism, colonialism, religion, etc.) and its impact on political, literary, media, artistic, social concerns or productions. Prerequisite: FR 250

May be repeated for credit if a different topic offered.

FR 432 Nineteenth-Century French Narrative Prose

The course provides a survey of major texts of narrative prose through close reading of several novels and short stories. The course sketches a general picture of 19th-century France: historical events, artistic and cultural themes, major literary movements. Special attention is given to fictional techniques and to innovation of literary form in the work of Hugo, Balzac, Mérimée, Stendhal, Flaubert, Nerval, Maupassant, Zola, Barbey d'Aurevilly. Prerequisite: FR 250

FR 452 Translation Theory and Practice

This course is in the art and practice of translating from English to French and from French to English, with primary emphasis on the latter. Includes some theoretical readings. Practice in translating diverse texts (literary, business, media), structural comparison, analysis of different translations of a given text, comparative stylistic study. Prerequisite: FR 250

FR 480 Senior Seminar

Includes an in-depth study of a selected author or theme or of a particular topic in French and Francophone Studies. Prerequisite: Permission of instructor

FR 499 Independent Study

As approved and to be arranged.
1-6 credits by permission of the dean.

LATIN AMERICAN STUDIES

LAS 201 Introduction to Latin American Studies

This course introduces students to the literature, geography, history, culture, society, economics, and political systems of Latin America. It focuses not only on Latin America as a whole, but also on the relationships between the various geographical regions—México, Central America, Caribbean, and South America—that constitute it. This is the foundation course for the Latin American Studies major and minor. Students are advised to take this course, which is offered every year, at the beginning of the major or minor.

LAS 228 Latino/a Literature in the United States

Surveys literature produced by the major Hispanic groups in the United States. The main groups considered are Chicanos, Cuban-Americans, Dominican-Americans, Puerto Ricans, and others. The genres to be studied are: poetry, short story, novel, and theater. Special emphasis is given to the literary and cultural trends represented by the major authors. (Cross-listed with SPAN 228) Prerequisite: SPAN 211 or equivalent

LAS 232 Survey of Latin American Literature

This course presents an overview of the Latin American literature from the fifteenth century to the present time. The course highlights the major writers and literary trends through these five centuries. Emphasis is given to their contributions to the formation of this major and unique cultural production of the Western and non-Western worlds. Taught in Spanish. (Cross-listed with SPAN 232) Prerequisite: SPAN 211 or equivalent

LAS 301 Masterpieces of Spanish Literature in Translation

A selective study of the major figures and literary trends of the Latin American literature. The selected works and authors are studied from the point of view of their contributions to universal literature. Emphasis is placed on figures like: Isabel Allende, Jorge Luis Borges, Alejo Carpentier, José Donoso, Laura Esquivel, Carlos Fuentes, Gabriel García Márquez, René Marqués, Gabriela Mistral, Octavio Paz, and others. Taught in English. (Cross-listed with SPAN 301) Prerequisite: ENG 150 or SPAN 250

LAS 302 Caribbean Culture and Literature of the Twentieth Century

A study of the social and literary traditions of the Spanish-speaking Caribbean (Cuba, the Dominican Republic, and Puerto Rico) within the context of the Caribbean Basin. Emphasis is given to the major literary and social works from the Modernismo to the present. Representative works by Bosch, Brull, Cabrera Infante, Carpentier, del Cabral, Ferré, Florit, Guillén, Henríquez Ureña, Lloréns Torres, Lima, Palés Matos, and others. (Cross-listed with SPAN 302)
Prerequisite: SPAN 250

LAS 304 Cultural Studies II: Latin America

A contemporary cultural theory-based approach to the study of Latin America's social and political institutions, art, literature, and philosophy. (Cross-listed with SPAN 304)
Prerequisite: Any 200 level course beyond SPAN 221

LAS 305 Cultural Studies III: Latinos in the United States

This study of the culture of the Latinos in the United States surveys the most representative cultural, social, and artistic contributions of Latinos. Includes a study of the literature, music, theater, and cultural trends. The course focuses on the cultural production of Chicanos, Cuban-Americans, Dominican-Americans, Puerto Ricans, and others. Taught in Spanish and English. (Cross-listed with SPAN 305)
Prerequisite: Any 200 level course beyond SPAN 221

LAS 317 Politics of Latin America

Examines the nature of Latin American politics and the reality of current political institutions and movements in this Third World area. United States policy toward the region is analyzed. Debt, trade, immigration, democratization, and related issues are analyzed for such countries as Mexico, Cuba, Argentina, Brazil, Chile, and Uruguay. (Offered every fall) (Cross-listed with POL 337)

LAS 318 Caribbean Political System

A survey of political development in the varied societies of the Caribbean. Cuba, Haiti, the Dominican Republic, other former British colonies, the French and Dutch island, and Central America are covered. Colonialism, trade relations, and cultural forces are also dealt with to enhance understanding of trends in the region. (Offered every spring.) (Cross-listed with POL 338)

LAS 320 Puerto Rican Literature Since 1898

A selective study of the major figures and literary trends of Puerto Rican literature from 1898 to the present. Course describes the social and political changes as well as the sociopolitical crisis of the twentieth century. The course focuses on topics of nation and identity. (Cross-listed with SPAN 320)
Prerequisite: SPAN 250

LAS 322 Race, Slavery, and the Black Experience in Latin American Literature

Explore and examine the race, slavery and black experience evolution in nineteenth and twentieth-century Hispanic Caribbean texts. Discussion focuses on the origins, influences, and projections of the Caribbean Hispanic literature. (Cross-listed with SPAN 322)
Prerequisite: SPAN 250

LAS 325 Literature Across the Americas

The course focuses on fiction, poetry, and drama produced in North, Central, and South Americas, and offers comparative readings of selected texts. Writers may include Munro, Atwood, Hurston, Faulkner, Hemingway, Borges, García Márquez, Clarice Lispector, Graciliano Ramos, and Jorge Amado. (Cross-listed with ENG 325)
Prerequisite: ENG 150

LAS 335 Modern Spanish American Drama

A study of the evolution of the Latin American theater from its origins in the nineteenth century to the present. Representative works by Arriví, Buena-ventura, Dragún, Gorostiza, Marqués, Solorzano, Usigli, Villaurrutia, Wolff, and others are studied. Taught in Spanish. (Cross-listed with SPAN 335)
Prerequisite: SPAN 250

LAS 338 Literature of Spanish American to Modernismo

A study of the main literary currents, authors, and works from the Colonial period to the 1870's. Emphasis is given to particular authors who have made a significant contribution to the literary personality of Latin America. The study starts with the diaries of Christopher Columbus and continues until the first literary movement originated in Latin America, Modernismo. Taught in Spanish. (Cross-listed with SPAN 338.)
Prerequisite: SPAN 250

LAS 339 Modern Literature of Spanish America

The course studies the trajectory of Latin American literature from Modernismo to the present. Emphasis is given to the "ismos" of the turn of the century, the "novelas de la tierra," "indigenismo," "novelas de la revolución," and the contemporary novel among others. Taught in Spanish. (Cross-listed with SPAN 339)
Prerequisite: SPAN 250

LAS 340 Narratives of the Mexican Revolution

An overview of the narratives of the Mexican Revolution from those that depict the conditions that prompted the armed movement to those that portray the disillusionment of a failed and betrayed revolution. (Cross-listed with SPAN 340)
Prerequisite: SPAN 250

LAS 341 Contemporary Dominican Literature

This is a selective study of the major figures and literary trends of contemporary Dominican literature. This course examines the connections between the most recent narrative and the preceding literacy tradition. (Cross-listed with SPAN 341)
Prerequisite: SPAN 250

LAS 343 Novel of Latin America

Study the major authors of the last forty years and their works. The course emphasizes Boom and post-Boom narrative. Historical, aesthetic and social developments and philosophical influences are the main areas covered in the course. Taught in Spanish. (Cross-listed with SPAN 343)
Prerequisite: SPAN 250

LAS 353 Comparative Race and Slavery in the Americas, 1400-1888

This course examines the institution of slavery. It focuses especially on the trade of African men and women to the Americas and within the Spanish, Portuguese and English empires. It also examines the "race relations" that developed out of these various segments of the New World. (Cross-listed with HIST 353)
Prerequisite: HIST 101 or permission of the instructor

LAS 359 Cultural Change in Latin America

Studies the origin and development of processes of cultural change in Latin America. Gives the student an opportunity to learn about the cultural institutions of highly developed indigenous cultures and their influences upon present-day Latin American cultures. Examines current writings on Latin America that deal with social change and helps the student develop scientific objectivity (an anthropological prerequisite) in the analysis of the social problems resulting from change. Particularly useful for international management majors. (Cross-listed with ANTH 359)

LAS 361 Brazilian Literature in Translation

This course explores the historical and aesthetic development of Brazilian literature from the colonial era, through Romanticism, Realism, Naturalism, and Parnassianism, and to the avant-garde experiments of the early twentieth century. (Cross-listed with PORT 361)

LAS 374 Changing Directions in Latin American Cinema

Course explores the historical and aesthetic development of Latin American cinema from its origins to the current post-national era. (Cross-listed with SPAN 374)
Prerequisites: COMM 234, SPAN 250, or permission of chair.

LAS 376 Global Sociology

The course introduces students to different sociological perspectives concerning contemporary developing societies. Particular attention will be given to non-Western sociological views and perspectives. Issues of social inequality will be analyzed within a global context to examine their international dimension and implications. Students will gain an understanding of approaches to and implementation of research on international development issues. Particular attention will be given to Asian and Latin American countries. (Cross-listed with SOC 376)
Prerequisites: SOC 101 or 102. SOC 214 for Sociology majors; LAS 201 for LAS majors or minors

LAS 380 Colonial Latin America

Reviews the Ibero-Indian-African background of Latin America. Also deals with the discovery and conquest of the area; Spain's and Portugal's imperial policies; political, economic, and social developments of the colonial society; and the wars for independence. (Cross-listed with HIST 380)
Prerequisite: HIST 101

LAS 381 Modern Latin America

Such topics as problems of early nationhood; caudillismo versus modern dictatorships and quest for democracy; difficulties in moving from a colonial to a national economy; and the social tensions of a society in transition are explored with consideration given to Latin America's role in world affairs and relationships with the United States. (Cross-listed with HIST 381)

Prerequisite: HIST 101

LAS 382 Puerto Rico, Cuba and the Caribbean World

A survey of Caribbean history from Columbus to Castro, stressing the important changes that occurred in the 1950s when the Caribbean became a focal point of the struggle between different world interests and ideologies. (cross-listed with HIST 382)

Prerequisite: HIST 101

LAS 383 Modern Brazilian History

This course is designed to introduce students to the making of modern Brazil. The course examines Brazil's history from the arrival of the Portuguese crown in 1808 until the present day. Along with the political and economic history of Brazil, it focuses on social history and popular culture. (Cross-listed with HIST 383)

Prerequisite: HIST 101 or permission of the instructor

LAS 384 The Mexican Revolution

This course is an in-depth study of the Mexican Revolution of 1910-1917. The course begins with Mexican independence from Spain in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary *Porfiriato* (1867-1910). It also focuses on the socioeconomic and political impact in the post-Revolutionary period between 1920-1940. In short, the Mexican Revolution is a vehicle for studying the emergence of the modern Mexican nation. (Cross-listed with HIST 384)

Prerequisite: HIST 101 or permission of the instructor

LAS 399 Selected Topics

Examine a topic on Latin America not covered by an existing course.

Prerequisite: Permission of the director.

1-6 credits

LAS 436 The Modern Latin American Essay

A selective study of the most representative works by essay writers in Latin America. Emphasis is placed on those writers who have shaped the continental vision of the Latin American society. Writers included Arciniegas, Castro, Fernández Retamar, Fuentes, Henríquez Ureña, de Hostos, Mariategui, Paz, Picón Salas, Reyes, Rojas, Vasconcelos, Varona, and others. Taught in Spanish. (Cross-listed with SPAN 436)

Prerequisite: SPAN 250

LAS 437 Modernismo: Prose and Poetry

Studies of the Modernismo movement in Latin America from its beginning in the 1870's to its conclusion in the 1930's. Different genres, authors, and modalities are emphasized whenever the course is offered. The scope is multinational, and it includes the various generations that constitute the movement. Authors included are del Casals, Darío, Díaz Rodríguez, Gutiérrez Nájera, Herrera y Reissig, Lugones, Martí, Nervo, Reyes, Santos Chocano, Valencia, and Collado Martell. Taught in Spanish. (Cross-listed with SPAN 437)

Prerequisite: SPAN 250

LAS 480 Seminar in Latin American Studies.

This seminar is required of all Latin American Studies majors. Topics vary, depending on the discipline and the participating professor's field of expertise. The seminar is intended for upper-level students in the major or for non-majors with some background in Latin American Studies or the seminar topic.

Prerequisite: LAS 201

SPANISH

SPAN 106 Intensive Basic Spanish I and II*

This course introduces the student to the basic elements of the Spanish language as used in contemporary Spanish conversation in everyday situations. The student will also be exposed to basic forms of the written language and carefully graded readings aimed at widening the students' working vocabulary. Prerequisite: Two years of high school Spanish or permission of the chairperson.

SPAN 110 Basic Spanish I*

Presents a communicative approach to the basic elements of the Spanish language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication.

SPAN 111 Basic Spanish II*

Continues the communicative approach to the basic elements of the Spanish language. Course further develops elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication.

Prerequisite: SPAN 110

SPAN 114 Contemporary Spanish for Native Speakers*

A study of the oral and grammatical structure in today's standard Spanish. Intensive practice in oral and written composition. For native speakers only.

Prerequisite: Permission of chairperson

SPAN 210 Intermediate Spanish I*

A thorough review of basic conversation followed by an aural/oral presentation of such topics as travel, student life, careers, sports, fine arts, industry, politics, etc. A review of the essentials of Spanish, development of a larger vocabulary, including idioms, discussion of selected short stories, and other selected areas of interest to students are included.

Prerequisite: SPAN 111 or permission of chairperson

SPAN 211 Intermediate Spanish II*

A continuation and intensification of intermediate Spanish I. Guided discussion on a more sophisticated level. A variety of modern selections, prose and poetry, from the many Spanish-speaking countries, such as Puerto Rico, Mexico, Cuba, Columbia, Argentina, etc., are integrated into the course.

Prerequisite: SPAN 210 or permission of chairperson

SPAN 221 Spanish: Phonetics and Phonology

A guided introduction to the basic problems of the Spanish language based on structural and descriptive analysis of the Spanish sound system. Throughout the course, emphasis is placed on the spoken language.

Prerequisite: SPAN 211 or equivalent

(Offered every year)

SPAN 222 Advanced Spanish Composition

Oral and written communication with special emphasis on content and composition theory. Course provides extensive practice in academic writing together with thorough analysis of various types of writing. (Offered every fall and spring)

Prerequisite: SPAN 211 or equivalent

SPAN 228 Latino/a Literature in the United States

Surveys the literature produced by the major Hispanic groups in the United States. Groups considered are Chicanos, Cuban-Americans, Domini-

can-Americans, Puerto Ricans, and Chicanos. The genres to be studied are: poetry, short story, novel, and theater. Special emphasis is given to the literary and cultural trends represented by the major authors.

Prerequisite: SPAN 211 or equivalent

SPAN 229 Survey of Spanish Literature

A survey of peninsular Spanish literature from its beginnings to the present.

Prerequisite: SPAN 211. May be taken concurrently with SPAN 250.

SPAN 230 Introduction to Spanish Literature I: To 1700

A survey of peninsular Spanish literature from its beginnings to 1700.

Prerequisites: SPAN 211 and SPAN 250. May be taken concurrently with SPAN 250, but not before it.

SPAN 231 Introduction to Spanish Literature II: From 1700

A survey of peninsular Spanish literature from 1700 to the present.

Prerequisites: SPAN 211 and SPAN 250. May be taken concurrently with SPAN 250, but not before it.

SPAN 232 Survey of Latin American Literature

This course presents an overview of the Latin American literature from the fifteenth century to the present time. The course will highlight the major writers and literary trends through these five centuries. Emphasis is given to their contributions to the formation of this major and unique cultural production of the Western world.

Taught in Spanish. (Cross-listed with LAS 232)

Prerequisite: SPAN 211 or equivalent

SPAN 250 Literary Analysis and Research Method

An introduction to bibliographical research and basic literary analytical methods and approaches, with attention to the exigencies of different genres and literary periods. The course provides an overview of the principal periods, movements, and trends of Peninsular and Latin American literary history and their historical contexts. (Offered every fall and spring)

Prerequisite: SPAN 211 or equivalent.

SPAN 300 Spanish Peninsular Literature in Translation

A selective study of literature from the Iberian peninsula produced from the Visigothic era to the present and available in English translation. The course may be organized as a major-works or major-authors course, or it may focus on a theme or themes.

Prerequisite: ENG 150 or SPAN 250

SPAN 301 Masterpieces of Spanish-American Literature in Translation

A selective study of the major figures and literary trends of the Latin American literature. The selected works and authors are studied from the point of view of their contributions to universal literature. Emphasis is placed on figures like: Isabel Allende, Jorge Luis Borges, Alejo Carpentier, Jose Donoso, Laura Esquivel, Carlos Fuentes, Gabriel Garcia Marquez, Rene Marques, Gabriela Mistral, Octavio Paz, and others. Taught in English. (Cross-listed with LAS 301)
Prerequisite: ENG 150 or SPAN 250

SPAN 302 Caribbean Culture and Literature of the Twentieth Century

A study of the social and literary traditions of the Spanish speaking Caribbean (Cuba, the Dominican Republic, and Puerto Rico) within the context of the Caribbean Basin. Emphasis is given to the major literary and social works from the Modernismo to the present. Representative works by Bosch, Brull, Cabrera Infante, Carpentier, del Cabral, Ferre, Florit, Guillen, Henriques Urena, Llorens Torres, Lima, Pales Matos, and others. (Cross-listed with LAS 302)
Prerequisite: SPAN 250

SPAN 303 Cultural Studies I: Spain

A contemporary cultural theory-based approach to the study of the most representative cultural, sociopolitical, philosophical, literary, and artistic contributions of Spain within the broader context of Western and non-Western (Islamic) civilization.
Prerequisite: Any 200 level course beyond SPAN 221

SPAN 304 Cultural Studies II: Latin America

A contemporary cultural theory-based approach to the study of Latin America's social and political institutions, art, literature, and philosophy. (Cross-listed with LAS 304)
Prerequisite: Any 200 level course beyond SPAN 221

SPAN 305 Cultural Studies III: Latinos in the United States

A study of the culture of the Latinos in the United States surveying the most representative cultural, social, and artistic contributions of Latinos to main stream United States culture. Includes a study of the literature, music, theater, and cultural trends. The course focuses on the cultural production of Chicanos, Cuban-Americans, Dominican-Americans, Puerto Ricans, and others. Taught in Spanish and English. (Cross-listed with LAS 305)
Prerequisite: Any 200 level course beyond SPAN 221

SPAN 314 Advanced Spanish Grammar

This course introduces students to grammar of the Spanish language, with emphasis on the syntactical and semantic features. The course is directed at students who have already acquired a reasonably good level of proficiency in Spanish and who wish to further consolidate, develop, and improve this proficiency. It enhances student's knowledge and comprehension of Spanish grammar and develop the ability to apply such grammatical knowledge in the spoken and written language.

SPAN 320 Puerto Rican Literature Since 1898

A selective study of the major figures and literary trends of Puerto Rican literature from 1898 to the present. Course describes the social and political changes as well as the sociopolitical crisis of the twentieth century. The course focuses on topics of nation and identity. (Cross-listed with LAS 320)
Prerequisite: SPAN 250

SPAN 324 Race, Slavery, and the Black Experience in Latin American Literature

Explores and examines the race, slavery, and black experience evolution in nineteenth and twentieth-century Hispanic Caribbean texts. Discussion focuses on the origins, influences, and projections of the Caribbean Hispanic literature. (Cross-listed with LAS 322)
Prerequisite: SPAN 250

SPAN 324 Nobel Prize Writers of Spain and Spanish America

A survey of the literary production of the winners of the Nobel Prize in literature from Spain and Spanish America. The course focuses on the genre explored by these writers and covers the manner in which each one portrayed his/her space at an international level.
Prerequisite: SPAN 250

SPAN 325 Nineteenth/Twentieth Century Latin American Writers

A study of the literary production of the Latin American women writers of the 19th and 20th century. The course includes the different genres in which the female writers have made a major contribution. (Cross listed with LAS 325)

SPAN 329 Literature of Spanish Migration

This course explores migration and displacement theories as they apply to the analysis of the narrative and film of Spanish migration, with three focal points: interior migration from the linguistic, economic and cultural periphery to the industrialized urban centers, migration to Latin America, and migration to other European countries.

Prerequisite: SPAN 250

SPAN 330 Spanish Literature of the Twentieth Century

Selective study of major literary figures and significant trends in twentieth-century Spanish literature.

Emphasis on such figures as Baroja, Unamuno, Azorin, Valle Inclan, Ortega y Gasset, Benavente, Perez de Ayala, Machado, Jimenez, Salinas, Lorca Guillen, Aleixandre, Sastre, Gironella, Cela, and Laforet.

Prerequisite: SPAN 250

SPAN 331 The Golden Age of Spain

The great creations of the Spanish Golden Age. *El Lazarillo de Tormes* and *El Buscon* are read as examples of picaresque novels. Fray Luis de Leon, Santa Teresa de Jesus, and San Juan de la Cruz are read as examples of mystical literature. An introduction to *Novelas Ejemplares* and *Don Quixote* is also included.

Prerequisite: SPAN 250

SPAN 332 The Theater of the Golden Age

A study of the development of the national theater of Spain through the plays of Lope de Vega, Tirso de Molina, Mira de Amescua, Calderon de la Barca, Alarcon, Guillen de Castro, and others.

Prerequisite: SPAN 250

SPAN 333 The Literature of Spain Until the Renaissance

A study of the literature of Spain from the fifth through the fifteenth century. Periods, genres, styles and schools, and a selection of major and minor authors and works, such as the *Cantar de Mio Cid*, *Milagros de Nuestra Señora*, *Libro de Alexandre*, *Cantigas de Santa Maria*, *Libro de Buen Amor*, *Celestina*, the poetry of Jorge Manrique and of the Marqués de Santillana. Includes an introduction to regional and non-Castilian literature in Spanish translation.

Prerequisite: SPAN 250.

SPAN 334 Romanticism in Spain: Prose and Poetry

A study of poetry and prose of the Spanish romanticists. In the postromantic period special attention is given to Becquer and the aesthetics of the new poetry.

Prerequisite: SPAN 250

SPAN 335 Modern Spanish American Drama

A study of the evolution of the Latin American theater from its origins in the nineteenth century to the present. Representative works by Arrivi, Buenaventura, Dragun, Gorostiza, Marques, Solorzano, Usigli, Villaurrutia, Wolff, and others are studied. Taught in Spanish. (Cross-listed with LAS 335)

Prerequisite: SPAN 250

SPAN 337 The Romantic Theater in Spain

The emergence and development of the romantic theater in Spain; in-depth study of such works as *Don Alvaro o la fuerza del destino*, *El Trovador*, *Don Juan Tenorio*, *Los Amantes de Teruel*.

Prerequisite: SPAN 250

SPAN 338 The Literature of Latin America to Modernism

Studies the main literary currents, authors, and works from the Colonial period to the 1870s. Emphasis is given to particular authors who have made a significant contribution to the literary personality of Latin America. The study starts with the diaries of Christopher Columbus and continues until the first literary movement originated in Latin America, Modernismo. Taught in Spanish. (Cross-listed with LAS 338)

Prerequisite: SPAN 250

SPAN 339 The Modern Literature of Spanish America

The course studies the trajectory of Latin American literature from Modernismo to the present. Emphasis is given to the "ismos" of the turn of the century, the "novelas de la tierra," "indigenismo," "novelas de la revolución," and the contemporary novel among others. Taught in Spanish. (Cross-listed with LAS 339)

Prerequisite: SPAN 250

SPAN 340 Narratives of the Mexican Revolution

An overview of the narratives of the Mexican Revolution from those that depict the conditions that prompted the armed movement to those that portray the disillusionment of a failed and betrayed revolution. (Cross-listed with LAS 340)

Prerequisite: SPAN 250

SPAN 341 Contemporary Dominican Literature

A selective study of the major figures and literary trends of contemporary Dominican literature, the course examines the connections between the most recent narrative and the preceding literacy tradition. (Cross-listed with LAS 341)

Prerequisite: SPAN 250

SPAN 343 Novel of Latin America

A study of the major authors of the last forty years and their works. The course emphasizes Boom and post-Boom narrative. Historical, aesthetic and social developments, and philosophical influences are some of the main areas covered in the course. Taught in Spanish. (Cross-listed with LAS 343)

Prerequisite: SPAN 250

SPAN 346 Nineteenth Century Novel of Spain

Selective study of the major novelists and significant trends in nineteenth-century Spanish novel. Emphasis on such figures as Alarcón, Pereda, Valera, Galdós, Pardo Bazán, and Alas.

Prerequisite: SPAN 250

SPAN 351 Introduction to Interlingual Communication

Presentation of the various factors involved in communication and of the differences between oral and written communication. Introduction to translation and interpretation as process of interlingual communication: types of translation; modes of interpretation; work of translators and interpreters. Improvement of active and passive skills in A and B languages. Development of oral/aural skills required for interpretation. Simple oral and written language-switching exercises.

Prerequisite: SPAN 250

SPAN 352 Introduction to Written Translation

Analysis of source texts: units of meaning, context, situation. Introduction to types of translation equivalence. Translation exercises using general texts.

Prerequisite: SPAN 351

SPAN 360 Introduction to Spanish Linguistics

Topics include phonetics, phonology, morphology, syntax, semantics, historical linguistics, linguistic variation, semiotics, and discourse analysis.

Prerequisites: Spanish 221, 222, 250 or permission of chair.

SPAN 363 Spanish Methodology and Pedagogy

This course is designed to provide students the opportunity to learn about the methods used in teaching Spanish. The first part focuses on various pedagogical points and areas of applied linguistics, and the second half emphasizes different approaches and methods, as well as techniques and activities for the classroom.

SPAN 371 The Cinema of Spain: Nation, Exile, and Social Marginalization

Introduces the cinema of Spain from the political allegories and exile films of the Franco era to the cultural renaissance of the 1980s. Cinema is viewed as an inherent part of twentieth-century Peninsular literary/cultural production. Special attention is devoted to the unique situations of Spanish history, which render the country's cinema considerably distinct from other European national traditions.

Topics to be discussed include the representation of nation in film, surrealist visions, women and cinema, and minority discourses. Course taught in Spanish.

Prerequisites: SPAN 221, SPAN 250

SPAN 374 Changing Directions in Latin American Cinema

Course explores the historical and aesthetic development of Latin American cinema from its origins to the current post-national era. (Cross-listed with LAS 374)

Prerequisites: COMM 234, SPAN 250, or permission of chair.

SPAN 396 History and Literature of Medieval Spain

A historical, literary, and intellectual survey of the three principal religious communities of Medieval Spain (Christians, Jews, and Moslems), from approximately 500 to 1500 A.D.

Prerequisites: HIST 101, ENG 150, and SPAN 222.

SPAN 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

SPAN 435 Cervantes and His Age

A study of Cervantes' artistic creation and its relation to the culture of the sixteenth century. Special emphasis is given to Don Quixote and the development of the novel as a genre.

Prerequisite: SPAN 250

SPAN 436 The Modern Spanish American Essay

A selective study of the most representative works by essay writers in Latin America. Emphasis is placed on those writers who have shaped the continental vision of the Latin American society. Writers included Arciniegas, Castro, Fernandez Retamar, Fuentes, Henriques Urena, de Hostos, Mariategui, Paz, Picon Salas, Reyes, Rojas, Vasconcelos, Varona, and others. Taught in Spanish. (Cross-listed with LAS 436)
Prerequisite: SPAN 250

SPAN 437 Modernismo: Prose and Poetry

A study of the Modernismo movement in Latin America from its beginning in the 1870's to its conclusion in the 1930's. Different genres, authors, and modalities are emphasized whenever the course is offered. The scope is multinational, and it includes the various generations that constitute the movement. Authors included are del Casals, Darío, Díaz Rodríguez, Gutiérrez Nájera, Herrera y Reissig, Lugones, Martí, Nervo, Reyes, Santos Chocano, Valencia, and Collado Martell. Taught in Spanish. (Cross-listed with LAS 437)
Prerequisite: SPAN 250

SPAN 451 Interpreting I

Presentation of interpretation and the different modes of interpretation used in the courtroom. Activities designed to develop oral/aural skills, memory, basic note-taking techniques, public speaking, and language-switching skills. Sight translation and consecutive interpretation practice using general texts.
Prerequisite: SPAN 352 or permission of coordinator

SPAN 452 Interpreting II

Development of note-taking techniques. Practice of sight translation and consecutive interpretation using more difficult and varied texts than in Interpreting I. Introduction to simultaneous interpretation.
Prerequisite: SPAN 451 or permission of coordinator

SPAN 480 Seminar in Latin America Literature

An in-depth study of a selected author or theme in Spanish American literature. (Cross-listed with LAS 480)
Prerequisite: SPAN 250

SPAN 481 Seminar in Spanish Literature

An in-depth study of a selected author's work, or theme from Spanish Peninsular Literature.
Prerequisite: SPAN 250

SPAN 487 Seminar in Spanish Cinema

Course provides students with an in-depth examination of a specific topic related to Peninsular Spanish cinema. Individual seminars may focus on an in-depth study of a director or movement, feminism and Spanish film, minority discourses, nationalism, etc. Despite the wide scope of issues the seminar may foreground, goals, objectives, outcomes, and assessments remain quite similar.
Prerequisite: one 300-level course in Spanish or permission of chair.

SPAN 498 Spanish Capstone for Seniors

This course synthesizes Spanish and Latin American literature and cultural expression from their beginnings to the present. Literary movements and artistic tendencies are studied along with representative works and authors. Emphasis is placed on individual students' career goals and overall career preparedness before graduation.

SPAN 499 Independent Study

As approved and to be arranged.
1-6 credits

Other Languages

ARABIC

ARAB 110 Basic Arabic I*

An introduction to basic standard classical modern Arabic as used all over the Arab world in books, mass media, official records, and documents, etc. The course pays special attention to pronunciation, calligraphy, sentence structure and vocabulary. It aims at developing the student's ability to hear, comprehend, read, write, and speak Arabic. Basic grammar is introduced all along the course.

ARAB 111 Basic Arabic II*

A study of standard classical Arabic used commonly all over the world. Allows for interpretation and in-depth understanding of Arabic prose and poetry.
Prerequisite: ARAB 110.

ARAB 210 Intermediate Arabic I*

Course furthers the study of classical Arabic. It introduces an increasingly difficult level of both oral and written language and fosters the development of reading and listening comprehension. Literary Arabic will be presented through prose, fiction, poetry, and journalistic texts appropriate to the intermediate level of proficiency.
Prerequisite: ARAB 111 or equivalent

ARAB 211 Intermediate Arabic II*

Further the study of standard classical Arabic. It furthers a presentation of an increasingly difficult level of both oral and written proficiency and fosters the development of reading and listening comprehension at an intermediate high level. Course begins examination of language variables throughout the Arab-speaking world.

Prerequisite: ARAB 210 or equivalent

ARAB 399 Selected Topics

A topic not covered by an existing course will be offered as recommended by the department and approved by the dean.

Prerequisite: Permission of department chair
1-6 credits

ARAB 499 Independent Study

As approved and to be arranged.

1-6 credits

CHINESE

CHIN 110 Basic Chinese I*

Provides students a basic understanding of Chinese pronunciation, grammar, and knowledge of some Chinese characters and basic vocabulary. Emphasis is on drilling aural comprehension and elementary speaking of standard Chinese.

CHIN 111 Basic Chinese II*

A continuation of Basic Chinese I. Equal attention given to speaking, reading, and writing. Writing consists of exercises in calligraphy and translation of simple sentences. Students are taught how to use a Chinese-English dictionary.

Prerequisite: CHIN 110 or equivalent

CHIN 200 Introduction to Chinese Culture

This course is a survey of the essential elements of Chinese culture from its earliest time to present. It discusses topics such as Chinese philosophy, religion, writing system, literature, arts, science and medicine, family/marriage, home architecture and garden, etc.

CHIN 210 Intermediate Chinese I*

Following continued training in fluent and accurate speech, students learn new vocabulary, and more complicated sentences. Stress is on the understanding of sentence patterns, which serve as a foundation for further study.

Prerequisite: CHIN 111 or equivalent

CHIN 211 Intermediate Chinese II*

An intensification of CHIN 112. Students are introduced to a variety of topics in modern Chinese and work toward the goal of recognizing approximately 1200 lexical items, including 1000 characters. Students also learn how to write short compositions.

Prerequisite: Chinese 210 or equivalent

CHIN 222 Advanced Chinese Conversation and Composition I

Concentrates on consolidating the foundations of pronunciation, grammar, and character writing built in the first two years of study. Emphasis on discussing topics of general interest and writing essays.

Prerequisite: CHIN 211

CHIN 223 Advanced Chinese Conversation and Composition II

A continuation of CHIN 222. Provides a wide range of more advanced vocabulary and a number of common sayings, as well as a metaphorical use of common words that form part of the verbal and cultural backgrounds of Chinese people.

Prerequisite: CHIN 222

CHIN 301 Modern Chinese Literature in Translation

This course introduces students to the literature of twentieth-century China. It presents important historical and literary background, discusses literary trends and major authors, and analyzes major literary text in different genres with emphasis on short stories. (Taught in English)

CHIN 302 Chinese Popular Culture

This course examines Chinese popular literature, arts, films, television, music, posters, and material culture. It analyzes how such factors as ideology, politics, ethnicity, race, gender, and sexuality are shaped by and reshaped in popular culture. It focuses on the contemporary popular culture in mainland China, though attention is also be paid to Hong Kong and Taiwan.

CHIN 375 Contemporary Chinese Cinema

Course analyzes films of prominent "Fifth Generation" Chinese filmmakers and discusses their form, cinematic codes, and historical context. (Taught in English)

CHIN 399 Selected Topics

A topic not covered by an existing course will be offered as recommended by the department and approved by the dean.

Prerequisite: Permission of department chairperson
1-6 credits

CHIN 499 Chinese Independent Study

As approved and to be arranged.

1-6 credits

ESL

ESL 210 Intermediate Reading for Non-native English Speakers

This is an instructional reading workshop for intermediate-level non-native speakers of English. The course focuses on reading for the main idea, general reading strategies, vocabulary decoding and development, and grammar in context. Students read one full-length work, as well as instructor-and-student-selected readings. (The advanced course addresses similar topics at a more sophisticated level.)

ESL 211 Intermediate Writing for Non-native English Speakers

This is an instructional writing course for intermediate-level non-native speakers of English. Students improve their skills in writing topic sentences, paragraph development, organization, fluency, clarity, grammar, and mechanics (e.g., spelling and punctuation). Students are exposed to various writing styles and types of text. (The advanced course addresses similar topics at a more sophisticated level.)

ESL 310 Advanced Reading for Non-native English Speakers

This is an instructional reading workshop for advanced-level, non-native English speakers. The course focuses on vocabulary development, grammar in context, extensive and intensive reading, and analysis of figurative language. Students read two full-length works, instructor- and student-selected readings, and also conduct library research on a subject of interest. (The intermediate course addresses similar topics at a less sophisticated level.)

ESL 311 Advanced Writing for Non-native English Speakers

This is an instructional writing course for advanced-level, non-native English speakers. Students develop their writing skills through intensive writing, editing, and revising. Students employ various writing styles (e.g., narrative, descriptive, expository) and are exposed to different conventions and types of text (newspapers, textbooks, novels, etc.). Students write a short research paper. (The intermediate course addresses similar topics at a less sophisticated level.)

ESL 321 Advanced Writing Workshop for Non-native English Speakers

This is an instructional writing workshop, supporting non-native English speakers enrolled in ENG 110 (Writing Effective Prose). The course is intended to further develop students' competence on the rhetorical and syntactic levels. Students freewrite, write, revise, and edit drafts, and help peers to revise and edit their written pieces with the assistance of the ESL instructor.

GERMAN

GER 110 Basic German I*

Presents a communicative approach to the basic elements of the German language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

GER 111 Basic German II*

Continues the communicative approach to the basic elements of the German language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

GER 210 Intermediate German I*

Refinement and introduction to the subtlety of oral expression. Guided discussion of questions of topical interest. Reading of the more formal and intricate language of unedited texts; supplementary readings from newspapers, magazines, and journals.
Prerequisite: GER 111

GER 211 Intermediate German II*

Development of free conversation with the aid of newspapers, magazines, tapes, recordings. Topics of contemporary interest provide a basis for an up-to-date, comprehensive view of Germany.

Prerequisite: GER 210

GER 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

GER 499 German Independent Study

As approved and to be arranged.

Permission of the dean.

1-6 credits

GREEK

GRK 110 Basic Greek I

An introductory course that provides the student the basic elements of classical Greek. Primary emphasis is on structure and morphology; the aim is a graded reading knowledge. Since classical Greek is a nonliving language, classes expose the student to translation of simple grammatical forms, and sentences in order to develop an extensive vocabulary.

GRK 111 Basic Greek II

Probes deeper into the reading and translation of complex forms of classical Greek. Primary emphasis is on syntax. Students are exposed to simple readings and translations of famous works of classical writers and taught how to handle variations of words with the aid of a dictionary in order to translate written material.

Prerequisite: GRK 110

GRK 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

GRK 499 Greek Independent Study

As approved and to be arranged.

1-6 credits

HEBREW

HEBR 110 Basic Hebrew I*

The elements of Hebrew: elementary conversation, writing, fundamentals of grammar, and reading of simple texts.

HEBR 111 Basic Hebrew II*

Continuation of Hebrew I: readings of text of medium difficulty, conversation, and more complicated grammatical structure.

Prerequisite: HEBR 110

HEBR 210 Intermediate Hebrew I*

Students are exposed to Hebrew literature in the form of simplified literary selections. Grammatical fundamentals are extended to facilitate reading of the texts. Speaking ability is extended beyond basic conversation to the expression of a range of ideas.

Prerequisite: HEBR 111

HEBR 211 Intermediate Hebrew II*

A continuation of Intermediate Hebrew I including more advanced literature, grammar, and conversation.

Prerequisite: HEBR 210

HEBR 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

HEBR 499 Hebrew Independent Study

As approved and to be arranged.

Permission of the dean.

1-6 credits

HINDI

HNDI 110 Basic Hindi I*

The first semester of a basic course in the Hindi language. Introduces students to the fundamentals of reading, writing, speaking, and understanding the third most spoken language in the world.

HNDI 211 Basic Hindi II*

The second semester of a basic course in the Hindi language. Continues to build on the fundamental skills of reading, writing, speaking, and understanding Hindi, the third most spoken language in the world. Students are also introduced to the rich and diverse culture of South Asia.

HNDI 399 Selected Topics

As approved and to be arranged.

1-6 credits

ITALIAN

IT 110 Basic Italian I*

Presents a communicative approach to the basic elements of the Italian language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication.

IT 111 Basic Italian II*

Continues the communicative approach to the basic elements of the Italian language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication.

Prerequisite: IT 110

IT 210 Intermediate Italian I*

Aims at strengthening written and oral communication in Italian in a wide range of subject matter.

Course provides extensive experience in conversation, composition, and reading.

Prerequisite: IT 111

IT 211 Intermediate Italian II*

Aims at strengthening written and oral communication in Italian in a wide range of subject matter.

Course continues to provide extensive experience in conversation and composition and introduces the reading of literary selections.

Prerequisite: IT 210

IT 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

IT 499 Italian Independent Study

As approved and to be arranged.

Permission of the dean.

1-3 credits

JAPANESE

JPAN 110 Basic Japanese I*

Begins with an introduction to the Japanese sound system and to the romanization used in the textbook. Students are taught simple Japanese sentences with vocabulary introduced in a natural context and introduced to the hiragana and katakana syllabaries. Equal attention is given to listening, speaking, reading, and writing.

JPAN 111 Basic Japanese II*

A more in-depth study of the Japanese sound system and the romanization used in the textbook. Students are taught more challenging vocabulary and sentence structure. The hiragana and katakana syllabaries are studied as well. Equal attention is given to speaking, reading, writing, and comprehension.

Prerequisite: JPAN 110

JPAN 210 Intermediate Japanese I*

The course, designed as a continuation of Basic Japanese I and II, further increases the student's knowledge of Japanese grammar, vocabulary, idioms and characters, building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 111

JPAN 211 Intermediate Japanese II*

A continuation of Intermediate Japanese I. Further increases a student's knowledge of Japanese grammar, vocabulary, idioms, and characters, building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 210

JPAN 221 Japanese Conversation

The course develops students' speaking and aural comprehension abilities in Japanese. It deals with various aspects of spoken Japanese and integrates them into multi-purpose, oral, communication skills. Main activities lead towards the development of speaking and listening skills sufficient to handle daily conversation. Other activities include the consideration of pronunciation and intonation, discussion, speech, interpretative reading, story telling, and dictation. These activities, involving a variety of topics regarding Japan, aim as well to deepen students' understanding of Japanese culture and behavior. (Cross-listed with ASN 221)

Prerequisite: JPAN 210 or equivalent

JPAN 222 Advanced Japanese I

The course develops the four skills of speaking, aural comprehension, reading, and writing with an increased emphasis on reading and writing at an advanced level. It fosters the development of vocabulary and in-depth understanding of Japanese grammar through role play, conversation, and reading and writing exercises. Topics of discussion include diverse aspects of Japanese culture and society so as to enhance a greater understanding of Japan. (cross-listed with ASN 222)
Prerequisite: JPAN 221 or equivalent

JPAN 223 Advanced Japanese II

The course is the continuation of JPAN 222, Advanced Japanese I. It further develops a broad competency of the four skills: speaking, aural comprehension, reading and writing, with an increased emphasis on the development of the functional abilities in authentic situations at a level substantially higher than that of JPAN 221. It fosters the development of vocabulary and an in-depth understanding of Japanese grammar through role play, conversation, and reading and writing exercises. These activities, involving a variety of topics regarding Japan, aim as well to deepen students' understanding of Japanese culture and society. (Cross-listed with ASN 223)
Prerequisite: JPAN 222 or equivalent

JPAN 301 Cultural Studies: Japan

This course examines contemporary Japanese culture and society. Drawing upon a contemporary cultural studies approach, it covers a variety of topics, such as Japanese family and social organizations. (Cross-listed with ASN 301)

JPAN 302 Japanese Literature and Film in Translation

This course fosters an understanding of major works of Japanese literature and cinema, both traditional and contemporary. Drawing upon novels, dramas, poetry, and film, it examines how these genres reflect Japanese ethics, aesthetics, samurai and commoner societies in the Edo period. Furthermore, the course explores the influence on contemporary literature of Westernization in the postwar period, and reconciliation of individual expression with group conformity in today's society. (Cross-listed with ASN 302)

JPAN 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
Prerequisite: Permission of the department chairperson
1-6 credits

JPAN 499 Japanese Independent Study

As approved and to be arranged.
Permission of the dean
1-3 credits

KOREAN

KORE 110 Basic Korean I*

Designed for students with no previous knowledge of Korean. Introduction to Korean, including elements of grammar and vocabulary in a natural context. Equal attention is given to listening comprehension, oral skills, reading, and writing.

KORE 111 Basic Korean II*

Continuation of Basic Korean I. Designed to increase the students' knowledge of grammar, vocabulary and idioms; it provides the necessary basic foundation for further study in his/her area of study. Equal attention is given to listening comprehension, oral skills, reading, and writing.
Prerequisite: KORE 110 or equivalency

LATIN

LAT 110 Basic Latin I

Introduces the basic elements of classical Latin. The student is exposed to the cultural and historical background of the Romans as a means of understanding the Roman contribution to our age and culture.

LAT 111 Basic Latin II

Reading and translating complex forms of classical Latin, stressing correlations with the English language.
Prerequisite: LAT 110 or equivalency

LAT 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
Prerequisite: Permission of the department chairperson
1-6 credits

LAT 499 Independent Study

As approved and to be arranged.
1-6 credits

PORTUGUESE

PORT 110 Basic Portuguese I*

Presents a communicative approach to the basic elements of the Portuguese language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures. Although the course focuses on Brazil, it introduces cultural material related to Portugal and Lusophone Africa, and Asia.

PORT 111 Basic Portuguese II*

Continues the communicative approach to the basic elements of the Portuguese language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures. Although the course focuses on Brazil, it introduces cultural material related to Portugal and Lusophone Africa, and Asia.

Prerequisite: PORT 110

PORT 210 Intermediate Portuguese I*

A thorough review of basic conversation followed by an aural/oral presentation of such topics as travel, student life, careers, sports, fine arts, industry, politics, etc. A review of the essentials of Portuguese, development of a larger vocabulary, including idioms, discussions of selected short stories, and other selected areas of interest.

Prerequisite: PORT 111

PORT 211 Intermediate Portuguese II*

A continuation and intensification of Intermediate Portuguese I. Discussion is on a more sophisticated level. Modern selections, prose and poetry, from throughout the Luso-Brazilian world are presented.

Prerequisite: PORT 210

PORT 361 Brazilian Literature in Translation

This course explores the historical and aesthetic development of Brazilian literature from the colonial era, through Romanticism, Realism, Naturalism, and Parnassianism, and to the avant-garde experiments of the early twentieth century. (Cross-listed with LAS 361)

PORT 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

PORT 499 Independent Study

As approved and to be arranged.

Permission of the dean.

1-6 credits

RUSSIAN

RUS 110 Basic Russian I*

Presents a communicative approach to the basic elements of the Russian language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

RUS 111 Basic Russian II*

Continues the communicative approach to the basic elements of the Russian language. Course further develops elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

RUS 210 Intermediate Russian I*

A review of grammar fundamentals, followed by a study of advanced grammatical structure and idiom; reading a variety of texts, composition and conversation.

Prerequisite: RUS 111

RUS 211 Intermediate Russian II*

A continuation of Intermediate Russian I. Selected problems in grammar, sentence structure, and idiomatic expression; a series of readings of moderate difficulty, with emphasis on reading comprehension and conversation.

Prerequisite: RUS 210

RUS 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

RUS 499 Russian Independent Study

As approved and to be arranged.

Permission of the dean.

1-6 credits

Department of Philosophy

Professors: M. Friquegnon, D. Kolak,

J. Peterman, P. Rothenberg

Associate Professors: E. Steinhart (chairperson)

Assistant Professors: B. Andrew, P. Mandik,

S. Thompson

Philosophy is an ancient Greek word meaning lover or friend of wisdom. From the time of the Greeks into today's world, philosophy has sought after wisdom. It has tried to determine what can be known, how to go about trying to know things, and how to organize the knowledge that we do have to make it most useful in the pursuit of more knowledge. Most of the fields of study that are now taught in the modern university began as philosophical inquiries into the unknown, the space that occasionally opens in one's experience and culture where the traditional explanations from science and religion do not apply, and one is left with a feeling of wonder and questioning. Philosophy concerns the maintenance and pursuit of this inquiry: how to ask questions and when to accept answers. A key element in this process is criticism, evaluating our methods of dealing with information to minimize the distorting effects of prejudice, habit, and desire. Critical thinking in all of its forms is a central concern of all philosophical activity.

Philosophy inquires into many aspects of our thinking and experience. In ethics, logic, and aesthetics, it examines procedures and standards, if there can be any, for proper behavior, thinking, and feeling. Metaphysics examines the nature of space and time and the conditions of experience. Epistemology looks at how we know what we think that we know and the limits of knowledge. Many areas of our experience have separate philosophical inquiries dedicated to furthering our ability to discuss and understand them: language, art, religion, science, mind, history, politics, law, and mathematics. Philosophy is concerned with whether there is progress or a constancy in human nature and reasoning and studies the history of ideas to compare methods of analysis and synthesis from other cultures and time periods. Many famous thinkers have offered advice on how to pursue inquiry or catalogued the results of their own efforts and we offer regular seminars in the work of a single thinker such as Plato, Aristotle, Spinoza, Kant, Nietzsche, Wittgenstein, and others.

Philosophy concerns the most present, persistent and difficult questions that confront us: What should I major in? Will I be successful? Should I marry this person or marry at all? Is there a God? Is the world around me really as I experience it and how could I ever know? Do scientists, politicians, or philosophers really know what they are talking about? Can I ever really know anything? Is being good good for anything? We rarely find a certain answer to any such questions and, yet, they are not just intellectual exercises. We need answers to these questions and repeatedly in our lives experience the discomfort of not having them. The popular view of philosophy is that it concerns one's attitude or outlook toward life. In actual practice it develops the means to investigate and evaluate all aspects of our experience and thinking. It is the fundamental practice for the proper uses (and exposing the abuses) of reason in our lives.

Philosophy is one of the traditional routes to advanced study in any of the humanities, as well as to the professions such as law. Undergraduate degrees prepare one for positions requiring clear thinking, problem analysis and clear expression of ideas, such as managing or supervising in government or business, professional writing, and precollege education. Graduate degrees prepare one for college teaching, consulting on ethical questions to hospitals and business, and administrative positions in education and elsewhere. Philosophers' love of language has led many to careers in comedy, theatre, and journalism.

The Cognitive Science Laboratory

The Philosophy Department runs a Cognitive Science Laboratory, which is currently directed by Professor Mandik. A cognitive science program is associated with the lab. Cognitive science is the interdisciplinary study of the mind and brain. The disciplines involved include philosophy, psychology, neuroscience, computer science, and linguistics.

Cognitive science seeks to understand the brain and mind as computational systems, which manipulate representations. Philosophy's major contribution to the field is to supply basic understandings of the concepts of representation and cognition. Philosophical research in cognitive science typically involves activities like building computer models of nervous systems; designing robots to solve problems; studying the mental properties of software agents in artificial environments.

Students actively participate in the planning and execution of research projects in the lab. Undergraduate study in cognitive science allows students with a general interest in the nature of mind to learn about many different approaches to it, and prevents them from putting on the blinders that often come with commitment to a single discipline. Undergraduate study in cognitive science provides a background for students to enter graduate school in any of the individual disciplines which make it up, or to enter into a graduate program in cognitive science.

Current research at the lab includes the study of: neural representations of the world; the emergence of cognition in evolutionary artificial life simulations; the neural correlates of consciousness; and the modeling of cooperation and communication in robots.

The University offers an honors track in cognitive science that provides motivated students an opportunity to engage in an interdisciplinary study of the mind/brain. This track is described more fully at the end of the department listings in the College of Humanities and Social Sciences, including a description of the core courses in the track: CGSI 200 (Cognitive Science: the Interdisciplinary Study of the Mind), CGSI 300 (Selected Topics in Cognitive Science), CGSI 401 (Cognitive Science Honors Thesis I) and CGSI 402 (Cognitive Science Honors Thesis II).

Honors Track Program

The Cognitive Science Honors Track is intended primarily for philosophy and psychology students. For further information on this track, see page 252 of this catalog.

Curriculum

MAJOR REQUIREMENTS 30 CREDITS

Note: PHIL 110 Introduction to Philosophy, is required in general education and does not count toward major requirements.

Core Courses 6 Credits

PHIL 200	Ethics	3
PHIL 210	Logic	3

History 6 Credits

Two of the following:

PHIL 215	The History of Ancient Philosophy	3
PHIL 216	Philosophy of the Middle Ages	3

PHIL 217	Seventeenth- and Eighteenth-Century Philosophy: The History of Modern Philosophy from Descartes to Kant	3
PHIL 218	Nineteenth-Century Philosophy: Post-Kantian German Idealism	3

Topical Areas 6 Credits

Two of the following:

PHIL 220	Philosophy of Religion	3
PHIL 222	Political Philosophy	3
PHIL 223	Philosophy of Science	3
PHIL 312	Metaphysics	3
PHIL 317	Theory of Knowledge	3

Great Thinkers 3 Credits

One of the following:

PHIL 326	Plato	3
PHIL 327	Aristotle	3
PHIL 404	Seminar: Classics in Philosophy	3

Electives 9 Credits

Complete 9 credits from among any additional philosophy courses.

MINOR REQUIREMENTS 15 CREDITS

Students must complete 15 credits of philosophy courses beyond the 100 level.

CERTIFICATION REQUIREMENTS 27 CREDITS

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

PHIL 110 Introduction to Philosophy
Representative problems of philosophy, ranging from methods of inquiry, moral dilemmas, religious knowledge, problems of existence, artistic judgment, and criticism to political and social philosophy.

PHIL 200 Ethics

This course is taught in one of two ways: (1) an examination of representative ethical theories ranging from Socrates, Plato, Aristotle, Epicurus, the Stoics, Hume, Kant, Bentham, Mill, Dewey, and more recent philosophers; (2) an attempt to develop moral criteria by examining representative moral problems confronting society. An analysis is made of the nature of moral discourse and the meaning of moral terms.
Prerequisite: PHIL 110

PHIL 210 Logic

Covers formal techniques in the logic of propositions and predicate logic. Three kinds of deductive derivations—direct derivation, conditional proof and indirect derivation—are considered as are shorter tests of validity and consistency. Recommended for debaters, lawyers, public speakers, and computer science majors.
Prerequisite: PHIL 110

PHIL 215 The History of Ancient Philosophy

The history of philosophy from the Pre-Socratics through Socrates, Plato, Aristotle, the Stoics, the Epicureans, and early Neo-Platonists. Recommended for history majors. Also provides literature majors with the sources of classical intellectual allusions that abound in literature and drama.
Prerequisite: PHIL 110

PHIL 216 Philosophy in the Middle Ages

An introduction to philosophical ideas of the Middle Ages among Christians, Muslims, and Jews. Emphasis on the metaphysics of Augustine, Avicenna, Maimonides, and the works of Aquinas and Ockham.
Prerequisite: PHIL 110

PHIL 217 Seventeenth and Eighteenth Century Philosophy: The History of Modern Philosophy from Descartes to Kant

Deals with the seventeenth and eighteenth centuries, principally with the following problems: the assimilation of science as faced by Descartes, Spinoza, and Leibniz; the order of nature suggested by Newtonian science and its effect on Locke, Berkeley, and Hume; natural theology in the Enlightenment; and the natural rights political philosophy of Locke, the British moralists.
Prerequisite: PHIL 110

PHIL 218 Nineteenth-Century Philosophy: Post-Kantian German Idealism

An introduction to post-Kantian German idealism as exhibited by Fichte, Schelling, Hegel, et al., and the transformation of and the reaction against idealism as seen in the writings of Schopenhauer, Marx, Kierkegaard, and Nietzsche.
Prerequisite: PHIL 110

PHIL 220 Philosophy of Religion

An analytic study of religious beliefs. Emphasis on the problems of the meaning and truth of religious utterances; the existence of God; the compatibility of God and evil; the relationship among religion, psychology, and morality; and the philosophical adequacy of mysticism, both East and West.
Prerequisite: PHIL 110

PHIL 221 Philosophy of Art

An examination of theories of art from Plato to Dewey. The role of inspiration, intelligence, skill, expression, experience, and emotion in the arts is discussed.
Prerequisite: PHIL 110

PHIL 222 Political Philosophy

Explores the relation between the state and the individual, asking what obligations and duties each has to the other. Also considers acts of civil disobedience and resistance and inquires into the role of tolerance in contemporary society.
Prerequisite: PHIL 110

PHIL 223 Philosophy of Science

Analyzes the logic of scientific inquiry and the logical structure of its intellectual products. Primarily an examination of both logical patterns exhibited in the organization of scientific knowledge and logical methods whose use, despite changes in special techniques and revolution in substantive theory, is the most enduring feature of modern science.
Prerequisite: PHIL 110

PHIL 224 Philosophy of the Social Sciences

Deals with the logic of social inquiry. Asks whether customary scientific methods apply to the social sciences. Examines explanatory proposals; e.g., hermeneutic interpretation (*verstehen*), functionalism, structuralism, behaviorism, et al.
Prerequisite: PHIL 110

PHIL 225 Philosophy of History

A philosophical examination of historical language and inquiry, the logic of historical development, problems of historical explanation and generalization, and value judgments.

Prerequisite: PHIL 110

PHIL 227 Eastern Philosophy and Religion

A comparative study of the principal past and present Eastern religions and of man's religious feelings and experience.

Prerequisite: PHIL 110

PHIL 228 Critical Thinking and Scientific Method

Covers methods of inquiry as used in empirical research. Explanation, hypothetico-deductive method, confirmation and types of inductive thinking form the basis of the course. In addition, special attention is given to relating course material to the thinking of the student.

Prerequisite: PHIL 110

PHIL 300 Contemporary Analytic Philosophy

A study of the development of an important philosophical movement of the twentieth century, tracing its development from Bertrand Russell through the logical positivists, Ayer and Carnap, G.E. Moore, Gilbert Ryle, to ordinary language analysis, exemplified by Wittgenstein and Austin.

Prerequisite: PHIL 110

PHIL 305 Existentialism and Phenomenology

Examines such existential themes as death, freedom, responsibility, subjectivity, anguish, time, and the self as they appear in both literary and philosophical works. Phenomenology as one philosophical method that can be applied to such themes is considered.

Includes the works of Sartre, Kierkegaard, Camus, Kafka, Heidegger, and others.

Prerequisite: PHIL 110

PHIL 312 Metaphysics

Several traditional and recent views of the problem of existence and associated problems are discussed.

Included are the relation between appearance and reality, mind and matter, mind and body, the nature of substance, and personal identity.

Prerequisite: PHIL 110

PHIL 315 Philosophy of Mind

The philosophical problems associated with the relation of mind and body, mind and matter, willing and acting. Also, a consideration of some representative solutions ranging from monism, dualism,

epiphenomenalism, psychophysical parallelism, and behaviorism. Recent research in psychology, neurophysiology, and robot and computer automata studies is considered.

Prerequisite: PHIL 110

PHIL 317 Theory of Knowledge

An examination of the philosophical issues surrounding the notions of necessary truth, empirical knowledge, *a priori* knowledge, analytic statements and related topics. Views of traditional and contemporary philosophers are discussed.

Prerequisite: PHIL 110

PHIL 318 American Philosophy

An introduction to American philosophy through reading and examining selected writings of such classical American philosophers as Pierce, James, Royce, Dewey, and Santayana.

Prerequisite: PHIL 110

PHIL 319 Philosophy and Mathematics

This course deals both with the basic mathematical techniques used by contemporary philosophers and with the philosophy of mathematics generally. Students are introduced to basic mathematical tools such as sets, relations, functions, and graphs. Several traditional and recent philosophical views of mathematics are discussed (e.g. intuitionism, formalism, logicism, structuralism). The existence of mathematical objects and our knowledge of those objects are discussed.

Prerequisite: PHIL 110

PHIL 324 Philosophy and Feminism

An overview of some of the issues and work done in feminist philosophy. Students read philosophy specifically by, for, and about women, and consider how this theory informs ethics, politics, and metaphysics, as well as our views of the world and the classroom.

Prerequisite: PHIL 110

PHIL 326 Plato

A modern thinker said that all of philosophy has been a series of footnotes to Plato. This ancient Greek thinker developed in his Dialogues a method of analysis and expression that is still fresh and vital. The course examines such questions as the nature of human excellence, how to succeed in life, how to tell a lie (and how to recognize one), what is the best form of government, and whom you should love. Typical readings include the *Republic*, *Symposium*, *Meno*, *Protagoras*, and *Phaedrus*.

Prerequisite: PHIL 110

PHIL 327 Aristotle

Aristotle was Plato's student and presented his ideas in a much more systematic and straightforward manner. His works attempt to explain specific areas of human experience, such as the basic rules of logical thought, the nature of mind, how we should act, and why poetry moves us to laugh and cry. Typical readings include the *Ethics*, *Politics*, *Organon* (works on logic), and *Metaphysics* (which examines why and how what is, is).
Prerequisite: PHIL 110

PHIL 333 Philosophy of Law

Deals with both the development of law and an analysis of its principles and concepts. Examines and discusses the relationship between law and morality, and law and justice; the logical principles in legal arguments; and various kinds of legal theories, e.g., natural law, legal positivism, and legal realism.
Prerequisite: PHIL 110

PHIL 334 Business and Ethics

A study of large corporations as quasi-political and social institutions. Examines capitalism as a revolutionary force of the twentieth century and the consequences for society implied in the social attitudes that prevail and endure in these institutions.
Prerequisites: PHIL 110 and 200

PHIL 335 Environmental Ethics

This course deals with ethical issues related to our interactions with the natural environment, such as animal rights, aesthetic vs. monetary well-being, responsibility to future generations, short-term and long-term benefits vs. costs, intrinsic vs. extrinsic values, etc.
Prerequisites: PHIL 110 and ENV 110

PHIL 336 From Religion to Philosophy

Covers the transition from a reliance on prophets, poets, dramatists, and the "wise man," to a reliance on the philosopher in matters dealing with human action, inquiry, and artistic products.
Prerequisite: PHIL 110

PHIL 350 Buddhist Philosophy

This course examines various philosophies within the Buddhist tradition, such as the atomists, the idealists, and the schools that claim that ultimate reality is beyond the scope of words. The role of meditation and morality in relation to these schools is also discussed. The course introduces students to Buddhist philosophy as it evolved in India, China, Korea, Japan, and Tibet. The course ends with an examination of contemporary Buddhism.
Prerequisite: PHIL 110

PHIL 380 Indo-Tibetan Buddhist Philosophy

An introduction to "generic" Buddhist philosophy as the basis for Tibetan Buddhist philosophy. Emphasis is placed on the four noble truths, the eightfold path, the four immeasurables, and the virtues. The Early Schools and the Mahayana and Vajrayana paths are explained, as well as the major philosophical positions in Buddhism. Students are introduced to major teachers in the Tibetan tradition as well as to modern Tibetan thinkers.
Prerequisite: PHIL 110

PHIL 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
Prerequisite: Permission of the department chairperson
1-6 credits

PHIL 402 Advanced Logic

A study of the nature of a formal deductive system, including the proofs of completeness, consistency, and independence. The equipollence of deductive systems is also examined, and more advanced notions of predicate logic, multiple quantification, higher functional logic, and logic of relations are covered.
Prerequisites: PHIL 110 and 210

PHIL 404 Seminar: Classics in Philosophy

A classic work in philosophy, such as one of Plato's dialogues, a treatise from Aristotle, Augustine, or St. Thomas; or works such as Kant's *Critique of Pure Reason*, Mill's *Utilitarianism*, James' *Pragmatism*, Willgenstein's *Tractatus*, et. al., is explored in depth.
Prerequisite: PHIL 110

PHIL 408 Philosophy of Language

Examines the philosophical theories of language.
Prerequisites: Any one of the following: PHIL 210, PHIL 312, PHIL 315, PHIL 317, CS 410, or ENG 401

PHIL 499 Independent Study

As approved and to be arranged.
1-6 credits

Department of Political Science

Professors: M. Chadda, S. Collins, G. Gregoriou, J. Mason, M. Principe, S. Shalom, C. Sheffield, C. Sesay, M. Weinstein
Associate Professors: W. Davis (chairperson)
Assistant Professor: C. Kelly

The political science program is designed to provide students with the conceptual, theoretical, and research tools—as well as experience in applied politics—that will enable them to participate as effective citizens in the local, national, and international political systems that affect their lives. The public good is seen as essential to private well-being and security. Students are exposed not only to their own political system, but to the politics and cultures of other areas of the world, and to the international systems that govern world affairs.

The political science major is a good liberal arts major for a wide variety of fields. Students planning to study law will find this major most useful. Careers in business, government, and interest groups that interact with government are aided substantially by a political science background.

Political science majors take 18 credits in required core courses and an additional 18 credits in upper-level political science electives to meet particular personal and career interests.

A field study or internship program in applied politics affords interested juniors and seniors the opportunity to apply and enhance their training and often to obtain temporary or permanent employment. Internships are available with elected officials, in criminal justice work, and with a variety of civic or business organizations. A semester-long internship in Washington, D.C. is also available, for which the student receives 15 academic credits from William Paterson. See POL 495 for details.

Honors Society

Pi Sigma Alpha, Iota Kappa Chapter, the National Honors Society in Political Science

Pi Sigma Alpha is a member of the Association of College Honor Societies and an affiliate of the American Political Science Association. The purpose of *Pi Sigma Alpha* is to stimulate scholarship and intellectual interest in political science. The Society functions both at the national level, sponsoring programs, scholarship opportunities and events of value to the profession and teaching of political science, and at the chapter level in honoring all those students who have demonstrated excellence in both political science scholarship and service to the campus and wider community. Nominations to *Pi Sigma Alpha* are made twice a year by the department faculty, in January for mid-year graduates and in April for juniors and graduating seniors. Selection in the junior year is based on a 3.2 cumulative GPA, with at least 12 credits completed in political science, and with no lower than a B- in any Political Science course. Selection in the senior year is based on a GPA of 3.0 or above with no lower than a B average in political science courses. A departmental honors reception is held each April to honor *Pi Sigma Alpha* nominees as well as those who have won other awards and honors. To be officially enrolled as a *Pi Sigma Alpha* member, nominated students must pay a \$25 membership fee. In return, they receive a frameable certificate and a medallion that can be worn at graduation.

For more information, please contact Dr. Sheila Collins, Director of Graduate Studies, Department of Political Science, (973) 720-3424, or Dr. John Mason, Department of Political Science, (973) 720-2188.

Honors Track Program

The Social Sciences Honors Track is intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. N. Kressel, or see page 253 of this catalog.

Curriculum

MAJOR REQUIREMENTS 36 CREDITS

Required Courses 18 Credits

POL 120	American Government and Politics	3
POL 202	Research Methods in Political Science	3
POL 211	Classical and Medieval Political Theory	3
	or	
POL 212	Early Modern Political Theory	3
POL 230	Comparative Politics: Development and Modernization	3
POL 240	International Relations	3
POL 480	Seminar in Political Science	3
	(open to juniors and seniors; different seminars are offered each semester)	

Political Science Electives 18 Credits

Select six additional courses from among Political Science offerings.

MINOR REQUIREMENTS 18 CREDITS

Required Course

POL 120	American Government and Politics	3
---------	----------------------------------------	---

Political Science Electives 15 Credits

(By advisement)

CERTIFICATION REQUIREMENTS 27 CREDITS

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Note: Majors in political science are encouraged to select courses in such related areas as economics; communication; sociology; anthropology; geography; philosophy; history; African, African-American, and Caribbean studies; and psychology.

Courses

Unless otherwise noted, all courses are 3 credits.

Prerequisites

All courses on the 200 level or above require either POL 110, Introduction to Politics, or POL 120, American Government and Politics. However, Political Science majors and minors are advised to take American government as their prerequisite. There are a few exceptions, which are noted under the course description.

POL 110 Introduction to Politics

An inquiry into the nature, methodology and subject matter of politics. Basic ideas and problems in the field of politics—value-free inquiry, freedom, authority, justice, equality, alienation, revolution and change, rights and obligation—are examined in their philosophical and real-world setting. (Offered every semester.) (Not required of political science majors.)

POL 120 American Government and Politics

This course provides an overview and analysis of the constitutional foundations, the structure and function of the basic institutions of American Government and politics. Government and politics are examined within the historical political cultures of the United States and in relation to the evolving global context. Selected public policy topics may also be covered. (Offered every semester.)

POL 202 Research Methods in Political Science

Designed to enable students to do research in Political Science and critically evaluate political science literature. Topics include utilizing library resources, survey research, and the use and misuse of statistics. (Offered every semester.)

POL 211 Classical and Medieval Political Theory

Analyzes, in depth, the political ideas of important classical and medieval philosophers and schools of thought. Ideas on justice, authority, rights and duties, equality, laws and constitutions, and the "good life" are given an analytical and historical perspective. (Offered every fall.)

POL 212 Early Modern Political Theory

Studies the development of political theory from the inception of the modern state. Emphasis is on concepts such as natural law and natural rights, state and sovereignty, individual rights, and the community. Selected political thinkers, such as Machiavelli, Hobbes, Locke, Rousseau, and Marx are given particular attention and placed in historical perspective. (Offered every spring.)

POL 221 State Government

A study of the American system of federalism through consideration of the dynamics of government in the fifty states and their relationship to national and local governments with special emphasis on New Jersey. Attention is given to the executive, legislative, and judicial organizations and to the performance of governmental functions within a political framework. (Offered every other year.)

POL 223 Urban and Suburban Politics

A theoretical and empirical analysis of the distribution of political power in both central cities and suburban areas. Emphasis is placed on the historical role of United States cities and the present urban crisis. (Offered every other year.)

POL 224 Political Parties

A study of the organization and operation of political parties in the United States. Formal structure, the role of ideology, voting behavior, and the influence of pressure groups on political parties are examined. (Offered every third year.)

POL 225 Political Economy of the United States

This course is an interdisciplinary study of the political and economic problems of contemporary America. It uses the disciplines of Political Science and Economics to deepen and broaden understanding of issues such as equality, fiscal and monetary policies, political institutional behavior, and militarism. Prerequisite: POL 120 or ECON 210. (Offered two out of three years.)

POL 226 American Judicial System

This course examines the role of the courts in the American political system. State courts, federal courts, the criminal justice system, Supreme Court history, and jurisprudence will be examined. (Offered every year.)

POL 228 African-American Politics

An examination and analysis of economic and political power structure and relationships in the black community. Those factors that make black communities relatively powerless; how this powerlessness can be ameliorated; a historical overview of black political participation, as well as a study of the present black impact on the political process. (Same course as AACS 244; offered every year.) No prerequisite.

POL 230 Comparative Politics: Development and Modernization

Introduces the field of comparative politics. Emphasizes a critical analysis of the principal approaches and models currently employed by political science in an attempt to understand the process of political change and the variegated political systems of the world. (Offered every semester.)

POL 240 International Relations

A study of the nation-state system, the struggle for power, the changing patterns of the international system, and the basic influences shaping the foreign policy of states. (Offered every semester.)

POL 272 Politics and Sex

What is it like to be female in a male-dominated society?

This course critically examines the socio-political construction of patriarchy and the conscious and nonconscious, intentional and unintentional ways in which male supremacy is reproduced in contemporary society. Particular emphasis is placed on the mechanisms of social control designed to limit women's participation in society and to ensure the perpetuation of male dominance. (Offered every semester.)

No prerequisite

POL 275 Politics and the Media

This course provides a critical examination of the role of the mass media as a major political player. The course provides an overview of the history of the development of the mass media, and explores the function of the mass media as watchdog, gatekeeper, agenda-setter, and manufacturer of consent. Questions of media bias, the effects of industry concentration, and issues associated with regulation of the press are considered. Students have the opportunity to engage in research on specific topics. (Offered every third semester.)

POL 311 American Political Theory

This course provides an analysis of American political theory from its origins in English liberalism to the present day, including both mainstream and dissident voices. It evaluates the American political tradition in contrast to the major political ideas of Europe and in terms of the uniqueness of the American historical inheritance and environment. (Offered every other year.)

POL 322 The American Presidency

A study of the origins and evolution of the presidency. The various roles of the president are analyzed and attention is given to the growing pains of and the resulting challenges to the modern presidency. (Offered every fourth year.)

POL 323 Political Socialization

One of the continuing and central themes of political theory: how citizens are inducted into their politics. The concept of political culture is subjected to a close and critical examination, and major attention is devoted to the processes, agents, and transmission belts through which political values and attitudes are formed and communicated to succeeding generations. (Offered two out of three years.)

**POL 324 Constitutional Law:
The Judicial Process**

Analysis and examination of United States Supreme Court decisions in such areas as judicial review, scope of federal power, federal-state relations, commerce, taxing and spending, regulations of economic and property interests, and other sources of legislative and executive power. (Offered every other fall.)

**POL 325 Constitutional Law:
Civil Liberties and Civil Rights**

Analysis of the concepts and problems associated with the exercise and interpretation of the Bill of Rights and the 13th, 14th, and 15th amendments. Leading decisions of the United States Supreme Court are analyzed and discussed with special attention given to such issues as freedom of speech, press, assembly, religion, privacy and security, the right to a fair trial, the rights of the accused, due process, and equal protection of the laws. (Offered every spring.)

POL 327 Congress and the Policy-Making Process

Examines the structure, culture, processes, intergovernmental and constituency relations that determine congressional policy making. Major policy battles over selected contemporary issues are considered. (Offered two out of three years.)

POL 328 Urban Policies and Problems

An intensive consideration of the formation and implementation of selected urban policies and programs. Fieldwork on a specific topic is encouraged. (Offered infrequently.)

POL 332 European Political Systems

This course examines five major West European countries — Britain, France, Germany, Italy, and Sweden — while also surveying political regimes in southern and central Europe. The development of "Europewide" political institutions and policies is also studied. (Offered every spring.)

POL 333 Politics of the Third World

A comparative analysis of selected transitional politics systems in Latin America, Africa, and Asia. General problems arising during the transition from traditional societies to modern industrial states are examined to describe typical patterns of political change. (Offered every third year.)

POL 335 Russia and the Successor States

This course surveys the political systems and cultures of the Russian Federation and the other successor states that have emerged from the breakup of the old Soviet Union. The major focus is on the Russian Federation and its efforts to overcome its Soviet legacy of incomplete political and economic modernization. The course also looks at various paths toward political and economic independence being pursued by the Baltic Republics, Ukraine, and the Caucasus and Central Asian Republics. (Offered every two out of three years.)

POL 336 Politics of Asia: India and China

This course examines the politics of China and India from a comparative perspective. China chose socialism in 1949; in 1947 India opted for a liberal capitalist democratic system. Thus these two largest countries in Asia offer excellent material for studying the process of modernization and change in ideologically contrasting settings. (Offered infrequently.) Prerequisite: POL 230 or permission of instructor

POL 337 Politics of Latin America

An examination of the nature of Latin American politics and the reality of current political institutions and movements in this Third World area. United States policy toward the region is analyzed. Debt, trade, immigration, democratization, and related issues are analyzed for such countries as Mexico, Cuba, Argentina, Brazil, Chile, and Uruguay. (Offered every fall.)

POL 338 Caribbean Political Systems

A survey of political development in the varied societies of the Caribbean. Cuba, Haiti, the Dominican Republic, other former British colonies, the French and Dutch islands, and Central America are covered. Colonialism, trade relations, and cultural forces are also dealt with to enhance understanding of trends in the region. (Offered every spring.)

POL 339 African Politics

Deals with post-independence governmental political parties and ideological inclinations among African states. Emphasis is on origin and evolution of political institutions and their functions within contemporary Africa. (Same course as AACS 338; offered once a year)

POL 340 International Law

This course examines the evolution of international law up to the present. In addition to its history, rules, and process, it explores such international topics as treaties, customary law, general principles of law, and conflict of laws. Also covered are a variety of international tribunals, organizations, and doctrines. (Offered every other year.)

POL 342 International Political Economy

Analyses of global issues — such as the quest for new international order, world trade dilemmas, economic relations between rich and poor states and their political implications — from a political-economical perspective. (Offered every other year.)

POL 343 The United Nations

Studies the leading international organization in the world today and its role in maintaining security, peacekeeping, economic and social development and human rights. (Offered every other year)

POL 345 United States Foreign Policy

An analysis of the political, economic, geopolitical, bureaucratic, and other factors that determine United States foreign policy, as well as an examination of how United States foreign policy is made. (Offered every other fall.)

POL 347 The Middle East in World Politics

The Middle East—that region stretching from North Africa to Southwest Asia—is of tremendous importance in international relations, containing as it does immense oil resources, strategic waterways, colonial legacies, and contending nationalist movements. This course examines both the role of outside powers and local actors in this volatile region. (Offered every third fall.)

POL 348 War and Peace

What causes war? What promotes peace? An examination of the economic, political, psychological, and other causes of war, and various strategies for preventing it. (Offered every other year.)

POL 349 Southeast Asia in World Politics

Southeast Asia is a region of great diversity—encompassing democracies and dictatorships, a city-state and a vast archipelago, rich states and poor, the world's most populous Muslim country and one of the largest Catholic nations, ancient civilizations and one of the world's newest nations (East Timor). It is also a region of great economic and strategic importance: the scene of fast-growing states and of the United States' longest war. This course examines colonial legacies, nationalist and revolutionary movements, and big power interests in order to understand the foreign policy of regional states and the role of external powers.

POL 352 Politics of Poverty

This course views poverty as a socially constructed artifact—an effect of political ideas and decisions—and a source of continuing political controversy. The course explores the ways in which poverty and inequality are defined and measured as well as the extent of poverty and its effects on different population groups. Various theories that attempt to explain the causes of poverty and prescribe solutions are explored in the context of a study of U.S. poverty policy from the Great Depression through the present. U.S. approaches to poverty are also explored in relation to comparable industrial democracies.

POL 353 Politics and Labor Movements

A variety of philosophical, ideological, and historical-institutional arrangements related to labor are explored. Emphasis on the origins and development of trade unionism and class consciousness, relations between capital and labor, old and new working class, role of labor in competitive and monopoly capitalism, technology and labor, job satisfaction, and alienation under capitalism and socialism. (Offered infrequently.)

POL 355 Politics of the Environment

Preserving and improving the natural environment is one of the most critical public policy issues of the 21st century. Like all political questions, it is bound up with ideology and power, but it also involves difficult moral and ethical issues, philosophical and economic belief systems and technical and scientific "facts" and their interpretation. This interdisciplinary course provides an overview of the origins and evolution of environmentalism as a philosophical paradigm that is reshaping politics and public policy. The course surveys the history of the environmental movement and provides an examination of the political institutions and processes involved in environmental decision making both nationally and globally, focusing on specific policy areas through case studies and simulations.

The Prerequisites for this course may be waived with permission of the department chair. (Offered every third semester.)

POL 362 Social Movements and Political Change

This course explores the theory and practice of social (or people's) movements to achieve political results. It examines at least one social movement in depth and several others in less depth, seeking answers to the following questions: Why do people's movements arise when and where they do? What kinds of resources, strategies and tactics do they employ? How do they relate to conventional politics? How do they affect their participants and the larger society? Why do some succeed and others fail? (Offered every third semester.)

POL 373 Politics of Sexual Violence

This course provides an overview of the contemporary issues of sexual violence. It defines the scope and reality of sexual violence and examines the processes by which sexual violence is perpetuated and maintained at the micro-level and the macro-level of society. (Offered every other year.)

Prerequisites: WS 110, WS 150, AACS 150, or POL 272

POL 399 Selected Topics

Topics not covered by an existing course are offered under this designation. Students may take more than one Selected Topics course. (Offered irregularly.)
1 – 6 credits

POL 412 Marxist Political Theory

The intellectual development of Marx and Engels. Earlier philosophical and historical movements (political economy, Utopian socialism, German idealism, and working class movements) are given attention to place Marxism in historical perspective. (Offered every fifth semester.)

POL 414 Capitalism and Socialism

Nineteenth-century origins of socialist theory are analyzed, but emphasis is on twentieth-century schools of socialist theory and practice — Marxism, Leninism, Trotskyism, Maoism, African socialism, anarcho-communism, women's liberation, the new left, the Greens, and developments in the post-Communist period. (Offered every other year.)

POL 480 Seminar in Political Science

This senior capstone course is designed as a major research seminar to demonstrate the skills and knowledge that have been acquired throughout the course of the major. The course is limited to students who have taken at least 21 credits in the major, including all of the core required courses, or to those who can demonstrate to the professor that they have acquired the equivalent skills and knowledge. Topics vary from semester to semester. Participants in the semester-long Washington, D.C. Internship program may substitute an evaluative critique of their internship placement and a portfolio of artifacts from that experience for the Senior Seminar. (Offered every semester.)

Prerequisite: Junior or senior status

POL 495 Internship in Politics

Designed primarily for students interested in practical aspects of politics and government. Students work approximately 120 hours during the semester under the guidance of experienced public officials. Field placements are made in local government, legislative offices, campaigning, or public service activities. Students must speak to the instructor regarding placement before the semester begins.

Prerequisites: Junior or senior status and permission of chairperson. (Offered every semester.)

3 – 15 credits

POL 499 Independent Study

As approved and to be arranged with instructor and by chairperson.

1-6 credits

Special Programs

The Political Science Department offers the following special programs.

Pre-Law

The Pre-Law program is housed in the Political Science Department but is open to students majoring in any discipline. The most common disciplines are Political Science, Philosophy, English and History. The Pre-Law program consists of the following components:

- Extensive one-on-one mentoring by our Pre-Law Director.
- Two out of three of the following law-related courses offered by the Political Science Department: POL 226 The American Judicial System; POL 324 Constitutional Law: The Judicial Process; POL 325 Constitutional Law: Civil Liberties and Civil Rights. (Additional law-related courses, including International Law) are available to those who are interested.)
- A series of workshops on applying for, getting in, and succeeding in law school given by guest speakers, including law school deans and current law school students.
- Reduced-fee LSAT preparation courses taught by professionals.

Students may take some or all of the components listed above, but only those who follow the complete program are eligible for the reduced-fee LSAT prep courses.

Model United Nations

Under the guidance of political science faculty, students prepare for and participate in at least two Model U.N. competitions each year with students from universities across the country. No academic credit is given for this extra-curricular program, but participants are given special awards.

Washington, D.C., Internship

Semester-long or summer internships in Washington, D.C. are available to juniors or seniors through the Institute for Experiential Education. Students wishing to participate must have a minimum GPA of 2.5. Fifteen credits are awarded for experience by William Paterson. Students are placed in any one of a variety of Washington-based interest groups or with executive branch agencies or members of Congress and participate in two academic seminars with other students in the program. Students live together in housing provided by the internship program and enjoy the cultural and other benefits of Washington on weekends. Students wishing to participate must have the permission of the department chair and make special application.

Cambridge Summer Program in Comparative Politics and Law

The department offers a six-credit program in comparative politics and law during the month of July at St. Edmund's College, Cambridge University. Students share quarters and eat meals with undergraduates and graduate students from around the world. They have access to some of the world-class Cambridge libraries for their research and have the opportunity to hear guest lectures by Cambridge University professors. Field trips are planned to places relevant to the subjects they are studying, as well as to cultural and historic sites. Students wishing to participate must apply to Professor Michael Principe, program director.

Department of Psychology

Professors: S. Boone, N. Kressel, G. Leventhal, A. Montare, B. Pakizegi, B. Silverstein, D. Vardiman

Associate Professor: T. Heinzen, K. Makarec (chairperson)

Assistant Professors: J. Austin, M. Chae, B. Diamond, J. Ekeocha, E. Gurstelle, E. Haines, C. Holle, N. Kim, R. Nemeroff, J. Swingle, K. Torsney

Theories and current research in psychology are explored as students seek to understand the field from its historical development to its newest directions. Students acquire a broad background in five main areas of psychology: human development, cognition, social psychology, physiological psychology, and clinical psychology, and have the opportunity to specialize in one or more areas of interest.

In experimental psychology, for example, students are encouraged to participate in faculty-directed research. With additional course experience, they have opportunities for *independent study* in areas of particular interest, including, for example, interpersonal relationships, mental illness, psychotherapy, perception, learning, brain-behavior relationships, neuropsychology, aging, political behavior and others. Seniors can opt to gain clinical or organizational experience through a *supervised practicum (internship)*.

These experiences in practice or conducting scholarly or scientific research, with opportunities to present the fruits of such work at our "Annual Student Research Conference," further enrich our well-rounded program. Students are well prepared for graduate study in any branch of psychology, brain science, social work, human resources, business administration, law, or other areas related to human behavior.

Because psychology has important and challenging interdisciplinary areas, the department collaborates with the Biology Department in offering the *Honors in Biopsychology* and with several other departments in offering an *Honors Tracks in Cognitive Science and Social Science*. For a description and curricular requirements of Biopsychology, Cognitive Science, and Social Science, see the Honors Track information later in this section. In addition, several *honors sections* of psychology courses are offered.

Honors Society

Psi Chi, the National Honors Society in Psychology
The National Honors Society in Psychology is a member of the Association of College Honor Societies and an affiliate of the American Psychological Association. *Psi Chi* provides students with workshops, such as resume building and G.R.E. preparation, and opportunities to volunteer in the community and on campus. Membership in *Psi Chi* requires that a student be registered as a psychology major or minor, have completed a minimum of 9 semester psychology hours, have an overall GPA of at least 3.0 and at least a 3.25 GPA in psychology. It is open to both undergraduate and graduate students. For more information, please contact Dr. Katherine Makarec, Department of Psychology, (973) 720-3390.

Honors Track Programs

The department offers in collaboration with other programs the following honors tracks: Biopsychology, intended for psychology and biology students; Cognitive Science, for psychology and philosophy students; and Social Sciences, intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on these tracks, see page 251 of the catalog.

Curriculum

MAJOR REQUIREMENTS 38-40 CREDITS

Students majoring in psychology are expected to fulfill the following standards: (1) maintain a 2.3 (C+) grade point average in the major, (2) attain grades higher than D in the following core courses (PSY 110, PSY 202, PSY 203, PSY 230 and PSY 480), and (3) obtain no more than one D grade in the seven track courses. (4) PSY 110, PSY 202, PSY 203 and PSY 230 must be completed within the first 64 credits (transfer students within the first year at William Paterson) to prepare for assessment.

A. Required Core 17 Credits	
PSY 110	General Psychology 3
PSY 202	Experimental Psychology I: Applied Statistics 4
PSY 203	Experimental Psychology II: Research Methods 4
PSY 230	History and Systems of Psychology 3
PSY 480	Seminar in Psych 3

B. Required Track Courses 15 Credits

PSY 210	Developmental Psychology	3
PSY 220	Social Psychology	3
PSY 350	Theories of Personality	3
	Or	
PSY 351	Abnormal Psychology	3
PSY 353	Physiological Psychology	3
PSY 354	Psychology of Learning	3
	Or	
PSY 375	Cognitive Psychology	3
	Or	
PSY 420	Perception	3

C. Additional Track Courses 6-8 Credits

Students must select two other courses from any of the five tracks listed below. An independent study may substitute for one of the additional track courses.

The purpose of the required track course distribution is to provide breadth to the curriculum. The additional course(s)/independent study can focus on a single track or area to provide opportunity for depth.

Directed Elective 4 Credits

(fulfills one GE science requirement)

BIO 114	Applied Anatomy and Physiology	4
---------	--------------------------------------	---

Psychology Tracks

1. Developmental

PSY 210	Developmental Psychology*	3
PSY 290	Child Abuse and Neglect	3
PSY 320	Psychology of Adolescence	3
PSY 330	Adult Development/Aging	3
PSY 340	Infancy	3
PSY 342	The Preschool Years	3
PSY 344	The School-Age Years	3

*Prerequisite to all courses in this track

2. Information Processing/Cognition

PSY 250	Psychology of Consciousness	3
PSY 354	Psychology of Learning	3
PSY 375	Cognitive Psychology	3
PSY 379	Children's Learning	3
PSY 382	Behavior Modification	3
PSY 420	Perception	3
CGSI 200	The Interdisciplinary Study of Mind	3
CGSI 300	Selected Topics in Cognitive Science	3
CGSI 401	Cognitive Science Honors Thesis I	3
CGSI 402	Cognitive Science Honors Thesis II	3

3. Social

PSY 220	Social Psychology	3
PSY 225	Psychology of Social Issues	3
PSY 260	Psychology in Business and Industry	3
PSY 290	Child Abuse and Neglect	3
PSY 311	Psychology of Women	3
PSY 325	Psychology of the Family	3
PSY 331	Psychology of Politics	3
PSY 360	Environmental Psychology	3
PSY 365	Psychology and Culture	3
PSY 381	Psychology of Aggression	3
PSY 465	Psychology Internship	3

4. Physiological

PSY 353	Physiological Psychology*	3
PSY 415	Psychopharmacology	3
BIPY 474	Neuroscience	4
BIPY 475	Behavior Genetics	4
BIPY 476	Developmental Biopsychology	3
BIPY 479	Biorhythms in Physiology and Behavior	3
BIPY 490	Human Neuropsychology	3
BIPY 499	Independent Study	3

*Prerequisite to PSY 415, BIPY 474 and BIPY 490

5. Clinical/Personality

PSY 310	Psychological Testing	3
PSY 322	Group Dynamics	3
PSY 350	Theories of Personality	3
PSY 351	Abnormal Psychology	3
PSY 410	Introduction to Counseling and Psychotherapy	3
PSY 465	Senior Practicum in Applied Psychology	3

MINOR REQUIREMENTS 18 CREDITS

PSY 110	General Psychology	3
PSY 210	Developmental Psychology	3
PSY 220	Social Psychology	3
PSY 230	History and Systems of Psychology	3
Plus two additional psychology courses by advisement		6

Certification Requirements 27 Credits

Students who wish to obtain teaching certification must complete additional courses as prescribed by the School of Education (see Department of Curriculum and Instruction).

Courses

Unless otherwise noted, all courses are 3 credits. PSY 110 is a prerequisite to all courses.

PSY 110 General Psychology

This course surveys the chief theories, principles, and methodologies of psychology with special emphasis on their relations to human behavior. The biological foundations of behavior, sensory processes, learning, perception, memory, emotion, motivation, personality, and the social bases of behavior and behavior pathology are examined to establish the foundations for advanced study in psychology. Current research findings are included wherever applicable. (No course prerequisite)

PSY 202 Experimental Psychology I: Applied Statistics

An introduction to basic statistical procedures for the Behavioral Sciences, including descriptive and inferential statistics, probability, correlational analysis, hypothesis testing, analysis of variance, and nonparametric statistics. Laboratory sessions enable students to apply concepts from the classes using computers and other computational approaches. Prerequisites: PSY 110 and MATH 110 or 120
4 credits

PSY 203 Experimental Psychology II: Research Methods

The course builds upon skills acquired by students in PSY 202. Students continue their study of scientific methods with emphasis upon experimental techniques in the behavioral sciences. Students are trained in a wide range of methods for studying human and animal subjects consistent with APA guidelines for ethical research. A major requirement is participation in design and implementation of laboratory experiments, including an original research project. Students use sophisticated software for the management and analysis of their data. It is expected that students will submit their original projects to the Annual Student Research Conference. Prerequisite: PSY 202
4 credits

PSY 208 Computer Statistical Applications in Psychology

An introduction to computer statistical applications in modern psychology research, this course emphasizes the use of statistical analysis software. Similarities and differences between statistical analysis software are presented. Computer laboratory sessions provide experience in the application of lecture material. Recommended for students interested in graduate school and research. The course counts as an "additional track course." Prerequisite: PSY 202

PSY 210 Developmental Psychology

This course is about how humans develop physically, cognitively, socially and emotionally during the five major periods of life from conception through adolescence. Development is placed in its larger sociocultural context, and issues of race, class, gender and culture are examined as they impact on human development.

PSY 220 Social Psychology

This course provides an introduction to social psychological theory, research, and application. At its best, social psychology is an interdisciplinary endeavor. Thus, in our attempt to understand human social interaction, we draw from sociology, political science, and history, as well as from more traditional psychological sources. Topics to be covered include attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology.

PSY 225 Psychology of Social Issues

This course applies psychological theories and research to the comprehension and resolution of major social problems confronting the contemporary world. Specific topics vary from semester to semester, but may include genocide, poverty, crime, terrorism, political extremism, international conflict, and/or other matters.

PSY 230 History and Systems of Psychology

This course introduces the student to the development of modern psychological thought beginning with the Greeks. While some topics, such as *dualism*, are discussed in terms of earlier origins, the emphasis is upon the development of post-renaissance concepts such as mechanism, determinism, and empiricism. The origins of the scientific method and the early attempt to apply this methodology to psychological issues are also presented from several perspectives. Particular attention is also given to the antecedents, formal development and ultimate fate of the major schools of thought in contemporary psychology.

PSY 250 Psychology of Consciousness

This course introduces students to numerous theories of mind and consciousness. Students learn about the evolution of consciousness, the physiological substrates of consciousness, and the different forms or states of consciousness. In addition, the course explores animal intelligence, emotions and consciousness.

PSY 260 Psychology in Business and Industry

This course introduces students to the science and practice of industrial/organizational (I/O) psychology. Psychological theory and research are applied to the solution of problems in business and industry. After an overview of research methods and the history of I/O psychology, students are exposed to basic concepts from human resources psychology, organizational development, and consumer behavior.

PSY 290 Child Abuse and Neglect

The problem of physical and psychological abuse and neglect of children is examined from intrapersonal, interpersonal and social perspectives. The multivariable etiology of the problem and attempts at intervention, prediction, and prevention will be discussed. Cross-cultural studies will be used to clarify issues in the area. Consequences of abuse and neglect for the cognitive, physical, and social emotional development of children will be analyzed.

Prerequisite: PSY 210 or permission of instructor

PSY 310 Psychological Testing

This course examines the nature and functions of psychological testing, the interpretation of test scores and the exploration of related clinical and research hypotheses. Intelligence, aptitude, and personality tests are covered with particular emphasis on clinical interpretation.

PSY 311 Psychology of Women

The lives of women are explored from several psychological perspectives, including the Stone Center relational model. The current research on girls and adolescent females are studied including the work of Dr. Carol Gilligan and her colleagues. Female biological development and sexuality, and cross-cultural and minority patterns of female socialization are examined. The course includes practical exercises.

PSY 320 Psychology of Adolescence

This course is about human development in the preteen and teenage years. It covers the physical, cognitive, social and emotional developments of this period of life in a socio-cultural context. Issues of race, class, gender and culture are examined as they interact with development.

Prerequisite: PSY 210

PSY 322 Group Dynamics

Recognized theories and empirical research on the ways groups function are integrated with experiential classroom exercises and applied by the students to their own life experiences and perception of groups in the broader society. Areas covered include concepts and purposes of groups, group development and socialization, group structure, roles and communication, leadership, decision-making, productivity, and power and influence in groups. The effects of the physical environment, and some special topics such as cults, crowds and mass movements may also be included.

Prerequisite: PSY 110

PSY 325 Psychology of the Family

This course examines psychological processes that operate within the structure of the family which help to define function/dysfunction of individuals and families. Further emphasis is placed on understanding the family as a "system" of interlocking relationships that impact the thinking, feeling and behavior of each member. The relationships between adults, parents and children, and among siblings over the span of the life cycle are highlighted as is the influence of the larger social system.

Prerequisite: PSY 210 or PSY 220

PSY 330 Adult Development/Aging

This course examines the psychology of aging from social, developmental, cognitive, and biological perspectives. It also explores aging as a social issue, with an emphasis on mental health aspects.

Prerequisite: PSY 210

PSY 331 Psychology of Politics

This course examines the psychological foundations of political behavior, focusing especially on four areas: (1) individual participation in democratic systems, (2) social psychology of international affairs, (3) political leadership, and (4) psychohistory. Political socialization, communication, and decision making are also covered.

PSY 340 Infancy

This course focuses on human development from the time of conception through the second year of life. The heredity-environment question, motor, language, social-personality and cognitive development, and the stability of infancy traits during life, are studied in their multi system context.

Prerequisite: PSY 210

PSY 342 The Preschool Years

This course focuses on normal human development from three to six years of age. An in-depth analysis of the main areas of development, including the physical, intellectual, social, and emotional is made. Development is considered in its larger sociocultural context, and issues of race, class, gender and culture are examined as they impact on human development during this period.

Prerequisite: PSY 210

PSY 344 The School Age Years

This course focuses on normal human development from six to twelve years of age. An in-depth analysis of the main areas of development, including the physical, intellectual, social and emotional, is made. The course also discusses the applied implications of these developments for parenting, education, and therapeutic work for children of this age period.

Prerequisite: PSY 210

PSY 350 Theories of Personality

Surveys the nature and concerns of personality theory. Coverage includes the contributions of major theorists from the classical psychoanalytic, social analytic, humanistic, radical and cognitive behavioristic viewpoints.

PSY 351 Abnormal Psychology

This course explores concepts of psychological abnormality and distinguishes between the main theoretical approaches to understanding behavior, normal and abnormal. These models or explanations are actively applied to discussions of major syndromes of abnormal behavior, with special reference to the revised DSM-IV.

PSY 353 Physiological Psychology

This course explores some of the major relationships between brain functions and behavior and the methods and techniques that are currently used to examine these relationships. In addition, current research findings and how these findings impact on our lives are discussed.

Prerequisites: PSY 110 and BIO 114 or equivalent

PSY 354 Psychology of Learning

Examines the research methods, empirical findings, and theoretical explanations of conditioning, learning and other complex cognitive forms of knowledge acquisition. The course includes a consideration of the comparative findings from both the animal and human learning literatures. Historical and contemporary trends in the study of learned phenomena are also included.

PSY 365 Psychology and Culture

This course provides a comprehensive overview of the role of culture in shaping a person's behavior and mental processes. Additionally, we assess the extent to which the approaches and conclusions of Western (especially American) psychology apply to people coming of age in non-Western cultures.

PSY 375 Cognitive Psychology

This course critically examines people's information-processing capabilities and limitations. Emphasis is placed on the theoretical principles that underlie the attention, perception, and memory of events as well as current research problems.

Prerequisite: PSY 203 recommended

PSY 379 Children's Learning

The course surveys the major forms of children's learning and cognitive processes, examining both the empirical data base and the theoretical formulations used to account for the findings. Topics covered include conditioning in infancy and early childhood, language acquisition, behavior modification, discrimination reversal learning, verbal learning, concept learning, and learning to read.

PSY 381 Psychology of Aggression

This course focuses on the internal, external, and experiential components of human aggression. The acquisition and development of aggression is examined from psychoanalytic, learning, social learning, cognitive, and physiological theoretical perspectives. The main objective of the course is to provide students with a better understanding of individual and collective violence and aggression.

PSY 382 Behavior Modification

The modification of animal and human behavior is explored through the application of principles of learning. Behavioral phenomena and techniques including generalization, acquisition, extinction, conditioned reinforcers, schedules of reinforcement, and aversive control are studied. Using computer software that re-creates animal learning typical of animal learning studies, students gain familiarity with traditional laboratory techniques and basic principles of learning. The latter half of the course addresses how these basic principles are translated into use in applied settings with humans.

Prerequisite: PSY 354

3 credits

PSY 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
3 credits

PSY 410 Introduction to Counseling and Psychotherapy

This course explores the major theories of psychotherapy and the application of those theories. For each therapy mode, the theory of psychopathology is related to the methods used and the theory of change. Research outcomes for each type of psychotherapy are reviewed.

Prerequisite: PSY 350 or PSY 351

PSY 415 Psychopharmacology

To provide a groundwork for this course in the neurosciences, a behaviorally oriented overview of nervous system functioning and biochemistry is integrated with discussions of basic pharmacological principles and bio-behavioral research methods. The physiological, behavioral and psychological effects of the major classes of psychoactive drugs are presented. Emphasis is placed on understanding the mechanisms of these drugs at molecular, cellular and neurophysiological levels; the similarities and differences in mechanisms between drugs; and the experimental paradigms utilized to arrive at the findings.

Prerequisite: 1 year Biology or BIO 114 or PSY 353 (Physiological Psychology)

PSY 420 Perception

Using a lecture and phenomenological approach, this course explores how the living organism experiences the real world. All sensory systems are examined in terms of the paradigm of information coming from the distal stimulus to the proximal stimulus (physical energy); the sense organs converting the physical energy into electrochemical energy (sensations); the organism operating on and experiencing the world (perception).

PSY 465 Psychology Internship

Through work in an appropriate supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of clinical psychology, human resources, organizational psychology and other areas of applied psychology. Students must meet with the professor prior to signing up for the course.

Prerequisites: Senior Status; PSY 203 and permission of instructor. PSY 351 is necessary for a clinical internship; PSY 260 is necessary for an organizational internship.

PSY 480 Seminar in Psychology

In one of a variety of formats, this writing and thought intensive course serves as an overview of previous learning, a forum for students to integrate knowledge and ideas across the subdisciplines of psychology, and an impetus for expansion of thinking. Students also hone their abilities to apply their knowledge to the theme or themes of the course.

Prerequisites: PSY 203, 230 and senior status

PSY 499 Independent Study

As approved and to be arranged.
1-3 credits

Department of Sociology

Professors: M. Ansari, M. Baumgartner, C. Flint, R. Glassman, R. Martorella, V. Parrillo (chairperson), P. Stein, S. Tardi

Associate Professors: M. Ellis, L. Gaydosh, M. Korgen, C. Magarelli, G. Wang

Assistant Professors: H. Lune, J. Mahon, E. Pumar, Polly Smith

The sociology major is a bachelor of arts degree program that provides students a strong background in human relations, giving them important knowledge and insights to confront a rapidly changing world and to gain skills vital in today's job market. For students interested in a more sharply focused program of studies, concentrations in criminal justice, social services, and sociological practice are available.

All sociology majors complete a total of 36 credits in the major. Whether completing the general program of sociology studies or a concentration, all students take 18 credits of required core courses, as well as 15-18 other credits in specific courses as detailed below, plus 3-6 credits of sociology electives, under the guidance of their academic advisor

Honors Society in Sociology

Alpha Kappa Delta

This National Honors Society in sociology is a member of the Association of College Honor Societies and an affiliate of the American Sociological Association. *Alpha Kappa Delta* sponsors an annual installation and awards dinner for new inductees and their families, and provides honor chords to be worn at commencement. In conjunction with the Sociology Club and MOST Program, it provides opportunities to attend regional and national professional meetings, and on-campus workshops on research, resume writing, and career opportunities. Membership in *Alpha Kappa Delta* requires that a student be matriculated as a sociology major, with completion of a minimum of 90 hours, a minimum of a 3.0 GPA, and demonstrated high standards of personal behavior. For more information, please contact Dr. Rosanne Martorella, Department of Sociology, 973-720-2388, or by E-mail at martorellar@wpunj.edu.

Honors Track Program

The Social Sciences Honors Track is intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. N. Kressel, or see page 253 of this catalog.

MAJOR REQUIREMENTS 36 CREDITS

Required Core Courses for all concentrations 18 Credits

SOC 101	Principles of Sociology	3
SOC 211	Elementary Sociological Statistics	3
	or	
MATH 130	Elementary Statistics	3
SOC 214	Quantitative Methods	3
SOC 215	Qualitative Methods	3
SOC 218	History of Social Theory	
	or	
SOC 219	Modern Sociological Theory	3
SOC 482	Senior Seminar in Criminal Justice	3
	or	
SOC 485	Senior Seminar in Sociology	3

Major Electives (for students not in a specified concentration) 15-18 Credits

SOC 231	Sociology of the Family	3
SOC 232	Sociology of Education	3
SOC 233	Sociology of Religion	3
SOC 234	Political Sociology	3
SOC 235	Sport in the Modern World	3
SOC 236	Sociology of the Arts	3
SOC 241	Minority Groups in America	3
SOC 242	Muslims and Islamic U.S. Institutions	3
SOC 262	Violence in the Community	3
SOC 349	Sociology of Adulthood	3
SOC 271	Sexuality in Modern Life	3
SOC 272	Urban Sociology	3
SOC 273	The City in the Global Environment	3
SOC 335	Sociology of Law	3
SOC 337	Sociology of Education	3
SOC 343	Ethnic and Racial Conflict Resolution	3
SOC 344	Sociology Italian Art/Culture	3
SOC 347	Sociology of Women	3
SOC 349	Sociology of Adulthood	3
SOC 351	Sociology of Socialization	3
SOC 352	Self and Society	3
SOC 354	Social Stratification	3
SOC 355	Sociology of Aging	3
SOC 357	Sociology of Health and Illness	3
SOC 358	Sociology of Death and Grief	3
SOC 365	Social Deviance	3

SOC 369	Sociology of Democracy	3
SOC 370	Social Demography	3
SOC 372	Sociology of Organizations	3
SOC 373	Sociology of Social Movements	3
SOC 374	Sociology of War	3
SOC 375	Social and Environmental Change	3
SOC 376	Global Sociology	3
SOC 391	Population & Devlpment in Asia	3
SOC 491	Internship in Sociology	1-6
	Other sociology elective	0-3

SOCIOLOGY CONCENTRATIONS

Criminal Justice 15-18 Credits

SOC 261	Essentials of Criminal Justice (required)	3
SOC 262	Violence in the Community	3
SOC 335	Sociology of Law	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 365	Social Deviance (required)	3
SOC 366	Sociology of Corrections	3
SOC 367	Juvenile Delinquency	3
SOC 368	Criminology	3
SOC 403	Community Corrections	3
SOC 482	Senior Seminar in Criminal Justice (required)	3
SOC 492	Internship in Criminal Justice	3
	Other sociology elective	0-3

Social Services 15-18 Credits

SOC 223	Introduction to Human Services (required) .	3
SOC 224	Social Work Practice	3
SOC 231	Sociology of the Family	3
SOC 241	Minority Groups in America	3
SOC 351	Sociology of Socialization	3
SOC 352	Self and Society	3
SOC 354	Social Stratification	3
SOC 355	Sociology of Aging	3
SOC 357	Sociology of Health and Illness	3
SOC 358	Sociology of Death and Grief	3
SOC 365	Social Deviance	3
SOC 493	Field Work in Social Services (required)	3
	Other sociology elective	0-3

Sociological Practice 15-18 Credits

SOC 220	Social Organization of Work (required)	3
SOC 315	Computer Applications and Sociological Practice	3
SOC 316	Forecasting Future Societies	3
SOC 320	Contemporary Issues in the Workplace	3
SOC 322	Sociology of Organizations	3
SOC 323	Labor Relations and Law	3
SOC 326	Sociology of the Arts	3
SOC 370	Social Demography	3
SOC 491	Internship in Sociology (required)	3
	Other sociology elective	0-3

MINOR REQUIREMENTS 18 CREDITS

Required Courses 9 Credits

SOC 101	Principles of Sociology	3
SOC 215	Qualitative Methods	3
SOC 218	History of Social Theory or	
SOC 219	Modern Sociological Theory	3

Related Sociology Electives

(all concentrations) 9 Credits

With advisor approval only, students may select those sociology courses not on the above list.

Certification Requirements 30 Credits

Please see the chairperson in the Early Childhood and Elementary Education (P-3) (N-8) Department or the Secondary and Middle School Education (Subject Field Specialization [N-8]) Department for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits. SOC 101 is a prerequisite to all other sociology courses unless waived by the instructor.

SOC 101 Principles of Sociology

Examines the structure and dynamics of human society and interprets social behavior within the context of modern society and culture. A prerequisite to all other sociology courses unless waived by the instructor.

SOC 102 Social Problems

An examination of various social problems from a sociological perspective. The interrelatedness of social problems and the role of value-beliefs are stressed.

SOC 211 Elementary Sociological Statistics

A basic course introducing the use of quantitative methods to describe social life. No special mathematics background or aptitude required. Emphasis on learning to measure and make decisions about problems that sociologists currently face in government, business, evaluative, and theoretical research.

SOC 214 Quantitative Methods

This course provides students with "hands-on" experience in all phases of quantitative research, including: research design, sampling, questionnaire construction, data analyses, and formal research report writing. Students also learn to evaluate information so that their future decisions and work are based on social facts. Class discussions explore reasons why valid research is the basis for effective social action. Prerequisites: MATH 130 or SOC 211 and SOC 218 or SOC 219

SOC 215 Qualitative Methods

This course examines different techniques and applications of qualitative data collection and analysis widely employed in sociology. After formulating a relevant research question, students are guided through the various phases of the search process. Particular emphasis is given to the selection of appropriate choice of research design and methods of data collection in relation to the research question and the limitations as well as the advantages of different field research strategies. Students are also afforded the opportunity to execute mini-research projects in consultation with the instructor. Prerequisites: MATH 130 or SOC 211 and SOC 218 or SOC 219

SOC 218 History of Social Theory

Focuses on the works of the great classical sociologists. The theories of Comte, Spencer, Durkheim, Marx, Weber, Simmel, Pareto, George Herbert Mead, and others are analyzed in light of contemporary social conditions and in terms of the development of sociological theory.

SOC 219 Modern Sociological Theory

An analysis of contemporary social thought expressed by Talcott Parsons, Robert H. Merton, C. Wright Mills, Lewis Coser, R. Dahrendorf, Herbert Marcuse, G. H. Mead, E. Goffman, H. Blumer, Peter Blau, G. Homans, Garfinkel, and others.

SOC 220 Social Organization of Work

An analysis of the nature of work, the individual's relation to work, the organizations workers form to protect their interests, and the interactions among workers, their organizations, and other institutions.

SOC 223 Introduction to Human Services

An introduction to social welfare and the social work profession. Attention is given to current issues, programs, policies, and the various settings for social work practice.

SOC 224 Social Work Practice

Designed for both cognitive and experiential learning, this course conceptualizes a generic practice model for the helping process and demonstrates techniques through role-playing.

SOC 231 Sociology of the Family

A sociological approach to the study of marriage and family living. The student is required to develop a critical evaluation of studies and research in the field.

SOC 233 Sociology of Religion

Examines the social dimensions of religion and the relationship between religion and society. (Non-Western course)

SOC 234 Political Sociology

Examines major works of political sociology with special emphasis on the conflicting concepts between the "liberal" ideas of such writers as Bell, Parsons, and Dahl and the "new left" approach of Goodman, Mills, and Marcuse.

SOC 235 Sport in the Modern World

This course focuses on various aspects of sport in modern society—economic, political, and social aspects; issues of gender and race; media and mass communications and the roles of scholar-athlete.

SOC 236 Sociology of the Arts

Designed to show the reciprocal relationship between the arts and society. Examines how various attitudes, values, norms, and institutions of society are revealed in mass culture forms (e.g., television, rock, music, painting, literature, theater, dance, photography, and film), in an effort to help the student understand the vital place of the arts in society, as well as the impact of culture on the arts.

SOC 241 Minority Groups in America

Examines the experiences of all racial and ethnic groups from colonial beginnings to the present day from a sociological perspective. Particular emphasis on the recurring patterns in dominant-minority relations; differential powers; the ethnic diversity in American society; the contributions, socioeconomic conditions, and institutional variation of each group.

SOC 242 Muslims and Islamic Institutions in the United States

This course examines the core of beliefs, practices, and institutions that are integral to Muslim life in the United States. Included are the bonds of Ummah (Muslim community), the meaning of Muslim—American identity, the diversity of Muslim-American identity, the diversity of Muslim-American subcultures, and the struggles with the sometimes conflicting demands of assimilating into American society.

SOC 261 Essentials of Criminal Justice Systems

Philosophical and historical background of agencies and processes, law enforcement administration and technical problems, crime, and the criminal as social and public safety problems.

SOC 262 Violence in the Community

The causes, patterns, and functions of violence. Violence is studied as an extension of biology. A course in the sociobiology of violence in human communities. Prerequisite: SOC 261

SOC 271 Sexuality in Modern Life

A biological, psychological, and sociological study of human sexuality and the interaction between the biological and psychological needs of the individual. Covers curriculum and instruction for sex education in the schools.

SOC 272 Urban Sociology

Examines the growth and development of cities with primary focus on the modern American metropolis: ecological patterns; urban institutions; with a particular emphasis on the problems of the inner city; the rise of suburbia and future prospects.

SOC 273 The City in the Global Environment

This class considers the changing place of the city as a site of action and socialization under conditions of increasing globalization. It looks at current theories in urban sociology in relation to the global environment, "global cities," transnational urban politics, and the interacting effects of transnational migration and urban development.

Prerequisite: One of SOC 272, URBN 201, ANTH 356, or POL 223

SOC 315 Computer Applications and Sociological Analysis

The course introduces the nature and structure of the Internet and World Wide Web and develops the utilization of these resources as tools for inquiry into and exploration of issues of relevance for sociology and other social sciences.

SOC 316 Forecasting Future Societies

Students are introduced to current and classical models of social change, visionary forecasts found in utopian and dystopian fiction, the field of futuristics, and the art of social forecasting.

SOC 320 Contemporary Issues in the Workplace

Examines the separate rights and responsibilities of the employer and employee, and the inherent conflict between management prerogatives and employee protections.

SOC 323 Labor Relations and Law

Examines the structural problems facing labor administrative apparatus at the state and local levels. Regional problems related to organizing tasks are discussed within the framework of current labor law and collective bargaining techniques.

SOC 335 Sociology of Law

An analysis of the social basis, functions, and effects of law, both as a profession and as a system of social control.

SOC 336 Comparative Criminal Justice Systems

This course provides a comparative approach to criminal justice systems, with an emphasis on how these systems interconnect to countries' crime and crime control issues and to their broader economic and social issues and institutions. More specifically, the course focuses on how countries that have faced major political and social upheavals during the past several decades have struggled to develop workable crime control methods as well as methods of conflict resolution that provide justice for victims, fairness for those accused, and avenues for reconciliation that will enable all citizens to work toward collective social goals. Finally, readings and discussions analyze how global terrorism and internal criminal threats affect countries' ability to maintain and improve their citizens' civil liberties and human rights.

SOC 337 Sociology of Education

This course examines the institution of education through the lens of sociological theory. Areas to be analyzed include the growth of the educational system, the institutions role in creating equality of opportunity, measurement of school outcomes, cultural transmission through curriculum design, schools as organizations, and current reform movements.

SOC 340 Animals and Society

This course examines the social dynamics of relationships between humans and non-human animals, including wild animals, captive and domesticated animals, and companion animals. After considering the social connotations of the concept of "animal" itself, the course surveys the wide range of roles played by non-human animals in human societies, as well as the various ways in which humans interact with animals in diverse settings. A principal focus of the course is the effort to predict and explain such variation with sociological principles. Changes in the relationships between humans and non-humans are considered, and parallels between the treatment of non-humans and humans are critically assessed. Prerequisite: SOC 101 or SOC 102

SOC 343 Ethnic and Racial Conflict Resolution

Beginning with a general introduction to the multidisciplinary aspects of conflict, this course proceeds to a study of hate groups on the World Wide Web and then to various international conflicts. The essence of the course is extensive use of the Internet to gain information and to communicate with students taking the course simultaneously throughout the world. Role playing, analytic reports and a cooperative final project are required.

SOC 344 Sociology of Italian Art and Culture

This course involves a seminar and field trip to Italy. Focusing on a sociological perspective of the culture and art of Italy, the course addresses patronage, art markets, social change, the social content of art, cultural identity, artists' social roles, and subcultures. On-site visits to museums and public monuments are made to Rome, Florence, Venice, Siena, and Pompeii.

SOC 347 Sociology of Women

This course examines women in U.S. society from a sociological perspective. Following the ideas of C. Wright Mills, this class connects the "personal troubles" of individual women with the "social issues" pertaining to women as a minority group in the United States. In doing so, it provides a sociological analysis of women in the major institutions in U.S. society. Throughout the semester, the course highlights the intersection of race, class, and gender and the unique manner in which sociologists research these interconnections and women in general.

SOC 349 Sociology of Adulthood

Focuses on the major issues for women and men during the early and middle years of adulthood. Included are an examination of personality development; singlehood, marriage, family, and parenting roles; work, career, and avocational experiences.

SOC 351 Sociology of Socialization

An in-depth analysis of personality development and behavior modification from infancy to adulthood through various agents of socialization. The work of Aries, Freud, Mead, Erikson, Bettelheim, Goodman, and Sheehy are included.

SOC 352 Self and Society

A study of the impact of society on the formation of each individual's personality through analysis of language, definitions, and values.

SOC 354 Social Stratification

Treats both theory and realities with an emphasis on American society. The course concludes with an examination of power in the United States.

SOC 355 Sociology of Aging

The demography of aging, age and its social structure, and age as a social problem. Population trends are examined as they relate to health problems of the elderly. Focus on the changing role of the elderly in the kinship network.

SOC 357 Sociology of Health and Illness

Analyzes social factors in relation to health and disease. Considers definitions of health, illness behavior, the formal and informal organization of health, professions and institutions, and the expanding role of government in the health field. Uses both theory and current research.

SOC 358 Sociology of Death and Grief

Death as an institution is studied by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings.

SOC 364 Criminal Investigation

Examines various aspects of criminal investigation from the three major types of police science approaches. Intended for both those planning a career in law enforcement and to inform civilians of their rights within an investigative process.

SOC 365 Social Deviance

Examines the concept of deviance in society through a study of the issues of value judgments, abnormality and eccentricity. Implications are found for the causes of the behavior of groups socially labeled as deviant.

SOC 366 Sociology of Corrections

An in-depth analysis of penal institutions from a sociohistorical perspective. Included are how prisons emerged, the "prisonization" process, women's prisons, and the rehabilitation re-entry process.

SOC 367 Juvenile Delinquency

A comprehensive study of the problems of delinquency. Blends all theoretical approaches with pertinent data in its analysis of causes, treatment, and control.

SOC 368 Criminology

An examination of the various components of the criminal justice system and how they reflect societal values and attitudes.

SOC 369 The Sociology of Democracy

This course applies modern sociological paradigms and analytical frameworks to the study of democracy as both a theory and a set of practices.

Prerequisite: SOC 101 or ANTH 130 or HIST101 or POL110

SOC 370 Social Demography

Addresses four problems: 1) dangers of world population growth for individual survival; 2) the interaction between change, social structure and population; 3) social psychological attitudes in fertility decisions; and 4) the uses of the census to describe social problems.

SOC 372 Sociology of Organization

This course examines various theoretical perspectives, including images of organizations as decision-making systems, as arenas for conflict over power and status, and as elements in broader social and cultural milieus. Within this framework students examine the characteristics of organizational cultures, communication patterns, the role of elites, sources of effective leadership, coercion and control, structures of status and opportunities, market exchanges and exploitation, decision-making processes, treatment of conflict and differences, and participation and recognition of performances of its members.

SOC 373 Sociology of Social Movements

This is a survey course on collective behavior, the sociological specialty devoted to the study of innovative, unstructured social phenomena such as crowd behavior; collective violence; individual, group, and organizational behavior in disasters; collective preoccupations, and social movements. The course is divided into two general areas of focus: (1) an overview of sociological theories that have been developed to explain collective behavior; and (2) lectures, discussions, and case studies on different forms of collective behavior.

SOC 374 Sociology of War

Examines the theories surrounding the causes, nature, and effects of modern warfare and its influence on shaping social structure and personality.

SOC 375 Social and Environmental Change

Problems of environmental social change are critically examined and evaluated. Emphasis on exploring small and large scale modes of change.

SOC 376 Global Sociology

The course examines different perspectives and issues in contemporary global sociology. Particular attention is given to non-Western sociological views and perspectives. A number of social inequality issues are analyzed within a global context to examine the international dimension of issues in contemporary society. In addition, students gain an understanding of conducting and implementing research on international development issues.

SOC 391 Population and Development in Asia

This course introduces students to an overview of (1) the population problems in major Asian countries, such as China and India; (2) the relationship between population and economic development; (3) the relationship between population and social development; and (4) the relationship between Asian development and the world.

SOC 399 Selected Topics

Special course(s) offered either on an experimental basis, or to draw upon the strengths of a visiting scholar, or to examine issues of contemporary significance. 1-6 credits

SOC 403 Community Corrections

Focuses on an analysis of theories and practices of parole and probation. Is also concerned with the current trend toward diversion of offenders from the criminal justice system, and special community programs.

SOC 482 Senior Seminar in Criminal Justice

An in-depth, critical analysis of the literature in the field of criminal justice. Each student is expected to select a specific social organization, problem or policy, explore the current research literature, and make a presentation about the empirical findings.

Prerequisites: SOC 214 and 215

SOC 485 Senior Seminar in Sociology

An in-depth, critical analysis of the literature in the field of sociology. Each student is expected to select a specific social organization, problem, or policy, explore the current research literature, and make a presentation about the empirical findings. Topics vary each semester according to students' interests.

Prerequisites: SOC 214 and 215

SOC 491 Internship in Sociology

This course provides qualified students practical work experience in an applied sociology or anthropology setting. Periodic conferences and a monthly seminar are an integral part of this program.

Prerequisite: permission of instructor required.

1-5 credits.

SOC 492 Internship in Criminal Justice

This course provides qualified students with practical work experience within the criminal justice system. Periodic conferences and a monthly seminar are an integral part of the program.

Prerequisite: 12 credits in criminal justice and permission of instructor.

1-6 credits

SOC 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Women's Studies

Associate Professor: Arlene Holpp Scala (chair)

Assistant Professor: Illeana La Bergère

Women's Studies is an interdisciplinary field, applying feminist perspectives to all areas of the study of women and gender. The program emphasizes gender as shaped by its interaction with race/ethnicity, class, sexuality, religion, age, ability/disability, and other identities. Its goal is to demonstrate both the commonality and diversity of women's experiences in the U.S. as well as globally. The program offers both: 1) interdisciplinary courses studying a range of issues; and 2) courses which deal with the impact of gender within individual disciplines. Its courses are designed to familiarize General Education students with women's studies, to offer upper division students a chance to pursue further study through a wide variety of electives, and to give a student majoring or minoring in women's studies a thorough grounding in the discipline and the preparation necessary to pursue career and/or graduate work in the field. Women's studies is committed to activism as well as academics, and students are encouraged to do service learning projects, internships, and to participate in other community activities. Activist projects also help students prepare for careers. In addition to regular course offerings, special selected topics are offered each semester.

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

Required Core Curriculum 12 Credits

WS 210	Introduction to Women's Studies	3
Pol 272	Politics and Sex	3
WS 310	Contemporary Feminist Issues	3
WS 410	Capstone Course in Women's Studies	3

Electives 21 Credits

WS 110	Women's Changing Roles	3
WS 150	Racism and Sexism in the U.S.	3
WS 207	Women, Sport, and Culture	3
WS 208	Female Icons in Contemporary U.S. Culture	3

WS 218	Life Passages: The Female Experience	3
WS 301	Feminist Methodologies	3
WS 307	Sex Equity in Education	3
WS 314	Reproductive Rights (also listed as CMHL 314)	3
WS 320	Women of Color the U.S.	3
WS 324	Philosophy of Feminism (also listed as PHIL 324)	3
WS 329	Women and the Law(also listed as POL 329) 3	
WS 340	Media Representation of Lesbians, Gays, Bisexuals and Transgender	3
WS 347	Sociology of Women (also listed as SOC 347) 3	
WS 348	Ecofeminism	3
WS 350	Lesbian Issues	3
WS 355	Women and Gender in Modern South Asia (also listed as HIST 355)	3
WS 359	Women and Islam	3
WS 370	Feminist Theory: World War II to the Present	3
WS 398	Women in the City (also listed as URB 398) .	3
WS 399	Selected Topics	3
WS 420	Global Perspectives of Women's Lives	3
WS 465	Internship in Women's Studies	3
WS 499	Independent Study	3
AACS 150	Racism and Sexism in the U.S.	3
AACS 155	Perspectives on Justice and Racism	3
AACS 255	The Black Woman's Experience	3
AACS 262	Caribbean Women	3
CMHL 210	Women's Health	3
ENG 217	Images of Women in Modern Literature	3
ENG 219	Nineteenth Century Women's Voices	3
PSY 311	Psychology of Women	3
HIST 316	American Women's History	3
HIST 346	Modern European Women's History	3
HIST 352	Medieval and Early Modern Women's History	3
HIST 470	Women and the Chinese Revolution	3
POL 372	Politics of Sexual Violence	3

MINOR REQUIREMENTS 18 CREDITS

Required Courses 9 Credits

WS 210	Introduction to Women's Studies	3
WS 310	Contemporary Feminist Issues	3
POL 272	Politics and Sex	3

Elective Courses: 9 Credits

Choose three (3) courses from the elective list.

Courses

Refer to the appropriate departments for descriptions of courses outside Women's Studies.

Please note that at the time of publication there were additional courses pending approval. Consult with the department for the most recent list of available courses. Unless otherwise noted, all courses are 3 credits.

WS 110 Women's Changing Roles

A history and analysis of the origins, philosophies, issues, and activities of the women's movement. Deals with sex roles in a changing society and role conflicts for both women and men resulting from this transition. Explores the impact of sexism, racism, heterosexism, classism, ableism, ageism, and other oppressions on women's lives.

WS 150 Racism and Sexism in the U.S.

This course examines systems of oppression and liberation struggles. Racism, sexism, heterosexism, and classism are the major issues addressed. Laws, historical documents, academic articles, narratives, statistics, films, and personal experiences are used to interrogate oppressive systems.

WS 207 Women, Sport, and Culture

This course explores the role of women in sport from historical, philosophical, physiological, and psychosocial perspectives. Trends, patterns, issues, and future perspectives are woven into the fabric of this course in order to understand the sport experience as parallel to women's role in society.

WS 208 Female Icons in Contemporary U.S. Culture

This course examines female icons in a variety of contexts, focusing on popular culture and media representations. Analyzing the relationship between female icons and ideologies about women in the United States, the course considers how different images of women – from heroes to sex objects – challenge and/or reinforce dominant gender norms. American representations are contextualized within global flows of culture and media.

WS 210 Introduction to Women's Studies

This course is an in-depth introduction to the interdisciplinary field of Women's Studies. Introduces gender as a complex category of analysis and lived experience that is inextricably linked to other social and political categories including race, ethnicity, class, nation, sexuality, and disability. Explores and critiques representations of women in the arts and sciences, literary and philosophical traditions, as well as legal, economic, and political contexts. The course also focuses on the ways in which women have worked for social change and transformation, collectively and in coalition with other groups.

WS 218 Life Passages: The Female Experience

This course looks at the diversity of the female experience over a life-span: infancy, girlhood, menarche, adolescence, adulthood, middle age, menopause, and old age. Attention is given to diversity issues including race, ethnicity, gender, sexual orientation, abilities and disabilities, class, religion, and political perspectives. Some of the topics addressed include mother-daughter and father-daughter relationships, gender and sexual identity awakenings and struggles, motherhood, marriage/partnership, friendships, and ageing. The course materials include contemporary, multicultural and interdisciplinary essays, literature, and films.
Prerequisite: ENG 110

WS 301 Female Methodologies

Explores the implications of feminist theorizing across disciplinary and cultural contexts for both methodology (theories about the research process) and epistemology (theories of knowledge). Examines how knowledge and power intersect, how genre or form impacts knowledge, how the knower is implicated in the knowledge produced, and how social location shapes inquiry. Considers implications of intersectional approaches to re/presenting knowledge and identity.
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 307 Sex Equity in Education

Develops awareness of sex/gender biases in our culture with particular emphasis on the role of the school. Sex-role socialization patterns and sexual harassment are closely examined as they impact the lives of students. The course also addresses race, class, and sexuality inequities as education issues. Explores methods of eliminating such biases in classroom instruction.

WS 310 Contemporary Feminist Issues

Using recent scholarship and pedagogy in gender studies, this course discusses new issues in feminism with an emphasis on diversity, including race, class, culture, ethnicity, sexual orientation, age, degree of physical ability. It reexamines ways of knowing, and discusses the impact of gender studies on traditional disciplines.
Prerequisites: WS 110 or WS 150 or AACS 150 or AACS 155 and ENG 110

WS 314 Reproductive Rights

This course explores the multifaceted and complex issues related to reproductive rights from an interdisciplinary perspective. The controversies surrounding reproductive technologies, pregnancy and childbirth, birth control, foster care, abortion, and adoption are explored with particular focus on public policy and its impact on the private lives of individual women. (Also listed as CMHL 314)
Prerequisites: WS 110 or WS 150 or AAACS 150 or AACS 155 and CMHL 120 or PEGE 150

WS 320 Women of Color in the U.S.

This introductory Women's Studies course places the experiences and concerns of U.S. women of color at the center. It is designed for students interested in exploring similarities and differences among women in major U.S. racial/ethnic groups. The focus is on women born in the United States who, because of their nonwhite or mixed racial heritage, identify as both American *and* as Native Indian, African, Chicana, Puerto Rican, Chinese, and Japanese. To develop students' skills to critically examine issues of race/ethnicity, class, gender, and sexuality, readings, lectures, and class discussions explore experiences and concerns of women of color in the workforce, in the family, and, in their respective communities.

WS 324 Philosophy and Feminism

This course is an overview of some of the issues and work done in feminist philosophy. It introduces students to philosophical perspectives on sex and gender and the historical and contemporary debates regarding their significance for ideas of selfhood, ethics, and political theory. Readings from liberal, socialist, radical, psychoanalytic, and postmodern feminist theory are discussed, as well as issues such as race, class, power, sex, and sexual identity. (Also listed as PHIL 324)

WS 329 Women and the Law in the U.S.

This course examines the legal and social status of women historically and in modern American society as well as the law and policy relating to that status. The course discusses legal tools developed to address sexual inequality, and the possibility that law both challenges and supports women's subordination. The course and the materials are organized around concrete legal problems of particular and current concern to women. Issues are approached intersectionally, addressing sex, race, sexual orientation, and other differences simultaneously. The issue areas include, but are not be limited to employment, education, family, reproduction, health, sexuality, violence, Equal Rights Amendment, criminal law, and equality theory, as well as the laws, cases, current statutes and legislative proposals that apply to and affect women. (Also listed as POL 329)
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 340 Media Representation of Lesbians, Gays, Bisexuals, and Transgender

Investigates the ideological functions of moving images (film/television/video), still images (photography/magazines), and aural images (music), of lesbians, gays, bisexuals, and transgender created by mass media institutions to legitimize discrimination and oppression in the United States. Explores images by independent producers/directors/artists to challenge and resist negative images and create transgressive images of lesbians, gays, bisexuals, and transgender. Employs critical and theoretical methods from feminist—gender, psychoanalytic, and semiotic—theorists to interpret meaning in these representations.
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 347 Sociology of Women

This course examines women in U.S. society from a sociological perspective. Following the ideas of C. Wright Mills, this class connects the "personal troubles" of individual women with the "social issues" pertaining to women as a minority group in the United States. In doing so, it provides a sociological analysis of women in the major institutions in U.S. society. Throughout the semester, the course highlights the intersection of race, class, and gender and the unique manner in which sociologists research these interconnections and women in general.
Prerequisite: SOC 101 (Also listed as SOC 347)

WS 348 Ecofeminism

In this course students explore the connections between women and nature from an ecofeminist perspective. The course encompasses the history, theory, and praxis of ecofeminism, considers the variety of positions within ecofeminism, investigates political, social, and developmental impacts of ecofeminism, and provides students with the opportunity for activism in their own lives.

WS 350 Lesbian Issues

This course assumes that sexuality is embedded in social structures and interconnected with various forms of structural injustice. Keeping in focus that lesbian women are a very diverse people, the course reviews historical trends, considers issues of definition, and studies relationships, family and community, including a unit on lesbianism and religion.
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 355 Women and Gender in Modern South Asia

This course examines the history of women and gender in modern South Asia (India, Pakistan, Bangladesh, and Sri Lanka) during the nineteenth and twentieth centuries. It analyzes the historical processes that transformed women's lives, and considers how women themselves negotiated or subverted these processes in their own interest. Major themes and topics include the transformation of gender through colonialism and nationalism, the emergence of women's movements, women's labor and globalization, and gender in the South Asian diaspora. (Also listed as HIST 355)
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 359 Women and Islam: History, Politics and Culture

This course examines women and gender in Islamic societies in the Middle East, North Africa, and Asia. Beginning with an overview of pre-modern history, the course focuses on the nineteenth and twentieth centuries. Topics include: women's roles in production and reproduction, gender ideologies and representations of Muslim women, and the development of feminist, nationalist, and Islamist movements.
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 370 Feminist Theory: World War II to the Present

This course provides an overview of feminist theory from World War II to the present with particular attention to three questions: What are the fundamental assumptions of contemporary feminist theory? How does a feminist analysis influence our understanding of socio-political processes? What are the political issues and strategies that emerge from feminist theory? Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 398 Women in the City

This course explores the impact of urban environments in the United States on women from 1890 to the present. Particular attention is paid to the ways in which cities facilitate and constrain opportunities and roles for women. Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155 (Also listed as URBN 398)

WS 399 Selected Topics

Courses that are newly developed are often presented as "selected topics" before becoming "permanent courses." Some selected topics are offered by visiting professors.

WS 410 Capstone Course in Women's Studies

This senior level course focuses on theories of gender and issues relating to women's diversity. Students do a major research project in order to show ability to do feminist research. Prerequisites: WS 210, POL 272, and WS 310

WS 420 Global Perspectives of Women's Lives

This course addresses the social, sexual-reproductive, economic, political, and cultural dimensions of women's lives from a global perspective. The course scrutinizes the status of women and girls, identifying the consequences of globalization for life in societies, in communities and of individuals. Particular attention is given to finding ways to connect activism at the local level to activism at the national and global levels. Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 465 Internship in Women's Studies

Students work in an off-campus field placement for 8-10 hours each week. This course gives students the opportunity to get involved with programs which affect women's lives directly, applying the theories, principles, and empirical findings in the area of women's studies. Prerequisites: WS 110 or WS 150 or AACS 150, or AACS 155 and WS 310

WS 499 Independent Study

As approved and to be arranged.
1-6 credits

URBAN STUDIES MINOR

Participating Faculty

S. Godar (Management), E. Gonzalez (History), C. Kelly (Political Science), H. Lune (Sociology), L. Makman (English), M. Moravec (Women's Center), T. Owusu (Geography), V. Parrillo (Sociology), M. Villar (Anthropology)

The Urban Studies Minor is designed to take full advantage of William Paterson's proximity to the city of Paterson and the greater New York-New Jersey metropolitan region in order to fulfill the University's mission and commitment to community service, diversity, and excellence. The minor in Urban Studies takes advantage of faculty resources in the College of Humanities and Sciences and throughout the University to create a rigorous interdisciplinary academic program that has a strong applied component. Students pursuing the minor are exposed to urban problems from a theoretical and applied perspectives that include the possibility of internships and experiential learning in urban agencies and institutions.

Student Learning Outcomes for the Urban Studies Minor

1. To acquire research/fieldwork skills related to the study of cities.
2. To prepare students for entry into professional work in urban studies-related field.
3. To develop advanced analytical skills in the evaluation of information and urban policies.
4. To produce a professional-level written document.
5. Exposure to the scholarship about urban studies and community development.
6. To familiarize students with feminist research methods as they apply to urban studies.
7. To familiarize students with current issues impacting urban environments.

Curriculum

TOTAL REQUIREMENTS 18 CREDITS

Required Core Curriculum 9 Credits
URBN 201 Introduction to Urban Studies 3
AACS 298 Student Community Service 3
WS 480 Senior Capstone Course 3

Electives 9 Credits
Students must take an additional 3 courses from at least 2 departments:

AACS 280	Minority Enterprises	3
AACS 305	African American Community Development	3
AACS 420	Economic Structures of the Black Community	3
ANTH 356	Urban Anthropology	3
ANTH/		
URBN 329	Anthropology of City Schools	3
ARTH 331	Art in New York	3
CMHL 420	Environmental Health	3
GEO 339	Geography of New Jersey	3
GEO/		
URBN 341	North American Cities	3
HIST/		
URBN 355	U.S. Urban History	3
HIST/		
URBN 490	Race, Ethnicity and the Changing City	3
MGT 450	Small Business Management	3
POL 223	Urban and Suburban Politics	3
POL 328	Urban Policies and Problems	3
SOC/		
URBN 272	Urban Sociology	3
SOC/		
URBN 376/		
SOC 273	The City in the Global Environment	3
WS/URBN 272	Women in the City	3
URBN 379	Urban Cinema	3

Required Courses

URBN 201 Introduction to Urban Studies

This course offers an interdisciplinary perspective on urban studies theories, principles, and practice. The course includes an analysis of the basic concepts and principles of urban studies, a review of urban policy in the United States, an introduction to the study of urban processes, an analysis of the relationship between public policy and planning, and of the structure of the urban environment. The course covers the theories of urbanism, the development of cities, methods of research and analysis of contemporary urban issues. The city of Paterson will be used as a recurring empirical example, though the course will also devote some attention to other U.S. cities and to cities in other countries.

URBN 480 Senior Capstone Seminar: Selected Topics

An interdisciplinary approach to the study of urban issues and problems. The course is designed to provide the opportunity for in-depth analysis of selected issues. Each seminar focuses on one aspect of urban studies (e.g., gentrification, segregation, community studies).

AACS 298 Student Community Service

Students have the opportunity to complement and coordinate their academic work with community service, encompassing internships, training or short-term assignments in student teaching, social work, teaching, and recreational and cultural enrichment programs. The course involves working with selected agencies and organized urban groups.

Honors Tracks

BIOPSYCHOLOGY

The Department of Psychology collaborates with the Department of Biology in offering a Biopsychology Honors Track. For more information about this track, contact Dr. R. Benno.

BIPY 399 Select Topics in Biopsychology

An occasional offering in an emerging area of biopsychological study.

BIPY 474 Neuroscience

A study of the brain; specifically the integrated roles of the anatomy, chemistry, histology, and electrical activity of the central nervous system. The laboratory component focuses on anatomy and techniques for the study of brain functioning.

Prerequisites: PSY 110; and BIO 163-164, BIO 112-113 or PSY 353; and one year of chemistry

Lecture and lab

4 credits

BIPY 475 Behavior Genetics

An introduction to the concept of gene-environment interaction as a determinant of both animal and human behavior. Exposure to various methods of experimental and correlational types of investigation. Prerequisites: PSY 110 and BIO 163-164; BIO 112-113 or BIO 114; and one year of chemistry

Lecture and lab

4 credits

BIPY 476 Developmental Biopsychology
Designed to introduce students to the scope and methods of a psychobiological approach to development. Stresses the phylogenetic and ontogenetic processes influencing individuals, groups, species, and phyla, with special emphasis on human groups. Prerequisites: PSY 110; BIO 163-164 or BIO 112-113 or BIO 114.

BIPY 479 Biorhythms in Physiology and Behavior
Focuses on the role of biological rhythms in the adaptive functioning of organisms. Examines yearly, monthly, tidal, daily, and sleep/dream cycles; the nature and control of internal clock mechanisms; and the implications of biorhythms for illness and psychopathology. Prerequisites: PSY 110; BIO 163-164 or BIO 112-113 or BIO 114.

BIPY 490 Human Neuropsychology
Provides a thorough introduction to the study of the anatomy and functional organization of the human brain in relation to sensory, motor, cognitive, and behavioral functions. Emphasis is placed on understanding higher human cortical functions as a basis for exploring the major brain disorders. Neuropsychological principles form an organizing matrix for the material of the course. Prerequisite: PSY 353 or BIPY 474 or equivalent.

BIPY 499 Independent Study
Individual research projects under the direction of a faculty member. Prerequisite: Permission of the chairperson
1-3 credits

COGNITIVE SCIENCE

The Department of Psychology collaborates with the Department of Philosophy in offering the Cognitive Science Honors Track. For more information, contact Dr. Katherine Makarec.

CGSI 200 Cognitive Science: The Interdisciplinary Study of the Mind
Cognitive science is an interdisciplinary study of the mind/brain. Students gain an understanding of how the different constituent areas (psychology, anthropology, neuroscience, computer science, philosophy, and linguistics) are the rich foundation of cognitive science by directly interacting with the *experts in those fields*. This provides the student with an overview of the field of cognitive science and the general methodologies used within those fields. Prerequisites: PSY 110, PHIL 110, and any biology course

CGSI 300 Selected Topics in Cognitive Science
Examines basic concepts and problems found in several of the disciplines that make up cognitive science. Begin with an historical overview and a review of brain anatomy and physiology, and explore the impact of the computer metaphor in cognitive. Explore some of the issues within cognitive science in depth. Topics range from theories on how we construct our visual world to the representation of the self. Prerequisite: CGSI 200

CGSI 401 Cognitive Science Honors Thesis I
This is a research-based course. Although students will have already been exposed to at least one research methods course prior to this, an overview of the logic of research and methodology is presented. Research methods open to students include computer modeling and simulations, experimental and quasi-experimental designs, qualitative research methodologies, discourse analysis and think-aloud protocols. The 'how to' of research is explored in detail. Students, in consultation with faculty, select a topic for their research project. The exploration of the research topic is the primary focus of the course. Formal oral and written presentations of the research proposal are to be completed. Prerequisite: CGSI 300

CGSI 402 Cognitive Science Honors Thesis II
In this second component to the honors thesis course, students will have already selected a research topic, and the literature review will have been completed. The focus of this component of the thesis is on data collection and analysis and, finally, on the oral and written presentation of the student's research. Prerequisite: CGSI 401

CGSI 499 Independent Study

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of the chairperson

1-6 credits

SOCIAL SCIENCES

The Social Sciences Honors Track is intended primarily for motivated sociology, psychology, political science, and anthropology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. N. Kressel.

SSH 201 Honors Seminar in the Social Sciences I: Theory

As social scientists attempt to decipher human social behavior, they make various moral, theoretical, political, and methodological choices. The first two seminars in the program examine the intellectual origins of such choices. A special effort is made to identify where the various social science disciplines differ and where possibilities exist for interdisciplinary cooperation. Students in the first seminar explore these issues while reading and discussing classic works in psychology, sociology, political science, and anthropology.

Prerequisite: Admission to the Social Sciences Honors Track

SSH 202 Honors Seminar in the Social Sciences II: Methodology

This seminar focuses on the various methodologies of the social sciences. As in SSH 201, students read important social scientific studies in the original. An effort is made to use such works, often drawn from scientific journals, as the basis for discussion of methodological questions. The seminar covers qualitative as well as quantitative approaches.

Prerequisites: Admission to the Social Sciences Honors Track

SSH 301 Honors Seminar in the Social Sciences III: Application

Each semester, this seminar examines a different social dilemma from a variety of social science perspectives. Seminars may address: law and justice, international conflict, family matters, religion, as well as other topics.

Prerequisites: Admission to the Social Sciences Honors Track or permission of the Track coordinator. Students may repeat this course for credit, though subsequent enrollments would count as electives.

SSH 401 Honors Thesis I

Students design and carry out research in preparation for writing an honors thesis. The course embraces methodological diversity, requiring primarily that a project be feasible and fall within the domain of the social sciences broadly conceived. Faculty members are committed to helping students conduct successful research.

Prerequisites: SSH 201, SSH 202, and SSH 301 or permission of the Track Coordinator.

SSH 402 Honors Thesis II

Students write and present an honors thesis.

Prerequisites: SSH 401 or permission of the Track Coordinator.

HUMANITIES

The Humanities Honors Track, founded in 1976, provides a humanistic focus for a student's course of study. Drawing upon literature, art, philosophy, history, and religion, this track allows the student to examine a wide variety of human ideals, goals, and values from the classical to the modern era.

The Humanities Honors Track is open to students of any major in the University. As with the other tracks in the University Honors Program, the Humanities Honors Track is not a major but a distinct set of courses that adds breadth to and reinforces a student's major. The hallmarks of the Humanities Honors Track are team-taught, rigorous courses with low student/faculty ratios. In these classes, students and faculty discuss the evolving patterns of human self-awareness in the great writers of the classical, medieval, early modern, and contemporary worlds. Completing a student's undergraduate career is the opportunity to work independently, or with the guidance of a faculty member, on a one or two-semester senior thesis. A separate evening program with a similar focus and goals is available.

For further information on this track, consult the coordinator, Dr. John Peterman, Department of Philosophy, 973-720-3030.

Curriculum

HONORS COURSES 15 CREDITS

HUMH 199	Humanities Honors Seminar I: Representations of Humanity Past and Present	3
HUMH 200	Humanities Honors Seminar II: Representations of Humanity Past and Present	3
HUMH 498	Humanities Honors Research: Independent Study	3
HUMH 499	Humanities Honors Thesis: Independent Study	3

Plus one of the following:

HUMH 300	Humanities Honors Colloquium: The Twentieth Century and Its Discontents	3
HUMH 301	Humanities Honors Colloquium: The Enlightenment: Origins of Modern Consciousness	3
HUMH 302	Humanities Honors Colloquium: Medieval and Renaissance Culture	3
HUMH 303	Humanities Honors Colloquium: Classical Tradition and Christian Civilization	3

Humanities Honors Track Evening Program

Evening sections of the honors track have been created in order to better serve the interests and needs of working students. The practical experience and problems of such students are taken as the starting point for developing a comprehensive view of life in the twentieth century and examining the role of the humanities in responding to its problems. A larger historical perspective is then developed in order to appreciate more fully the possibilities and limits of our human nature.

HONORS COURSES 15 CREDITS

HUMH 201	Humanities Honors Seminar III: Representations of Humanities in the World of Work Today	3
HUMH 202	Humanities Honors Seminar IV: Representations of Humanities Through Historical Perspectives	3
HUMH 498	Humanities Honors Research: Independent Study	3
HUMH 499	Humanities Honors Thesis: Independent Study	3

Plus one of the following:

HUMH 300	Humanities Honors Colloquium: The Twentieth Century and Its Discontents	3
HUMH 301	Humanities Honors Colloquium: The Enlightenment: Origins of Modern Consciousness	3
HUMH 302	Humanities Honors Colloquium: Medieval and Renaissance Culture	3
HUMH 303	Humanities Honors Colloquium: Classical Tradition and Christian Civilization	3

Courses

Unless otherwise noted, all courses are 3 credits.

HUMH 199 Humanities Honors Seminar I: Representations of Humanity Past and Present

Selected humanistic problems in the literature, history, and philosophy of the past and present. The semester is divided into two periods, classical and medieval, and Renaissance, with emphasis on representative authors, e.g., Plato, Sophocles, Chaucer. Readings, seminar discussions, guest lecturers, and educational films explore such perennial questions as the interplay of self and society, the value of intelligence, humankind's place in nature, heroism, etc.
Prerequisite: Honors track admission

HUMH 200 Humanities Honors Seminar II: Representations of Humanity Past and Present

Selected humanistic problems in the literature, history, and philosophy of the past and present. The semester is divided into two periods, the age of revolutions, and the twentieth century, with emphasis on representative authors, e.g., Shakespeare, Cervantes, Wordsworth, T.S. Eliot. Readings, seminar discussions, guest lecturers, and educational films explore such perennial questions as the interplay of self and society, the value of intelligence, humankind's place in nature, heroism, etc.

**HUMH 201 Humanities Honors Seminar III:
Representations of Humanities in the
World of Work Today**

An examination of human life and its problems in the twentieth century, specifically designed to interest the evening working student. Our technological culture has promised unlimited control and prosperity, but has also brought alienation and complexity. Possible solutions offered by politics, behavioral science, and philosophy are discussed. This course develops a perspective for understanding our human context and provides a focus for dealing with its problems.

**HUMH 202 Humanities Honors Seminar IV:
Representations of Humanities
Through Historical Perspectives**

An examination of classic expressions of human nature and values from the ancient Greeks through the twentieth century, specifically designed to interest the working evening student. There is an emphasis on such issues as the hero as an expression of cultural values, the educational role of the epic and other literary forms, and the various means people have found to achieve self-discovery and salvation.

**HUMH 300 Humanities Honors Colloquium:
The Twentieth Century and
Its Discontents**

An interdisciplinary examination of some specific contemporary cultural issue — the loss of self in modern life, myth-making impact of technology, etc. Each semester focuses on a different facet of modern consciousness, including such aspects as creative experience, scientific outlook, and existentialism.

**HUMH 301 Humanities Honors Colloquium:
The Enlightenment: Origins of
Modern Consciousness**

An examination of the contributions of the Enlightenment to the development of modern Western consciousness. The course explores the role of reason and sentiment in the development of European cultures of the eighteenth century.

**HUMH 302 Humanities Honors Colloquium:
Medieval and Renaissance Culture**

An examination of the thought, literature, art, and social structure of the Middle Ages and the Renaissance, c. 400-1500. The course stresses the features distinctive to the period and those that have influenced the modern world.

**HUMH 303 Humanities Honors Colloquium:
Classical Tradition and
Christian Civilization**

A study of the philosophical, anthropological, and social concepts of the Greeks and Romans and their impact on Christian culture. Emphasis on comparing individual thought and expression and social organization within our modern world.

HUMH 401 Humanities Honors Thesis Seminar I

The first of two capstone courses in the track, combining the group work of a senior seminar with the close individual work of a senior thesis project.

HUMH 402 Humanities Honors Thesis Seminar II

The second, culminating capstone course in the track, combining the group work of a senior seminar with the close individual work of a senior thesis project. Prerequisite: HUMH 498

**HUMH 498 Humanities Honors Research:
Independent Study**

Independent study and research in an approved subject for the honors track.

**HUMH 499 Humanities Honors Thesis:
Independent Study**

Independent study with the completion of a written report or its equivalent approved in the honors track. Prerequisite: HUMH 498

Humanities Interdisciplinary Courses

Two sections of a broad interdisciplinary approach to the humanities have been created to meet the general education needs of students. These courses have been approved for general education for all students in the University.

Unless otherwise noted, all courses are 3 credits.

**HUM 251 Humanities I: Cultural Roots and
Continuities**

A study of the roots of Western and non-Western cultural expression in the context of historical periods or by thematic approach. Analysis of ideas and values from the classical world to the Renaissance.

HUM 252 Humanities II: Cultural Roots and Continuities

A study of the roots of Western and non-Western cultural expression in the context of historical periods or by thematic approach. Analysis of ideas and values from the Renaissance to the modern world.

HUM 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

HUM 499 Independent Study

As approved and to be arranged.
1-6 credits

PERFORMING AND LITERARY ARTS

Sponsored jointly by the College of the Humanities and Social Sciences and the College of the Arts and Communication, the Performing and Literary Arts Honors Track is a cross-disciplinary track for students who are interested in one or more aspects of public performance or theatrical production. Such performance might be acting, writing, directing, theatrical production, music composition, music arrangement or set design and construction. In consultation with the track coordinator, the student will select five courses to assist in the preparation for a public performance. The outcome of the track is the public performance itself – a play or solo performance – held on campus and open to the University community and the community at large. As is true for the other tracks in the University Honors Program, the Performing Arts Honors Track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

The track is open to students of all levels. Students with majors in art, English, and music may proceed directly to individual advisement, the selection of a set of five courses, and a performance. Students with other majors need to complete a 21-credit concentration in theatre prior to completing the honors track.

For further information on this track, consult the coordinator, Dr. Philip Cioffari, Department of English, 973-720-3053.

College of Science and Health

Dean: Sandra DeYoung, Ed.D.

Office: Science Hall 317; 973-720-2194

Interim Associate Dean: Kevin Martus, Ph.D.

Office: Science Hall 317; 973-720-3415

Degrees Offered:

Biology (B.S.)

Biotechnology (B.S.)

Chemistry (B.S.)

Community Health (B.S.)

Computer Science (B.S.)

Environmental Science (B.S.)

Geography (B.A.)

Mathematics (B.A.)

Nursing (B.S.)

Physical Education (B.S.)

Pre-Professional Programs:

Dentistry

Engineering

Medicine

Speech-Language Pathology

Physical Therapy

Veterinary Medicine

Honors Tracks

Biopsychology

Life Science and Environmental Ethics

Nursing

Special Science Courses

Introduction

Mission

The mission of the College of Science and Health is threefold: 1. To provide undergraduate students with a sound foundation in mathematics, biological, physical, and health sciences, and the application of this knowledge that will equip them either to enter their chosen profession or pursue advanced studies; 2. To provide graduate students with advanced knowledge and experience in their field of specialization that will allow them to move to the forefront of their profession; and 3. To reach out to the community and provide services that fulfill the needs of the general population.

Objectives

The College aims to fulfill this mission and the mission of the University by:

1. Enhancing student success through challenging courses, enrichment activities, research experience and faculty mentoring;
2. Promoting excellence through departmental national certifications, periodic departmental curricular reviews, state-of-the-art equipment and technology, and the contributions of highly competent and productive faculty;
3. Serving as a community resource by involving students and faculty in consultations, continuing education, clinical experiences, internships and other community-service opportunities;
4. Promoting diversity by accepting and nurturing culturally diverse faculty and students.

Message from Dean Sandra DeYoung

The College of Science and Health provides undergraduate students with the resources needed for an excellent education in well-equipped laboratories by using sophisticated instruments. Advances in computer and scientific technology are explored and used in the classrooms. Biological and environmental studies students utilize their access to the woods, ponds, and waterfall. Students in health-related subjects receive valuable experience in the many health facilities in northern New Jersey communities. The College is pursuing a strategic direction which provides students with undergraduate research experiences and teaches them to be critical thinkers and problem-solvers.

The College has over one hundred full-time faculty who are accomplished teachers, researchers, and grant winners. They foster an environment that combines intellectual inquiry with the learning of practical skills, and nurture and guide students toward success in their future roles as knowledgeable and responsible employees and citizens.

Center for Research

The College has established the Center for Research to focus the college's teaching and research in the areas of science and health. Students have the opportunity to work with faculty on summer research projects.

Pre-Professional Programs

The College of Science and Health offers various preprofessional programs as outlined below. Students planning to attend professional school are afforded guidance in the application process and an interview with the Pre-professional Committee. They are also assisted in developing a brief resume of curricular and extracurricular activities. For details, visit our Web site or contact (973) 720-2791.

Pre-Dental Preparation

Admission requirements to dental schools are set by the American Dental Association. Minimum requirements are similar to the medical school requirements listed below.

Pre-Engineering Program

The Pre-Engineering program is an interdisciplinary course of study offered jointly by the Departments of Chemistry and Physics, Computer Science, and Mathematics. Students in the pre-engineering program complete a rigorous foundation of course work in preparation for transfer to an engineering institution. This two-year, non-degree program is specifically designed to provide students with a curriculum equivalent to the first two years of engineering study. Students seeking careers in any of the primary fields of engineering (chemical, civil, computer, electrical, industrial, or mechanical engineering) are eligible, on completion of the program, for transfer to an accredited engineering institute.

The core curriculum consists of courses in chemistry, computer science, mathematics and physics. Students also complete basic humanities and social science courses and choose science and mathematics, electives depending on their particular choice of engineering subdiscipline.

An articulation agreement guaranteeing transfer admission to NJIT has been developed. Students interested in the program are invited to contact the Director of the Pre-professional program in Engineering, Dr. Kevin Martus, Department of Chemistry and Physics. The curriculum requirements for this program are listed under the Department of Chemistry and Physics.

Pre-Medical Program

Prospective medical students are advised to acquaint themselves with entrance requirements for medical schools by consulting the handbook *Admission Requirements of American Medical Colleges* published annually by the Association of American Medical Colleges.

Students should complete at least 8 credits in each of the following course areas in order to meet the minimum requirements for the majority of medical schools: general biology, general chemistry, calculus, organic chemistry, and physics.

All medical school applicants are required to take the Medical College Admissions Test (MCAT), administered twice a year, by the American College Testing Service. MCAT applications may be obtained from the preprofessional advisor. Students interested in this program are invited to contact the pre-professional advisor, Dr. Claire Leonard, at (973) 720-2791.

Pre-Veterinary Medicine Preparation

Prospective veterinary students should acquaint themselves with the entrance requirements for veterinary schools by consulting the handbook published annually by the American Veterinary Medicine Association or catalogs of specific veterinary colleges. Because requirements change, it is important to check requirements annually. Students interested in this program are invited to contact the pre-professional advisor at (973) 720-2791.

Minimum requirements are biology or zoology, 8 credits; chemistry, including organic and bio-chemistry, 16 credits; mathematics, including some analytic geometry and calculus, 6 credits; physics, 8 credits; microbiology, 3 credits; genetics, 3 credits. There is a requirement for farm work or work with a veterinarian.

All students must take the Veterinary College Admissions Test or the GRE, whichever is required by the individual school.

Speech-Language Pathology Preparation

Students in other majors who would like to pursue a graduate degree in speech-language pathology may take up to 18 credits of prerequisite coursework in the Department of Communication Disorders. These courses better qualify a student for matriculation into the speech-language pathology graduate program and reduce the amount of time needed to obtain the master's degree.

In addition to the prerequisite courses, there are also recommended courses in biology, math, psychology, and physics that may satisfy general education requirements as well. Specific prerequisite and recommended courses are listed under the Department of Communication Disorders.

Interested students should contact the graduate director or chairperson of the department at (973) 720-2208 for information regarding the appropriate sequence of courses or for information about the graduate program in communication disorders.

Pre-Physical Therapy Program

The Pre-Physical Therapy Program is housed in the Department of Biology. This is a six-year collaborative program with the University of Medicine and Dentistry of New Jersey (UMDNJ), located in Newark. Students spend three years at William Paterson (or the time required to complete 96 to 98 credits), then apply to UMDNJ for the final three years to enroll for the Doctor of Physical Therapy program. Following the first year at UMDNJ, students are awarded a bachelor's degree from William Paterson.

The core curriculum that must be completed in the first three years includes General Chemistry I and II, College Physics I and II, General Anatomy and Physiology I and II, Calculus I, Statistics I, and General Psychology. In addition to earning grades of C or better in the core courses, students must maintain a GPA of at least 3.2 to remain competitive for admission to UMDNJ's Physical Therapy Program. They must also take the GRE exam. Students are requested to perform volunteer work in two different physical therapy settings, under two different physical therapists who will write a recommendation for them as part of the application process to UMDNJ.

Honor Tracks

See relevant departments for descriptions of Honors Tracks (Biology, Environmental Science, and Nursing) or pages 318 to 321.

College of Science Courses

The College of Science and Health sponsors several multidisciplinary courses. These courses span several science disciplines and the CSH 250 and 350 courses combine the science and health disciplines. CSH 150 is administered by the Environmental Science and Geography Department. CSH 250 and 350 are administered through the Dean's Office. These last two courses are made possible by funding from the National Science Foundation.

CSH 150 Integrated Science

In this course, students are introduced to science, and how through observation, hypothesis formation, testing, and evaluation, knowledge is gained. They participate, along with their instructors, in the integration of such disciplines as physics, astronomy, chemistry, mathematics, computer science, health, fitness, biology, evolution, geology, and environmental science. Not all disciplines are included every semester, but are selected depending on the experience of the instructors and the interests of the class. Emphasis is on the laboratory experience where the principles discussed are illustrated and tested. Mathematics and geometry are emphasized throughout the course.

4 credits

CSH 250 Integrated Research Methods/ Statistics I

This course focuses on developing a research question and corresponding hypothesis for a research project. Writing the introduction and review of literature sections of a research report and basic statistical procedures are included in this course. Basic methods of survey and correlational research are also covered. Students complete group research projects in CSH 350.

3 credits

CSH 350 Integrated Research Methods/ Statistics II

This course focuses on refining a research question and designing appropriate methods to collect data. Writing the method, results, and discussion sections of the research report and basic statistical procedures are included in this course. Basic methods of experimental research are also covered. Students complete group research projects started in CSH 250.

3 credits.

Department of Biology

Professors: R. Benno, R. Chesney, D. Desroches, E. Gardner (chairperson), M. Hahn, L. Risley, M. Sebetich, S. Vail, M. Wahrman, J. Werth
Associate Professors: J. Menon, C. Leonard, P. Patnaik
Assistant Professors: E. Onaivi, M. Peek, D. Slaymaker, C. Waldburger

The Department of Biology offers programs leading to a bachelor of science in biology, a bachelor of science in biotechnology, and a minor in biology. It also offers a number of pre-professional programs in medicine, dentistry, physical therapy and veterinary medicine, which are coordinated by the department's pre-professional advisor (for details, see pages). Additionally, a variety of service courses are provided for students majoring in other disciplines.

All programs in the department of biology combine a strong core of fundamentals followed by advanced training in upper-level courses. The department emphasizes hands-on experience in field and laboratory settings. Students pursuing the bachelor of science in biology may choose to concentrate in one of three areas: general biology, ecology, or physiology and behavior. Students in the biotechnology program complete courses that emphasize biology at the molecular and cellular levels and the application of this knowledge to medicine, agriculture and other developing industries.

Students majoring in biology or biotechnology may continue their education in medical, dental, and veterinary schools, or pursue graduate study in such diverse fields as animal physiology, molecular biology, botany, biochemistry, genetics, behavior genetics, ecology, microbiology, and neuroscience. Graduates not electing advanced study may obtain employment as technicians or research assistants in pharmaceutical industries, in hospital, clinical, and government laboratories, or environmental firms. There are also many career opportunities for teachers with good training in the sciences. Certification is available for students interested in teaching science at the elementary or secondary level.

The Biology Department is equipped with state-of-the-art laboratories and facilities for biological and biotechnological studies. These facilities are accessible to undergraduates for use in laboratory courses and research projects. The department strongly encourages students to participate in faculty –

directed research, maintains specially equipped laboratories for this purpose and provides a number of awards for those students who work on these projects. The Center for Research of the College of Science and Health also offers a limited number of summer research grants for qualified upper level undergraduate students.

Major facilities and equipment include the following: animal facilities, with colonies of genetically selected mice and rooms for data collection and analysis; neurobiology facilities, including a computerized image processing system and facilities for animal surgery and behavioral and physiological recording; electron microscopy facilities, including transmission and scanning electron microscopes and associated specimen preparation equipment, an X-ray analyzer and three darkrooms; biotechnology facilities and tissue culture lab, including PCR thermocyclers, a liquid scintillation counter, electrophoresis units, computerized UV spectrophotometers, high-pressure liquid chromatography units and ultracentrifuges; two greenhouses and a well-equipped ecology laboratory with both stationary and field equipment. In addition to laboratory facilities, the department is well-equipped for field-oriented aquatic and terrestrial ecological research. Natural outdoor laboratories on our forested campus include a campus pond, waterfall, several streams, the John Rosengren Laboratory for ecology and environmental science at Oldham Pond, and the adjacent 1,000-acre High Mountain Reservation Forest.

Interested students may inquire about the biopsychology honors track and the life sciences and environmental ethics honors track offered jointly by the Colleges of Science and Health, and Humanities and Social Sciences. Visit the department's Web site at www.wpunj.edu/biology.

Honors Society

Beta Beta Beta: Chi Rho Chapter, the International Honors Society in Biology

Beta Beta Beta is an International Honors Society for undergraduate students in the biological sciences. The *Chi Rho* Chapter has been at William Paterson since 1986. Prospective members are invited to join in either their junior or senior year. To be considered for membership, a student must have completed at least four 200-level or higher courses in biology, have at least a 3.0 average GPA in all the major's courses, and maintain an overall GPA of at least 3.0. For more information, please contact Dr. Robert Chesney, Department of Biology, (973) 720-3455.

Honors Track Programs

The Biopsychology Honors Track is intended primarily for motivated anthropology, biology, applied chemistry, nursing, psychology, and speech pathology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. R. Benno, 973-720-3440, or see page 318 of this catalog.

The Life Science and Environmental Ethics Honors Track is open to any major and could be of special interest to those students who choose to anchor their scientific knowledge in a classical ethical foundation. For further information on this track, consult the coordinator, Dr. K. Swanson, 973-720-2589, or see page 320 of this catalog.

Program in Biology

The bachelor of science in biology combines a core of foundation courses with the opportunity to develop more specialized knowledge and experience in upper level courses. All biology majors take chemistry, mathematics, and physics corequirements and a common core of 100 and 200-level biology courses, then choose one of three areas of concentration for advanced study. The three areas of concentration are general biology, ecology, and physiology and behavior.

Curriculum

BIOLOGY MAJOR REQUIREMENTS 33-39 CREDITS

Core Requirements 17-19 Credits

BIO 163	General Biology I*	4
BIO 164	General Biology II*	4
BIO 206	General Genetics	4
BIO 249	Ecology, Evolution and Behavior	4
BIO 480	Biology Seminar	2
	or	
BIO 499	Independent Study	1-3

*Students may be exempt from taking General Biology I (BIO 163) or II (BIO 164) based on the results of the Advanced Placement Test. A score of 4 or better must be achieved. These credits must be replaced by an upper-level biology course from the major elective list. The placement examination is given during the fall semester.

Plus the following courses appropriate to each concentration:

GENERAL BIOLOGY

CONCENTRATION 16-20 CREDITS

BIO 205	Cell Biology	4
	Plant Elective	3-4
	Major Electives	9-12

ECOLOGY CONCENTRATION 17-20 CREDITS

BIO 342	Ecology of Individuals and Populations	4
BIO 344	Community and Ecosystem Ecology	4
	Plant Elective	3-4
	Major Electives	6-8

ANIMAL PHYSIOLOGY AND BEHAVIOR

CONCENTRATION 17-19 CREDITS

BIO 205	Cell Biology	4
BIO 308	Animal Physiology	4
BIO 350	Animal Behavior	3
	Major Electives	6-8

COREQUIREMENTS 32 CREDITS

Chemistry 16 Credits

CHEM 160-060	General Chemistry I	4
CHEM 161-061	General Chemistry II	4
CHEM 251-051	Organic Chemistry I	4
CHEM 252-052	Organic Chemistry II	4

Mathematics 8 Credits

MATH 160-161	Calculus I and II	8
	or	
MATH 160	Calculus I	4
MATH 230	Statistics	4

Physics 8 Credits

PHYS 255-256	College Physics I and II	8
	or	
PHYS 260-261	General Physics I and II	8

MAJOR ELECTIVES COURSE LISTING

BIO 112	General Anatomy and Physiology I *	4
BIO 113	General Anatomy and Physiology II *	4
BIO 261	General Botany	4
BIO 308	Animal Physiology ^{a,b}	4
BIO 318	Invertebrate Zoology	4
BIO 320	General Bacteriology	4
BIO 335	Field Botany	3
BIO 342	Ecology of Individuals and Populations ^{a,c}	4
BIO 344	Communities and Ecosystems ^{a,c}	4
BIO 345	Conservation Biology	3

BIO 350	Animal Behavior ^{a,b}	3
BIO 352	Economic Botany	3
BIO 365	Plant Physiology	4
BIO 399	Selected Topics	1-6
BIO 402	Aquatic Ecology	4
BIO 416	Comparative Animal Physiology	4
BIO 417	Histology	4
BIO 421	Developmental Biology	4
BIO 444	Evolution	3
BIO 450	Molecular Biology of Prokaryotes	4
BIO 484	Scanning Electron Microscopy	4
BIO 485	Transmission Electron Microscopy	4
BIPY 474	Neuroscience	4
BIPY 475	Behavior Genetics	4
BIPY 479	Biorhythms in Physiology and Behavior ^c	3
BIPY 490	Human Neuropsychology ^c	3
CHEM 327	Biochemistry I	4
BIO 5--	(See No. 4 below)	

Note:

- Several courses from the Department of Environmental Science and Geography can be used as electives for the Ecology concentration. A list of approved courses is available from the Biology Department.
- Electives in **bold** are Plant Electives
- Electives without superscripts are available for all concentrations
 - Elective for General Biology concentration
 - Elective for Ecology concentration
 - Elective for Physiology and Behavior concentration
- Junior and senior biology majors may take graduate biology courses at the 500 level with the permission of the instructor and the Biology Department chairperson.
- A student in any of the biology concentrations **must** complete a minimum of two laboratory courses at the 300 level or above to graduate from the biology program.

*BIO 112 and 113, General Anatomy and Physiology I and II, may be allowed as major electives by permission of the Biology Department chairperson, in which case BOTH must be taken. These courses are for students interested in health-related fields, such as physical therapy or chiropractic study.

Assessment

Prior to graduation, all biology majors must complete departmental assessment requirements. This may be accomplished while taking major courses, including Independent Study or Bioseminar.

MINOR REQUIREMENTS 18-20 CREDITS

BIO 163	General Biology I	4
BIO 164	General Biology II	4

Plus three additional biology courses, at least one of which must include a laboratory, by advisement.

Note: Students who wish to minor in biology are strongly urged to include in their background a basic course in statistics and one year of general chemistry.

CERTIFICATION REQUIREMENTS 27-30 CREDITS

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Program in Biotechnology

The Department of Biology offers a major leading to a bachelor of science in biotechnology. This innovative program emphasizes course work and training in many aspects of molecular biology, plant tissue culture, animal cell culture, DNA analysis, protein isolation, and recombinant DNA techniques. Students with the required grade point average may enter the biotechnology master's degree program directly.

Curriculum**BIOTECHNOLOGY MAJOR REQUIREMENTS 38-39 CREDITS**

BIO 163	General Biology I	4
BIO 205	Cell Biology	4
BIO 206	General Genetics	4
BIO 261	General Botany	4
	or	
BIO 365	Plant Physiology	4
BIO 320	General Bacteriology	4
BIO 524	Molecular Biology	3
BIO 530	Biotechnology: DNA	4
BIO 531	Biotechnology: Cell Culture	4
CHEM 427	Biochemistry	4
	Major Elective	3-4

COREQUIREMENTS 32 CREDITS**Chemistry 16 Credits**

CHEM 160-060 General Chemistry I 4

CHEM 161-061 General Chemistry II 4

CHEM 251-051 Organic Chemistry I 4

CHEM 252-052 Organic Chemistry II 4

Mathematics 8 Credits

MATH 160-161 Calculus I and II 8

or

MATH 160 Calculus I 4

MATH 230 Statistics 4

Physics 8 Credits

PHYS 255-256 College Physics I and II 8

or

PHYS 260-261 General Physics I and II 8

BIOTECHNOLOGY ELECTIVES COURSE LIST

BIO 265 General Plant Physiology 4

BIO 416 Comparative Animal Physiology 4

BIO 417 Histology 4

BIO 421 Developmental Biology 4

BIO 450 Molecular Biology of Prokaryotes 4

BIPY 474 Neuroscience 4

BIO 499 Independent Study 1-3

CHEM 428 Advanced Biochemistry 3

Assessment

Prior to graduation all biotechnology majors must complete departmental assessment requirements. This may be accomplished while taking major courses.

Courses**BIO 112-113 General Anatomy and Physiology I and II**

A study of the structural and functional relationships of the human body. First semester: detailed study of the individual organism, cell functions, histology, integumentary, skeletal, muscular, respiratory, and circulatory systems. Second semester: nervous, endocrine, reproductive, urinary, and digestive, systems. First-semester laboratory: dissection of the cat, human skeleton. Second semester: nervous, endocrine, reproductive, digestive, and urinary systems; metabolism, acid-base balance, and water and electrolyte balance. Required of nursing and community health majors, and students planning to obtain a degree in physical therapy.

Prerequisites: BIO 112 for BIO 113

4 credits each

BIO 114 Applied Anatomy and Physiology

A study of human anatomy and physiology with emphasis on developing an understanding of the interrelationships of the body systems in maintaining homeostasis in both health and disease. Emphasis on nervous and endocrine control mechanisms and the muscular and respiratory systems. Required of psychology and speech pathology majors; open to others. Not open to biology/biotechnology majors, or students who have taken any of the following courses: BIO 112, BIO 113, BIO 118, or BIO 119. 4 credits

BIO 118 Basic Anatomy and Physiology

A study of the anatomy and physiology of the human organism showing relationships between structure and function, the integration of the various systems, and maintenance of homeostasis. Required of movement science majors. Not open to biology/biotechnology majors. 4 credits

BIO 119 Basic Anatomy and Physiology II

A basic study of the anatomical and physiological relationships of humans. It includes a lecture sequence on specific systems not covered in Basic Anatomy and Physiology I (BIO 118) with corresponding lab exercises, designed to bring about an understanding of the interrelationships of these systems. Not open to biology/biotechnology majors. Prerequisites: BIO 118 4 credits

BIO 120 Human Biology

Accent on human structure, function and behavior; genetic makeup and hereditary potential; evolutionary history. Laboratory includes the dissection of the fetal pig as an example of mammalian anatomy, as well as varied exercises in human physiology, genetics, and evolution. *General Education course.* Not open to biology majors, biotechnology majors, or students who have taken any of the following courses: BIO 112, BIO 113, BIO 114, BIO 118, or BIO 119. 4 credits

BIO 130 Field Biology

An exploration of interrelationships among organisms and the environments. The course includes natural history of the major groups of organisms, basic ecological principles, and applications of this knowledge to environmental problems. Laboratory exercises focus on New Jersey wildlife and field methods for its study in pond, forests, and other habitats of northern New Jersey. *General Education course.* Not open to biology/biotechnology majors. 4 credits

BIO 163 General Biology I

For students intending to major in biology, this course provides a background in biological principles. Similarities and differences between living organisms, both plant and animal, are discussed. Content includes cellular and subcellular structure and function, cellular respiration, photosynthesis, genetics, DNA structure, replication, transcription, and protein synthesis. Required of biology/biotechnology majors.

4 credits

BIO 164 General Biology II

The course includes principles of whole organism structure and function with emphasis on organ systems. Required of biology majors.

Prerequisite: BIO 163

4 credits

BIO 170 Basic Microbiology

Structure, function, nutrition, and physiology of the various groups of microorganisms. Relationships of microorganisms to the environment; organisms related to health issues are emphasized. Required of nursing and community health majors; not open to biology/biotechnology majors, or students who have taken BIO 320.

4 credits

BIO 205 Cell Biology

A study of the physiological and biochemical processes that regulate and maintain cell function. Cellular and subcellular structures are studied particularly as applicable to cell function.

Prerequisites: BIO 163; CHEM 061; CHEM 161

4 credits

BIO 206 General Genetics

A study of some of the basic principles and laws of genetics as revealed by modern molecular-genetic approaches. The intention is to familiarize a student with the organization and properties of hereditary material (nucleic acids) and highlight some of the critical experiments that laid the foundations of our understanding.

Prerequisite: BIO 164

4 credits

BIO 249 Ecology, Evolution, and Behavior

Introduction to the study of ecology, evolution, and behavior. Diversity and classification, history of life, evolutionary theory, population growth and regulation, species diversity and community structure, energy flow and nutrient cycling, ethology, behavior genetics, evolution of behavior, sociobiology, behavioral ecology.

Prerequisite: BIO 164

4 credits

BIO 261 General Botany

An introduction to the biology of the plant kingdom; structural, functional, economical, ecological, and evolutionary aspects of plants.

Prerequisite: BIO 164

4 credits

BIO 302 Human Heredity

A lecture course on the basic tenets of genetics including the organization, function, and regulation of heredity material with an emphasis on human and medical applications. Includes the ethical ramifications of genetic testing, gene transfer, and related areas. Recommended for nursing and community health majors. Not open to biology/biotechnology majors.

Prerequisites: One of the following: BIO 113, BIO 114, BIO 118, BIO 120, or BIO 130

Lecture only

3 credits

BIO 308 Animal Physiology

Introduction to the general principles of animal physiology with a focus on human body systems and their relationships. Coverage includes: cell and molecular physiology, muscle physiology, nerve cell conduction, sensory reception, synaptic transmission, neural organization and reflexes, physiology of blood, cardiopulmonary physiology, circulation, gas exchange, digestion, body fluid regulation, development, endocrinology, and reproduction. Laboratory exercises include studies on both invertebrates and vertebrates including humans.

Prerequisite: BIO 205

4 credits

BIO 312 Advanced Anatomy and Physiology

Advanced studies in human physiology. Emphasis on cardiology, circulation, respiration, acid-base balance, water balance, and disorders of the nervous system. For nursing majors; open to others with some physiology background; not open to biology/biotechnology majors.

Prerequisites: BIO 113; CHEM 032; CHEM 132

4 credits

BIO 318 Invertebrate Zoology

This study of invertebrate animals places special emphasis on ecology, habitat, economic importance, and special structures which make the animals competitive in our world. Field trips may augment lectures and laboratories.

Prerequisite: BIO 164

4 credits

BIO 320 General Bacteriology

Advanced studies of the structure and function of micro-organisms with emphasis on bacteria and viruses. The cultivation of microorganisms, microbial metabolism, ecology, immunology, and virology are discussed.

Prerequisites: BIO 164; CHEM 061; CHEM 161

4 credits

BIO 335 Field Botany

A survey of the native seed plants commonly found in the northern New Jersey environment; emphasis is on field work, identification of specimens, both in the field and in the laboratory, and the relationship of different species sharing common habitats. Major seed plant families are discussed in lecture.

Prerequisite: BIO 164

Lecture and Lab

3 credits

BIO 342 Ecology of Individuals and Populations

An upper level ecology course covering physiological ecology, behavioral ecology, and population ecology. Coverage includes conditions of the physical environment, the physiological basis of adaptation, ecology and evolution of sexual and social behavior, optimal foraging theory, evolution of life-history characteristics, population estimation, population growth and regulation, and population interactions. Laboratory exercises include field methods, laboratory methods, data analysis, and computer modeling approaches.

Prerequisite: BIO 249

4 credits

BIO 344 Communities and Ecosystems

Detailed examination of the structure and function of communities and ecosystems with emphasis on the northeastern U.S. Topics include biodiversity, symbioses, succession, gradients, productivity, nutrient budgets, and ecosystems management. Laboratory activities introduce students to current techniques for quantitative assessment of community and ecosystem structure and function. An in-depth field project and attendance on a one-day field trip are required.

Prerequisite: BIO 249

4 credits

BIO 345 Conservation Biology

An examination of the recent, unprecedented losses of global biological diversity, and analysis of conservation strategies designed to prevent, minimize, and/or repair ecological damage. Conservation of biodiversity is considered from an ecological perspective, then integrated with economical and political issues to explore the implications of national and international conservation efforts.

Prerequisite: BIO 164 or [ENV 110 and ENV 115]

Lecture only

3 credits

BIO 350 Animal Behavior

A survey of animal behavior, including physiological aspects and ecological and adaptive implications.

Prerequisites: BIO 164 or [BIO 120 and BIO 130]

Lecture only

3 credits

**BIO 352 Economic Botany –
Plants for Mankind**

Explores the importance of plants and plant products in terms of food, clothing, shelter, and medicines, as well as their aesthetic value to humankind. A historical perspective of agriculture and the implication of modern plant biotechnology on traditional plant cultivation are an integral part of the course.

Prerequisite: BIO 130 or 163

Lecture only

3 credits

BIO 365 Plant Physiology

A study of the processes of the living plant including growth, development, water relations, respiration, photosynthesis, photorespiration, hormone action, and environmental relationships. Emphasis placed on experimental understanding of these processes and their integration into the whole plant and its environment. The laboratory includes a student project.

Prerequisite: BIO 164

4 credits

BIO 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

BIO 402 Aquatic Ecology

A critical examination of the ecology of fresh water biota with special attention to the physical features of the environment. Surveys are made of streams, ponds, and lakes in the environs. Three all-day field trips included.

Prerequisite: BIO 342 or BIO 344
4 credits

BIO 416 Comparative Animal Physiology

A comparative approach to the basic physiological processes of animals. Emphasis on the functional modifications animals develop in order to cope with their environment.

Prerequisites: BIO 164; CHEM 052; CHEM 252
4 credits

BIO 417 Histology

The microanatomy, organization, and function of normal mammalian tissues. Study of tissues and organs by light microscopy composes the laboratory component of the course.

Prerequisites: BIO 164 and BIO 205
4 credits

BIO 421 Developmental Biology

The study of embryonic change in living organisms. Cellular and biochemical mechanisms that account for the emergence of form in embryos and regenerating tissues are explored. A broad range of organisms are considered. Both living and preserved embryos are studied in the laboratory.

Prerequisites: BIO 206; CHEM 061; CHEM 161
4 credits

BIO 444 Evolution

The history of evolutionary theory, heredity, populations, classification, speciation, adaptation, evidence for organic evolution, vertebrate and human evolution, and the problem of human population.

Prerequisites: BIO 164; BIO 205; BIO 206
Lecture only
3 credits

BIO 450 Molecular Biology of Prokaryotes

A detailed examination of the molecular biology of bacteria and bacteriophages. DNA structure and replication, prokaryotic gene expression (transcription, translation, genetic code and regulation), microbial genetics, plasmids, transposons, and genetic engineering are covered.

Prerequisites: BIO 206; CHEM 252
4 credits

BIO 480 Biology Seminar

Restricted to senior biology majors. The course requires each student to do an in-depth study of a selected topic with an evolutionary theme. The work requires library research and preparation of both a written and an oral presentation of that work, including details of research procedures where applicable. Students are expected to read and discuss each other's presentations.

Prerequisites: Seven courses in biology and permission of the department chairperson
2 credits

BIO 484 Scanning Electron Microscopy

Theory and functioning of the scanning electron microscope. Each student is required to carry out a project.

Prerequisite: Permission of the instructor.
4 credits

BIO 485 Transmission Electron Microscopy

The principles and practice of transmission electron microscopy, including theory, electron optics, specimen preparation, operation of electron microscope, photography, related instruments, and techniques.

Prerequisites: Two years of biology, one year of chemistry, and permission of the instructor.
4 credits

BIO 497 Readings in Biology

Student studies a particular field of biology under the personal direction of a faculty member.

Prerequisite: Permission of the department chairperson
1-3 credits

BIO 498 Field Experience in Biology

A supervised educational experience outside of the regular departmental program. Pass/fail course.

Prerequisites: Permission of the department chairperson
1-3 credits

BIO 499 Independent Study

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of the department chairperson and college dean

1-3 credits

BIO 524 Molecular Biology

An introduction to molecular biology with emphasis on nucleic acid structure and function, and the application of gene splicing. Ethical issues associated with genetic engineering are explored. The course is team taught by members of the biotechnology faculty, who each brings his/her own expertise to this basic course. Lecture only. For biotechnology majors. Open to Biology M.A. and Biotechnology B.S./M.S. students. Prerequisite: permission of the graduate coordinator 3 credits.

BIO 530 Biotechnology: DNA

Techniques of DNA purification and quantification. Students analyze DNA by Southern transfer, prepare plasmid and phage vectors and clone sequences into those vectors. Antibiotic selection, filter screening, and hybridization analysis of cloned libraries are performed. Related topics include prokaryotic and eukaryotic gene structure, choice and construction of vectors, and applications of genetic engineering. Lecture and lab. For biotechnology majors. Prerequisite: Matriculation in Biotechnology M.S. or B.S. program or permission of the instructor 4 credits

BIO 531 Biotechnology: Cell Culture

Focuses on the theory and practice of cell culture in the biotechnology laboratory. Plant embryo culture and protoplast culture are performed, and cultured plant cells are used in genetic engineering experiments. Primary animal cell cultures and continuous cell lines are propagated. Related topics include lab safety, aseptic techniques, growth cycles, cloning of cells, specialized techniques and applications, contamination, organogenesis, and cell transformation. Lecture and lab. For biotechnology majors. Prerequisite: Matriculation in Biotechnology M.S. or B.S. program or permission of the instructor 4 credits

Department of Chemistry and Physics

Professors: G. Gerardi (chairperson), S. La, L. Rivela, G. Sharma, A. Speert

Associate Professors: K. Martus, R. McCallum

Assistant Professors: A. Brandolini, A. Charlebois, S. Chung

BACHELOR OF SCIENCE IN CHEMISTRY

The chemistry program is a rigorous, comprehensive curriculum leading to the bachelor of science degree. It develops the student's intellectual and creative abilities while providing the specialized skills needed to meet tomorrow's challenges in science, technology, and medicine. The program prepares students for a wide range of exciting careers. Positions for chemists exist in federal, state, and local government laboratories, in addition to research institutes, clinical, and testing laboratories. Industry offers the largest number of employment opportunities for chemistry graduates. This is especially important in New Jersey, which has the largest concentration of chemistry and health-related industries in the world. Apart from laboratory work, chemistry graduates also work in technical sales, administration, production, quality control, and environmental safety. Majors can continue their studies in graduate school leading to advanced degrees in chemistry and related sciences. Chemistry serves as an ideal undergraduate major for students seeking admission to medical, dental, veterinary, and pharmacy schools. And, nonmajors may complete a minor in chemistry or physics.

Instrumentation provides scientists with a key to open nature's door at the molecular level from the unraveling of the molecular structure of a new drug to the detection of environmental trace contaminants. The chemistry curriculum trains students in the operation and application of specialized instrumentation used to isolate, identify, and quantify naturally occurring and synthetic substances. These skills provide students with a competitive advantage for employment in industries that involve analysis of materials such as petrochemicals, drugs, environmental toxins, and foods, as well as in forensic and medical research. In addition, students develop powers of observation, analytical thinking, and problem solving that are essential in the investigation of challenging scientific problems. The program includes computer interfacing, instrument control, data acquisition, and graphical presentation methods.

The Chemistry and Physics Department provides students with modern laboratory facilities and an extensive collection of up-to-date scientific instruments and computers. Chemistry majors gain training in the use of the full array of chemical instrumentation. The department's major instruments include: Varian 200 MHz Fourier Transform Nuclear Magnetic Resonance spectrometer, Bruker X-band Electron Paramagnetic Resonance spectrometer, JEOL DX303 Mass spectrometer, Perkin Elmer 1760X Fourier Transform Infrared spectrometer, Waters High Pressure Liquid Chromatograph, Hewlett-Packard Diode Array UV-Visible spectrophotometer, Philips X-ray spectrometer, Jobin Yvon_Spex Fluoromax-3 spectrofluorometer, Shimadzu Atomic Absorption/Flame Emission spectrometer.

The chemistry and physics faculty actively pursue research projects that encompass the diverse areas of chemistry, biochemistry, and physics. Modern major instrumentation for student laboratory coursework and research is available for use in the curriculum. Students are strongly encouraged to participate in faculty-supervised research projects.

Chemistry majors complete a core of nine courses in chemistry. The core courses consist of General Chemistry I and II, Organic Chemistry I and II, Physical Chemistry I and II, Introduction to Instrumental Methods, and Inorganic Chemistry. These are followed by the advanced courses: Analytical Instrumentation, Biochemistry, an advanced chemistry elective and a capstone course Senior Research in Chemistry. Students can choose a concentration in biochemistry by selecting Advanced Biochemistry as the advanced elective. The chemistry program follows the guidelines established by the American Chemical Society for undergraduate training in chemistry and biochemistry.

Biochemistry Emphasis

Over the past several decades, biochemistry has developed into a science which greatly illuminates subsequent studies in all areas of biology. Biochemistry has an integral place in educating students who will be making judgments relating to safety, ethics, and law on issues brought about by the biochemical and biotechnological revolution. A concentration in biochemistry enables the student to perform protein and DNA purification as well as introducing them to a working knowledge in enzymology and cloning. These skills prepare the successful graduate to work in a variety of industrial and academic settings. The biochemical concentration is an ideal preprofessional program for students who wish to pursue careers in medicine, dentistry, and other health-related professions.

Chemistry majors who wish to follow the biochemistry concentration must complete the core requirements in chemistry followed by upper-level courses in Analytical Instrumentation, Biochemistry, Advanced Biochemistry, and Senior Research in Chemistry.

Curriculum

B.S. CHEMISTRY 64 (65) CREDITS

MAJOR CORE REQUIREMENTS

Lecture and Laboratory	34 credits
General Chemistry I and II (CHEM 170, 171)*	10
Intro. to Instrumental Methods (CHEM 211)	4
Organic Chemistry I and II (CHEM 251, 252, 051, 052)	8
Physical Chemistry I and II (CHEM 315, 316)	8
Inorganic Chemistry (CHEM 320)	4

ADVANCED COURSES 14 (15) CREDITS

Biochemistry (CHEM 427)	4
Analytical Instrumentation (CHEM 401)	4
Advanced Chemistry Elective (CHEM 4**)	3 (4)
Senior Research (CHEM 482)	3

COREQUISITES 16 CREDITS

Calculus I (MATH 160)	4
Calculus II (MATH 161)	4
General Physics I and II (PHYS. 260, 261)	8

*CHEM 160, 060 can be substituted for CHEM 170 and CHEM 161, 061 for CHEM 171 with permission of the chairperson of the department.

ADVANCED CHEMISTRY ELECTIVES

(Choose at least one course. For biochemistry concentration choose CHEM 428)

Physical Chemistry III (CHEM 403)
Advanced Organic Chemistry (CHEM 421)
Chemistry of Natural Products (CHEM 423)
Organic Spectroscopy (CHEM 426)
Advanced Biochemistry (CHEM 428)
Advanced Inorganic Chemistry (CHEM 460)

CERTIFICATION REQUIREMENTS 30 CREDITS

Students who are interested in obtaining certification in chemistry or physical science must complete the sequence outlined under the Department of Early Childhood and Elementary Education or the Department of Secondary and Middle School Education.

CHEMISTRY MINOR..... 20 CREDITS

CHEM 160, 060	General Chemistry I	4
CHEM 161, 061	General Chemistry II	4
CHEM 211	Introduction to Instrumental Methods	4
	or	
CHEM 320	Inorganic Chemistry	4
ELECTIVES	Any two chemistry courses at the	
	200 level or higher*	8

* Only one course of a two-semester sequence can serve as an elective.

PHYSICS MINOR..... 18-20 CREDITS

PHYS 260	General Physics I (lecture and laboratory) ... 4
PHYS 261	General Physics II (lecture and laboratory) . 4
One laboratory-based physics course* 4	
Two additional physics courses** 6-8	

*At the 300-level or above with substitution of General Physics III (lecture and laboratory) at the Chair's discretion.

**At the 300-level or above.

Interdisciplinary Program in Pre-Engineering

The pre-engineering program at William Paterson University is a two-year, non-degree program specifically designed to provide students with course work equivalent to the first two years of engineering study. Students seeking careers in any of the primary fields of engineering (chemical, civil, computer, electrical, industrial, or mechanical engineering) qualify, on successful completion of the program, for transfer to an accredited engineering institute. Students are not required to complete the program in two years and in many cases may find a three-year option preferable. Both full- and part-time students are welcome in the program.

Admission: Students must meet the minimum requirements for admission to William Paterson University. However, students that enter the pre-engineering program who meet only the minimum mathematics and laboratory science requirements may not be able to finish the program in two years without taking courses in one or more summer semesters. Additional admission requirements may need to be met to ensure transfer to a cooperating engineering institution.

Curriculum: The academic curriculum contains a sequence of courses from mathematics, physics, chemistry, computer science, and the humanities. Courses from these fields designated as electives, other general education electives, and further courses or electives for students in the three-year option should be chosen in consultation with the academic advisor based on the student's particular field of interest or choice of institution for transfer.

PRE-ENGINEERING PROGRAM

REQUIREMENTS 69-73 CREDITS

Core requirements 53 Credits

CHEM 170	General Chemistry I (lecture and lab)	5
CHEM 171	General Chemistry II (lecture and lab)	5
CS 230	Computer Science	4
ECON 202	Microeconomic Principles	3
ENG 110	Writing Effective Prose	3
HIST 101	Foundations of Western Civilization: From Antiquity to the Reformation	3
HIST 102	The West and the Modern World From Age of Discovery to Decolonization	3
MATH 160	Calculus I	4
MATH 161	Calculus II	4
MATH 201	Calculus III	4
MATH 322	Differential Equations	3
PEGE 150	Fitness for Life	3
PHYS 260	General Physics I (lecture and lab)	4
PHYS 261	General Physics II (lecture and lab)	4
WPC 101	Freshman Seminar	1

Electives (determined by

engineering concentration) 16-20 Credits

CHEM 211	Modern Analytical Methods	4
CHEM 315/015	Physical Chemistry I (lecture and lab)	4
CHEM 316/016	Physical Chemistry II (lecture and lab)	4
CHEM 251/051	Organic Chemistry I (lecture and lab)	4
CHEM 252/052	Organic Chemistry II (lecture and lab)	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Programming	3
CS 341	Digital Logic and Computer Organization ..	3
MATH 202	Linear Algebra	3
MATH 230	Statistics	4
MATH 324	Probability and Statistics	4
PHYS 262	General Physics III (lecture and lab)	4
PHYS 290	Engineering Statics	3
PHYS 291	Engineering Dynamics	3

MINOR IN PHYSICS..... 18-20 CREDITS

PHYS 260	General Physics I (lecture and lab)	4
PHYS 261	General Physics II (lecture and lab)	4
	One (1) laboratory based physics course	4
	Two (2) additional physics courses	6-8

Courses

Unless otherwise noted, all courses are 3 credits.

CHEM 120 Chemistry in Perspective

Introduces the fundamental concepts and principles of chemistry, with a view of the development of this physical science as a human endeavor. The nature of the scientific method is emphasized, along with an elucidation of the pervasive application of chemistry in modern technology and society. Designed as a general education course in science.

Lecture and lab

4 credits

CHEM 131 College Chemistry: Lecture

This General Education lecture course, the first semester course in the CHEM 131- CHEM 132 (College Chemistry-Organic Biochemistry) sequence, introduces the major concepts of general chemistry. The course has an orientation toward the health sciences. Key topics covered in the course include: introduction to chemistry and the classification of matter, elements and atomic theory, compounds and chemical bonding, states of matter, chemical reactions, solutions and colloids, reaction rates and equilibrium, acids and bases, nuclear chemistry.

CHEM 031 College Chemistry: Lab

This General Education laboratory course, the first semester course in the CHEM 031 - CHEM 032 (Organic Biochemistry) sequences, introduces the practice of general chemistry in the laboratory and the topics covered correspond to the topics covered in the co-requisite lecture course, CHEM 131: College Chemistry. The course has an orientation toward the health sciences. In this first semester course the primary emphasis is on learning basic laboratory techniques such as quantitative measurements of mass, volume, density, concentration, qualitative analysis, distillation, measurement of the properties of gases, simple compounds, solutions (including acids and bases), factors affecting chemical reactivities, and equilibrium.

Corequisite: CHEM 131

1 credit

CHEM 132 Organic Biochemistry: Lecture

Development of the fundamental concepts of organic chemistry and biochemistry; emphasizes metabolism in the context of physiological chemistry. This is the second semester of a two-semester sequence. A terminal course.

Prerequisite: CHEM 131

Lab must be taken concurrently

CHEM 032 Organic Biochemistry: Lab

The course uses molecular model approach to emphasize the significance of isomerism and functional groups in determining the physical, chemical, and biological properties of organic molecules actually observed. In addition, experiments in enzymology, digestion of foods, qualitative and/or semiquantitative determination of amino acids, carbohydrates, ketones bodies, proteins, ATP etc. are also conducted.

1 credit

CHEM 160 General Chemistry I: Lecture

The lecture involves the study of general chemistry concepts encompassing matter and measurement, atoms, molecules, ions, atomic structure, stoichiometric calculations with chemical formula and equations, aqueous reactions and solution stoichiometry, thermochemistry, electronic structure of atoms, and chemical bonding theories.

Prerequisites: A high school course in chemistry and a demonstrated proficiency in algebra (student should have either taken MATH 115 or be placed in a higher mathematics course) or permission of the department.

CHEM 060 General Chemistry I: Lab

A laboratory taken concurrently with CHEM 160 lecture, which is designed to provide an elaboration of general chemistry concepts encompassing matter and measurement, atoms, molecules, and ions, atomic structure, stoichiometric calculations with chemical formula and equations, aqueous reactions and solution stoichiometry, thermochemistry, electronic structure of atoms, and chemical bonding theories.

Corequisite: CHEM 160

1 credit

CHEM 161 General Chemistry II: Lecture

The lecture involves the study of general chemistry concepts encompassing gases, intermolecular forces, liquids, and solids, modern materials, properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, and chemical thermodynamics.

Prerequisites: CHEM 160; CHEM 060

CHEM 061 General Chemistry II: Lab

A laboratory taken concurrently with CHEM 161 lecture, which is designed to provide an elaboration of general chemistry concepts encompassing gases, intermolecular forces, liquids, and solids, modern materials, properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, and chemical thermodynamics. The laboratory presents a series of exercises that demonstrate the chemical principles presented in lecture.

Corequisite: CHEM 161

1 credit

CHEM 170 General Chemistry I with Recitation

The lecture and recitation involve the study of general chemistry concepts encompassing matter and measurement, atoms, molecules, and ions, atomic structure, stoichiometric calculations with chemical formula, and equations, aqueous reactions and solution stoichiometry, thermochemistry, electronic structure of atoms, and chemical bonding theories. The laboratory presents a series of exercises, which demonstrate the chemical principles, presented in lecture.

Prerequisites: A high school course in chemistry and a demonstrated proficiency in algebra (student should have either taken MATH 115 or be placed in a higher mathematics course) or permission of the department.

Lecture, lab, and recitation

5 credits

CHEM 171 General Chemistry II with Recitation

The lecture and recitation involve the study of general chemistry concepts encompassing gases, intermolecular forces, liquids and solids, modern materials, properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, and chemical thermodynamics. The laboratory presents a series of exercises that demonstrate the chemical principles presented in lecture.

Prerequisite: CHEM 170

Lecture, lab, and recitation

5 credits

CHEM 211 Introduction to Instrumental Methods

The lecture material covers the more advanced principles of solution chemistry including equilibria, acid-base titrations, indicators, buffers, polyprotic acids and bases, complex formation, and activity. Also covered are the principles and applications of spectrophotometry, chromatography, and potentiometric measurements. In addition, the statistical treatment of laboratory data and the application of mathematical software tools for data manipulation and data presentation are used throughout the course. The laboratory provides a rigorous experience in the use of modern analytical methods to isolate, identify, and quantify chemical substances. UV-VIS spectrophotometers, pH/potentiometric analyzers, atomic absorption and emission spectrophotometers, and automated chromatographs are used extensively.

Prerequisite: CHEM 161 and CHEM 061 or CHEM 171, MATH 116

Lecture and lab

4 credits

CHEM 251 Organic Chemistry I: Lecture

This lecture course, the first semester course of the two semester sequence CHEM 251, 252: Organic Chemistry Lecture I, II, introduces the fundamentals of organic chemistry and covers a broad range of topics in bonding, reactivity, stereochemistry, structure and synthesis, reaction mechanism, nomenclature and chemical transformations as related to families of organic compounds. In this first semester course the primary emphasis is the study of alkanes, alkenes, alkynes and alkyl halides.

Prerequisites: CHEM 161 and CHEM 061 or CHEM 171 and CHEM 071

CHEM 051 Organic Chemistry I: Lab

This laboratory course, the companion course to CHEM 251: Organic Chemistry I Lecture, introduces the practice of organic chemistry in the laboratory. In this first semester course the primary emphasis is on learning basic laboratory techniques such as recrystallization, distillation (simple and fractional), reflux and extraction. Experiments will also include the preparation and reactions of alkanes, alkenes and alkynes (the three major functional groups discussed in the companion first semester lecture course).

Experiments will be performed at the macro and micro scale.

Prerequisites: CHEM 161 and CHEM 061 or CHEM 171 and CHEM 071; Corequisite CHEM 251

1 credit

CHEM 252 Organic Chemistry II: Lecture

This lecture course, the continuation of Organic Chemistry I (CHEM 251), concludes an introduction to organic chemistry and continues coverage of a broad range of topics in bonding, reactivity, stereochemistry, structure and synthesis, reaction mechanism, nomenclature and chemical transformations as related to families of organic compounds. In this second semester course the primary emphasis is the study of aromatic compounds, alcohols (and phenols and ethers), aldehydes and ketones, carboxylic acids and their derivatives, amines and spectroscopy (NMR, IR, MS, and UV-VIS).

Prerequisites: CHEM 251 and CHEM 051

CHEM 052 Organic Chemistry II: Lab

This laboratory course is the continuation of CHEM 051, Organic Chemistry I Laboratory and is the companion course to CHEM 252: Organic Chemistry II Lecture. In this second semester course the primary emphasis is to build on the basic laboratory techniques such as recrystallization, distillation (simple and fractional), reflux and extraction introduced in CHEM 051, Organic Chemistry I Laboratory. Also various spectroscopies (NMR, IR, MS, and UV-VIS) are introduced. Experiments will also include the preparation and reactions of derivatives, alcohols, phenols and ethers, aldehydes and ketones, carboxylic acids and their derivatives (esters, acid halides, amides and anhydrides), and amines (the major functional groups discussed in the companion first semester lecture course). Experiments will be performed at the macro and micro scale.

Prerequisites: CHEM 251 and CHEM 051; Corequisite: CHEM 252

1 credit

CHEM 315 Physical Chemistry I

This calculus-based course establishes and applies those principles of physics that are used to explain and interpret the structure and transformations of matter. The subject covers several principal areas: equations of state for real gases, kinetic molecular theory, laws of thermodynamics, phase transition diagrams, Gibbs equations, chemical equilibrium, chemical potential, and electrochemistry.

Prerequisites: CHEM 161 or CHEM 171, CHEM 211, CHEM 252, PHYS 261, MATH 161, or permission of instructor

Lecture and lab

4 credits

CHEM 316 Physical Chemistry II

This course is a continuation of Physical Chemistry I emphasizing atomic and molecular physics. The subject covers several principal areas: origins of quantum mechanics, quantum mechanical principles, applications of quantum mechanics, atomic structure and spectra, molecular structure and electronic spectroscopy, rotational and vibrational spectroscopy, band theory of solids, magnetic resonance, chemical kinetics.

Prerequisites: CHEM 315

Lecture and lab

4 credits

CHEM 320 Inorganic Chemistry

Inorganic Chemistry involves the study of the structures, properties, reactivities, and interrelationships of the chemical elements and their compounds. Specific topics considered include atomic theory and the periodic table, nuclear theory, models of structure and bonding, coordination chemistry, and the chemistry of the first short period elements and their congeners.

Prerequisite: CHEM 161 or CHEM 171

Lecture and lab

4 credits

CHEM 322 Environmental Chemistry

This lecture and laboratory course considers the chemical composition and chemical dynamics of the environment and the impact of chemicals on the environment. Key topics covered in the course include biogeochemical cycles, aquatic chemistry, water pollution and treatment, atmospheric chemistry and pollution, pesticides and other potential toxic substances, and nuclear chemistry. Laboratory experiments involve measurements of various chemicals in water, air and soils using classical gravimetric and volumetric techniques as well as visible and atomic absorption spectroscopy, and gas chromatography.

Prerequisite: CHEM 252,

Lecture and lab

4 credits

CHEM 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisites: CHEM 316 and permission of instructor.

1-6 credits

CHEM 401 Analytical Instrumentation

Applications of modern chemical instruments with emphasis on the fundamental underlying physical principles of instrumentation.

Prerequisites: CHEM 211, CHEM 252 and CHEM 315

Lecture and lab

4 credits

CHEM 403 Physical Chemistry III

Provides the theoretical basis for understanding the structure and properties of molecules. Topics include: statistical thermodynamics, quantum chemistry, and magnetic resonance.

Prerequisite: CHEM 316

Lecture only

CHEM 410 Industrial Chemistry

Emphasizes the practical aspects of the chemical industry's practices, economics, rationale, and decisions. Introduces a detailed description of the common basic raw material sources, and their relationship to major industrial and consumer products, and environmental concerns of chemical process.

Prerequisite: CHEM 252

Lecture only

CHEM 421 Advanced Organic Chemistry

Advanced study of organic chemistry with deliberate emphasis on synthetic reaction mechanisms, principles of stereochemistry, and current advances in organic chemistry.

Prerequisites: CHEM 252 and CHEM 316

Lecture only

CHEM 423 Chemistry of Natural Products

Isolation and characterization of biologically active secondary metabolites (natural products) from terrestrial and marine organisms. Coverage will include lectures on biosynthesis and laboratory synthesis of natural products.

Prerequisite: CHEM 252; prerequisite or corequisite: CHEM 316

Lecture and lab

4 credits

CHEM 426 Organic Spectroscopy

Introduces the theory and application of spectroscopy to the structure determination of organic molecules. Methods include nuclear magnetic resonance (^1H and ^{13}C) mass spectrometry, infrared, Raman, electronic and chiroptical spectroscopy. The integrated hands-on laboratory will compliment the principles and applications learned in the lectures.

Prerequisites: CHEM 252 and CHEM 316

Lecture and lab

4 credits

CHEM 427 Biochemistry

Biochemistry has been designed to familiarize all science students with the major aspects of biochemistry. Topics covered include the structure (and forces that stabilize) and function of macromolecules especially polysaccharides, nucleic acids, and proteins. The concepts of enzymic catalysis, biochemical thermodynamics are also discussed. The metabolism (synthesis and degradation) of major energy compounds is examined as well as electron transport, oxidative phosphorylation, and photosynthesis.

Prerequisites: CHEM 252 Lecture and CHEM 052

Lecture and lab

4 credits

CHEM 428 Advanced Biochemistry

Advanced Biochemistry has been designed to elaborate on topics discussed in CHEM 427. Topics covered include macromolecular structures such as mitochondrial and photosynthetic membranes, multi-enzyme complexes, and the mechanisms of replication, transcription and translation. The concepts of enzyme kinetics and mechanisms are expanded upon, including such areas as inhibitor design and computational methods. Recombinant DNA techniques are also discussed.

Prerequisite: CHEM 427

Lecture and lab

4 credits

CHEM 460 Advanced Inorganic Chemistry

Topics include coordination chemistry, kinetics and mechanisms of inorganic reactions, and organometallic chemistry.

Prerequisite: CHEM 320; prerequisite or corequisite: CHEM 316

Lecture only

CHEM 482 Senior Research in Chemistry

This capstone course requires the student to initiate an investigation, which seeks to extend or verify knowledge in physical science. The student, in consultation with a faculty advisor, initiates an experiment; or theoretical investigation based on the results of a literature search. The student is required to submit a scientific paper detailing the results of the investigation and make an oral presentation to the faculty of the department. This integrated course is a requirement for senior applied chemistry majors. Prerequisite: Completion of all core requirements.

CHEM 499 Independent Study

Individual research under the supervision of a faculty member or internship placement in industry.

Prerequisite: Completion of core requirements.

1-3 credits

PHYSICS**PHYS 110 Introduction to Physics**

Designed to give the nonscience student an adequate understanding of the nature of science and of the fundamental physical laws that govern our everyday lives. Topics include forces, motion, heat, electricity, atomic energy, and fundamental ideas in chemistry. Laboratory work is closely integrated with the above topics.

Lecture and lab

4 credits

PHYS 170 General Astronomy

A study of our nearest star, the sun, as well as stellar properties and evolution. The Big Bang and the fate of the universe are covered. Not open to students who have previously taken an astronomy course.

Lecture and lab

4 credits

PHYS 190 Acoustics and Sound

The lecture topics provide a description of the fundamental principles of acoustics and sound that include: simple harmonic motion, basic wave phenomena, analysis and synthesis of complex waves, the human ear and voice, basic room and auditorium acoustics, and the basic operating principles of microphones, speakers, and audio equipment. The laboratory presents a set of experiments that highlight the physical principles presented in lecture.

Lecture and lab

4 credits

PHYS 250-251 Basic Electronics I and II

The general philosophy of electronics as a "way of life" and its function as a basic tool in our present scientific culture. Fundamentals of electronics including basic components and circuit configurations. Actual circuits are assembled, tested, and their behavior explored. A descriptive laboratory course in basic electronic circuits without the use of extensive mathematics.

Prerequisite: PHYS 110 or PHYS 256 or PHYS 261

Lecture and lab

4 credits each

PHYS 255 College Physics I

An introductory physics course for students who do not intend to specialize in the physical sciences. Requires no mathematics beyond algebra and geometry as prerequisites. Underlying principles and basic laws of Newtonian mechanics, rotational motion, momentum, energy and thermodynamics are explored.

Prerequisite: MATH 115

Lecture and lab

4 credits

PHYS 256 College Physics II

An introductory physics course for students who do not intend to specialize in the physical sciences. Requires no mathematics beyond algebra and geometry as prerequisites. Underlying principles and basic laws of sound, wave motion, electromagnetism, light and optics are explored.

Prerequisite: PHYS 255

Lecture and lab

4 credits

PHYS 260 General Physics I

This course provides a broad, rigorous introduction to calculus based physics for chemistry and computer science majors and is a foundation for all advanced work in physics. Topics include: vectors, motion in straight line, motion in two and three dimension, work and kinetic energy, energy conservation, momentum and impulse, rotation of rigid bodies, dynamics of rotational motion, equilibrium, elasticity, gravitation, and periodic motion.

Corequisites: MATH 160

4 credits

PHYS 261 General Physics II

This course provides a broad, rigorous introduction to calculus based physics for chemistry and computer science majors and is a foundation for all advanced work in physics. Topics include: temperature and heat, thermal properties of matter, laws of thermodynamics, electric charge and field, Gauss law, electric potential, capacitance and dielectrics, current, resistance and electromotive force, direct current circuits, magnetic field and magnetic forces, sources of magnetic field, electromagnetic induction, inductance, alternating current, and theory of relativity.

Corequisites: MATH 161

Lecture and lab

4 credits

PHYS 262 General Physics III

This calculus-based course presents fundamental concepts in modern physics. It provides students with an introduction to the theoretical and experimental foundations of twentieth century physics. Topics include optics, atomic physics, principles of quantum mechanics, properties of elementary particles, nuclear structure and reactions, band theory of solids, and cosmology.

Prerequisite: PHYS 261

Lecture and lab

4 credits

PHYS 290 Engineering Mechanics: Statics

This course presents the fundamental physical principles of that part of rigid body mechanics dealing with structures at equilibrium. It provides the basis for the design and analysis of many types of mechanical structures and devices. Topics include: vector analysis, moment of force, rigid-body equilibrium, couple system, free-body diagrams, structural analysis, internal forces, friction, moments of inertia, and virtual work.

Prerequisite: PHYS 260

PHYS 291 Engineering Mechanics: Dynamics

This course presents the physical properties of mechanics dealing with the relation between force and accelerated motion. It provides the basis for the description of the motion of a particle or rigid body subject to conservative or non-conservative forces using vector analysis. Concepts include kinematics of a particle, rigid body kinematics, curvilinear coordinates, work and energy, impulse and momentum. Prerequisite: PHYS 260

PHYS 300 Mechanics

Covers basic concepts in mechanics as required for advanced work in physics. Topics include mathematical formulation of mechanics utilizing vector analysis, particle dynamics, systems of particles, translational and rotational movement of rigid bodies, angular momentum, and energy considerations.

Prerequisite: PHYS 261; corequisite: MATH 201
4 credits

PHYS 302 Electricity and Magnetism

Basic course covering the fundamental concepts of electricity and magnetism. Topics include vector mathematics, electrostatics, solution of electrostatic problems, dielectric materials, magnetostatics, electromagnetic induction, magnetic materials, atomic origin of magnetism, ferromagnetic materials, and introduction to field theory.

Prerequisite: PHYS 300

PHYS 304 Optics

Theoretical and experimental aspects are presented. Topics include reflection and refraction, plane and spherical surfaces, thin lenses, field stops and aperture stops, ray-tracing, aberrations, optical instruments, nature of light waves, interference, Fresnel and Fraunhofer diffraction, diffraction gratings, Cerenkov radiation, and the nature and origin of polarization.

Prerequisite: PHYS 261
4 credits

PHYS 319 Environmental Physics

This course deals with the flow of energy in natural and human-made systems. Building on the First and Second Laws of Thermodynamics and the general principles of classical mechanics, the concepts of energy and entropy are quantitatively applied to natural ecosystems and various energy resources, such as fossil fuels, nuclear energy, hydropower, wind, tides, solar power, etc. These resources are also discussed in terms of the societal and environmental impacts of the associated technologies.

Prerequisites: ENV 110 and PHYS 261 or 256
3 credits

PHYS 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

PHYS 403 Modern Physics

Spectroscopic and other representative phenomena that form experimental foundations of modern physics. Topics include special theory of relativity, dual properties of electromagnetic radiation, Young's diffraction, blackbody radiation, photoelectric effect, Compton effect, specific heats, Frank-Hertz experiment, Rutherford scattering, Bohr's atomic model, quantum mechanical description of a particle, and elementary theory of nuclear structure and reactions.

Prerequisite: PHYS 302

PHYS 480 Seminar

Emphasis on research, current literature and classroom discussion of new ideas.

Prerequisite: Permission of the department chairperson
1-3 credits

Department of Communication Disorders

Professor: J. Hsu (graduate director)
Associate Professors: V. Bhat, C. Gelfer (chairperson), A. Oratio
Assistant Professor: B. Kollia
Instructor: N. Magaldi
Clinic Director: M. Meth

The Department of Communication Disorders offers both preprofessional and graduate programs in speech-language pathology (refer to the Graduate Catalog for information about the graduate program). The preprofessional program provides the necessary preparation for undergraduates who wish to pursue a graduate degree in the field of communication sciences and disorders. This program consists of eighteen credits of *core* course work. For those who complete these courses, there are three *additional* courses that are also prerequisites for the graduate program in Communication Disorders at William Paterson University. In addition, there are approximately 14 credits of *recommended* courses from related disciplines, some of which may also satisfy General Education requirements.

There is no formal enrollment process for the preprofessional program. Students from any major may enroll in these courses as early as their freshman year. However, they should consult with the Chairperson of the Department of Communication Disorders for advisement as to the proper sequence of courses.

Completion of the preprofessional program will reduce the amount of time required for earning a master's degree in communication disorders. This is the primary degree offered by the Department of Communication Disorders, and it is the entry-level degree for employment as a speech-language pathologist in New Jersey and most other states. Those interested in obtaining information about, or applying to, the graduate program should contact the graduate director at (973) 720-2208.

Preprofessional Program

Core Courses	18 Credits	
CODS 262	Introduction to Communication Disorders .. 3	
CODS 264	Phonetics	3
CODS 361	Anatomy and Physiology of the Speech and Hearing Mechanism	3

CODS 362	Hearing Science	3
CODS 363	Introduction to Audiology	3
CODS 364	The Nature of Speech, Language and Communication Systems	3

Recommended Courses		14 Credits
BIO 114	Applied Anatomy and Physiology	4
MATH 130	Elementary Statistics	3
PHYS 110	Introduction to Physics	4
PSY 210	Developmental Psychology	3

Additional Course Offerings		
CODS 366	Language, Theory and Therapy	3
CODS 462	Auditory Rehabilitation	3
CODS 465	Clinical Methods	3

Courses

Unless otherwise noted, all courses are 3 credits.

CODS 262 Introduction to Communication Disorders

The purpose of this introductory course is to bring to beginning students of communication disorders an understanding of speech, language, and hearing disorders. Emphasis is on the nature and causes of communication disorders. Discussion of treatment is limited to general principles since remedial methods are studied in greater detail in more advanced communication disorders courses.

CODS 264 Phonetics

This course examines how the sounds of American English are produced, the influence of context on sound production, and suprasegmental aspects of speech (intonation and stress). The course introduces students to transcription with the International Phonetic Alphabet and provides opportunities to practice transcription.

CODS 354 Grammatical Structures for Language Analysis

Provides an introduction to English grammar and describes basic grammatical categories, the structure of noun phrases and verb phrases, as well as types of simple and complex sentences. Inflectional morphology and thematic roles also discussed. Students learn to analyze the form and functions of sentence constituents. (1 credit)

Prerequisite: COMM 265 or ENG 401

CODS 361 Anatomy and Physiology of the Speech and Hearing Mechanism

Designed to analyze the processes of speech and hearing in terms of anatomy and physiology. Specific aspects of speech including respiration, phonation, articulation, and resonance are presented. The ear and hearing are also discussed. Finally, the nervous system is studied in terms of its function as an integrating mechanism. Various pathologies as they relate to speech and hearing are also considered. Prerequisite: CODS 264

CODS 362 Hearing Science

This course deals with materials concerning the physical nature of sound and its measurements, instrumentation related to hearing assessment, microanatomy and physiology of the auditory system, and the psychological correlates of sound. Prerequisite: CODS 361

CODS 363 Introduction to Audiology

Provides a general understanding of contemporary approaches to clinical assessment of hearing. The course reviews basic test procedures for estimation of air conduction and bone conduction thresholds, the assessment of the middle ear function, and clinical masking. Prerequisite: CODS 362

CODS 364 The Nature of Speech, Language and Communication Systems

A general orientation to the study of human language communication. Topics include the nature of the speech signal, the structure and content of language, the nature of communicative interaction, human versus animal communication, the relationship between language and thought, dialect variation, and bilingualism, and the relationship between the written and spoken systems. Prerequisite: CODS 264

CODS 366 Language Theory and Therapy

This course describes aspects of language acquisition and cognitive development as well as the nature of language disorders in children. Standardized assessment instruments and informal assessment procedures will be described and practiced. Intervention strategies for children with mild language disorders will be presented. Prerequisite: CODS 364

CODS 367 Sign Language I

Designed to teach sign language and the manual alphabet to health professionals, speech pathologists, rehabilitationists, and teachers of children with special problems so they have a need for an alternate means of communication.

CODS 370 Sign Language II

Designed to strengthen further the manual communication skills of health professionals, speech pathologists, rehabilitationists, and teachers of children with special problems. Prerequisite: CODS 367

CODS 371 Language Disorders in the Schools

This course introduces students to the nature of language impairments in the school aged child. It also describes aspects of language acquisition that are important for academic and social success in school aged children. This course provides training in how to interpret diagnostic evaluations which describe a child's linguistic abilities. Methods of facilitating language development in the context of academic instruction are presented. The connection between language, reading, and writing is emphasized. Major: SPED

CODS 462 Auditory Rehabilitation

Discusses the ramifications of hearing loss as they pertain to both the pediatric and adult populations. Diagnostic techniques, amplification systems, and therapy strategies as they relate to both auditory habilitation and rehabilitation are presented. Finally, counseling and educational needs are considered for each population. Prerequisite: CODS 363

CODS 465 Clinical Methods

Through weekly seminars and supervised observation of a minimum of 25 hours of speech and/or language therapy, this course exposes the student to all aspects of the speech-language clinical process. Prerequisite: CODS 366

CODS 499 Independent Study

As approved and to be arranged. 1-6 credits

Department of Community Health

Professors: R. Blonna, M. Grodner, J. Hayden (chairperson), D. Joslin, J. Levitan, S. Lisbe

The Department of Community Health offers a major program leading to a bachelor of science degree in community health education. The Community Health program prepares entry-level health educators who are able to assess, plan, implement, and evaluate a broad range of health promotion and disease prevention programs among a community's diverse population.

Knowledge of health education/community health is achieved through a multi-discipline study of the physical and natural sciences, education, psychology, sociology, and community/public health. Practice-based skills, such as the ability to teach, counsel, organize, assess, implement, and evaluate community health education programs, are integral components of a carefully designed program. Majors become oriented to the profession by the completion of a 12-credit full-time internship during their senior year. Students may choose to gain additional expertise by completing a concentration in either gerontology or nutrition. Non-majors may complete an 18 credit minor also in either gerontology or nutrition.

The major in community health is designed to prepare individuals to work as health educators in a variety of settings. Employment opportunities exist in local, state, federal, and voluntary health agencies, community health centers, hospital-based community health education departments, clinics, health maintenance organizations, and private industry.

The University's community health program is the only program in New Jersey approved by the Society for Public Health Education/American Association of Health Education Baccalaureate Program Approval Committee (SABPAC). Graduates are eligible to take the national examination to become Certified Health Education Specialists (CHES). Certification in school health education is available for exercise and movement sciences majors, and post-baccalaureate certification in school nursing is available for registered nurses through a joint program with the nursing department.

Assessment and Retention Policies

The faculty of the Department of Community Health performs an academic standards review at the conclusion of each semester. Students must achieve a grade of C or better in each sequential core course to continue progression in the major. Completion of all Community Health courses with a major GPA of 2.5 or greater must be accomplished in order to enroll in the senior internship course. Faculty advisors meet regularly with students to guide their academic performance.

Honor Society

Eta Sigma Gamma, Lambda Gamma Chapter, the National Honors Society in Health Education

Eta Sigma Gamma is the national professional health education honorary open to undergraduate students, graduate students, and professionals in health science/health education and health promotion. The goal of *Eta Sigma Gamma* is to encourage excellence in teaching, research, and service in the health education discipline. Membership in William Paterson's *Lambda Gamma Chapter of Eta Sigma Gamma* requires that a student be registered as a community health major for at least two semesters, have completed CMHL301, 304, 351, 375, and have a major GPA of at least 3.3 for all CMHL courses and an overall GPA of 3.0. For more information, please contact department chairperson.

UMDNJ/School of Public Health Early Admission Agreement

The Department of Community Health and the University of Medicine and Dentistry of New Jersey-School of Public Health (UMDNJ-SPH) have an early admission agreement that enables William Paterson students to begin graduate studies in the Health Education and Behavioral Science Division at UMDNJ-SPH while completing their undergraduate degree at William Paterson in community health.

Admission criteria

To be accepted into the MPH program under the UMDNJ-SPH/WPUNJ early admission agreement, community health majors at William Paterson must have:

- an overall GPA of at least 3.4;
- completed the William Paterson courses CMHL 301 Health Education Theory and Practice, CMHL 304 Research Analysis and Evaluation in Health, CMHL 351 Community Health Program Planning, and CMHL 375 Human Disease;

- three (3) letters of recommendation from William Paterson faculty;
- letter of intent;
- transcript indicating all prior course work; and final review and acceptance by the SPH/EAA Admissions Committee. The final authority of admissions decisions rests with this committee.

Coursework

Students will be permitted to register for up to four (4) courses (or 12 credits) offered at UMDNJ-School of Public Health. Three of these courses (or 9 credits) will be accepted as partial fulfillment of their undergraduate degree requirements at William Paterson. Students may register for the UMDNJ-SPH course in lieu of William Paterson courses.

Curriculum

MAJOR REQUIREMENTS

Core Courses	34 Credits
CMHL 301 Health Education: Theory and Practice	3
CMHL 304 Research Analysis and Evaluation in Health	3
CMHL 351** Community Health Program Planning	3
CMHL 375** Human Disease	3
CMHL 400** Epidemiology	3
CMHL 430 Health Counseling	3
CMHL 451** Methods in Health Education	3
CMHL 496** Intro to Internship	1
CMHL 497** Internship in Community Health	12
**Prerequisites needed in major.	

Major Electives 12-13 Credits
Choose 4 to 5 courses from the following:

CMHL 210 Women’s Health	3
CMHL 215 Drugs and Health	3
CMHL 220 Stress Management	3
CMHL 221 Nutrition	3
CMHL 270 Concepts and Issues of Aging	3
CMHL 303** Applied Program Planning	1
CMHL 321 Community Nutrition Through the Life Span	3
CMHL 322 Food and Nutrition: A Social Issues Approach	3
CMHL 340 Environmental Health	3
CMHL 371 Health Aspects of Aging	3
CMHL 372 Polices and Programs in Aging	3
CMHL 390 Human Sexuality	3
CMHL 450 Health Administration	3
CMHL 495/ Cultural Dimensions of Health	3

Co-Requirements	7-8 Credits
BIO 170 Basic Microbiology	4
and	
BIO 302 Human Heredity	3
or	
CHEM 131 College Chemistry and	3
CHEM 031 College Chemistry: Lab	1
or	
ENV 110 Environmental Foundations	4

Required General Education Courses	17 Credits
BIO 112 General Anatomy and Physiology I	4
BIO 113 General Anatomy and Physiology II	4
MATH 130 Elementary Statistics	3
PSY 110 General Psychology	3
CMHL 120 Current Health Issues	3

GERONTOLOGY CONCENTRATION FOR
MAJORS AND GERONTOLOGY MINOR FOR
NONMAJORS

REQUIREMENTS 18 CREDITS

Required	15 Credits
CMHL 270 Concepts in Aging	3
CMHL 371 Health Aspects of Aging	3
CMHL 372 Polices and Programs in Aging	3
PSY 330 Adult Development/Aging	3
SOC 330 Sociology of Death and Grief	3

Electives	3 Credits
Choose one of the following:	
PEDA 462 Exercise Programs for Older Adults	3
PSY 210 Developmental Psychology	3
SOC 392 Sociology of Aging	3
SOC 333 Sociology of Adulthood	3

NUTRITION CONCENTRATION FOR MAJORS
REQUIREMENTS 18 CREDITS

Required	15 Credits
CMHL 221 Nutrition	3
CMHL 321 Community Nutrition Through the Life Span	3
CMHL 322 Food and Nutrition: A Social Issues Approach	3
PSY 210 Developmental Psychology	3
COMM 221 Introduction to Communication Theory or	
COMM 340 Intercultural Communication	3

Electives	3 Credits
AACS 305 African-American Community Development	3
GEO 360 Geography of Hunger and Food Supply	3
POL 352 Politics of Poverty	3
PSY 220 Social Psychology	3
PSY 322 Group Dynamics	3
PSY 325 Psychology of the Family	3
PSY 330 Adult Development/Aging	3
SOC 333 Sociology of Adulthood	3

NUTRITION MINOR FOR NONMAJORS REQUIREMENTS **18 CREDITS**

Required	15 Credits
CMHL 221 Nutrition	3
CMHL 321 Community Nutrition Through the Life Span	3
CMHL 322 Food and Nutrition: A Social Issues Approach	3
PSY 210 Developmental Psychology	3
COMM 221 Introduction to Communication Theory or	3
COMM 340 Intercultural Communication	3

Electives	3 Credits
Choose one of the following:	
CMHL 210 Women's Health	3
CMHL 270 Concepts and Issues of Aging	3
CMHL 420 Environmental Health	3
CMHL 371 Health Aspects of Aging	3
CMHL 215 Drug and Health	3
AACS 305 African-American Community Development	3
GEO 360 Geography of Hunger and Food Supply	3
POL 352 Politics of Poverty	3
PSY 220 Social Psychology	3
PSY 322 Group Dynamics	3
PSY 325 Psychology of the Family	3
PSY 330 Adult Development/Aging	3
SOC 333 Sociology of Adulthood	3

SUGGESTED FOUR-YEAR PROGRAM

* General Education Requirement

FRESHMAN YEAR..... **31 CREDITS**

Fall	
CMHL 120 Current Health Issues	3
General Education	12

Spring	
BIO 170 Basic Microbiology	4
General Education	12

SOPHOMORE YEAR..... **32 CREDITS**

Fall	
BIO 112 Gen. Anat. & Physio I*	4
MATH 130 Elementary Statistics*	3
General Education	9

Spring	
BIO 113 Gen. Anat. & Physio II*	4
General Education	12

JUNIOR YEAR..... **33/34 CREDITS**

Fall	
CMHL 301 Health Ed: Theory & Prac	3
CMHL 304 Research Anal. & Eval	3
BIO 302 Human Genetics or	3/4
CHEM 164 College Chemistry with	
CHEM 031 College Chemistry: Lab or	
ENV 110 Environment Foundations	
CMHL Major Elective	3
Upper Level Elective	3

Spring	
CMHL 351 Community Health Program Planning	3
CMHL375 Human Disease	3
CMHL Major Elective	3
CMHL Major Elective	3
General Education	3
Upper Level Elective	3

SENIOR YEAR..... **31 CREDITS**

Fall	
CMHL 400 Epidemiology	3
CMHL 430 Health Counseling	3
CMHL 451 Methods in Health Ed.	3
CMHL 496 Intro to Internships	1
Upper Level Elective	3
Major Elective	3

Spring	
CMHL 497 Internship in Community Health	12
(It is recommended that any needed free elective be taken prior to CMHL 497.)	

Courses

Unless otherwise noted, all courses are 3 credit and are offered in the fall and spring semesters.

CMHL 120 Current Health Issues

Issues that are crucial to students' personal lives are examined with an emphasis on the relationship between lifestyle and health. The course enables students to deal more effectively with the health problems faced during the college experience, and subsequently throughout life. These issues may include stress, sexuality, nutrition, mental health and illness, aging, chronic and communicable disease, drug and alcohol use, and dealing with death and other selected topics.

CMHL 210 Women's Health

This course addresses contemporary issues on the health of women, with attention given to increasing students' understanding of their bodies, identifying resources and services available in the community, and developing the necessary consumer skills for interaction with the health care system. Topics include mental health, nutrition, sexuality, pregnancy and childbirth, cancer detection and treatment, gynecological care, menstruation and menopause, aging and victimization. Offered fall and often summer session 1.

CMHL 215 Drugs and Health

This course presents an overview of the field of substance abuse and addiction from a bio-psycho-sociological perspective. Students examine the dynamics of dependency, codependency, pharmacology, intervention and treatment modalities, prevention strategies, and community services. Skills are developed for assessment, counseling, program development, and referral. Offered spring semester. Prerequisite: Open only to exercise and movement sciences, community health, or school nurse certification students.

CMHL 220 Stress Management

This course is designed to enable students to understand the role of stress in their lives. The course focuses on the physiological and psychological aspects of stress, the role of stress in the etiology of many chronic diseases, and the development of a repertoire of coping strategies to enable students to manage personal stress. The course examines a variety of interpersonal and environmental stressors ranging from the workplace to the family. Offered during summer session and either fall or spring semester.

CMHL 221 Nutrition

A foundation study of human nutrition emphasizing its relationship to optimum physical and emotional health. Includes basics of sound nutrition, requirements of various food elements, diet planning, diet patterns for specific age groups, nutritional fads, and weight control.

CMHL 270 Concepts and Issues of Aging

An introduction and overview of aging as an interdisciplinary and developmental process, with attention to the relationship of one's aging to growing older in contemporary society. Students examine the psychosocial, biological, and cultural aspects of aging. Topics include mental health, nutritional needs, demographics, the common causes of morbidity and mortality, economic concerns, and legislation as it relates to the health needs of aging persons.

CMHL 301 Health Education: Theory and Practice

Provides an introduction to the profession of health education. Emphasis is placed on the evolution of the profession, theoretical rationale, major issues, work settings, and the extent to which these contribute to health education practice.

(Taken concurrently with CMHL304 Research Analysis and Evaluation in Health) Offered fall semester.

Prerequisite: CMHL 120 and community health major

CMHL 303 Applied Program Planning

This course provides students with hands-on experience in the planning, implementation, and evaluation of a health education/health promotion program for a diverse community. It requires the student to be an active participant in all steps of the planning process. Offered as requested.

Prerequisite: CMHL 301

1 Credit Pass/Fail

CMHL 304 Research Analysis and Evaluation in Health

This course introduces students to the basic aspects of research methodology and evaluative techniques in health-related areas. Students develop skills for critically reading professional literature and preparing a research proposal.

(Taken concurrently with CMHL 301 Health Education Theory and Practice.) Offered fall semester.

Prerequisite: MATH 130

CMHL 321 Community Nutrition Through the Life Span

Nutrition is explored through the community supports available to meet the nutritional needs during pregnancy, lactation/early feeding, toddlerhood/childhood, adolescence, adulthood, and illness. Offered fall semester.

Prerequisite: CMHL 221

CMHL 322 Food and Nutrition: A Social Issues Approach

Explores social issues that affect the nutritional status and food supply in the United States and globally. Includes historical, cultural, and psychological factors that influence our food habits and behaviors. Offered spring semester.

Prerequisite: CMHL 221

CMHL 340 Environmental Health

This course examines the social, economic, and political dimensions of environmental problems that have an impact on health and development. Emphasis is on those human activities in the environment that contribute to a deterioration in quality of life. Professional opportunities in environmental health are covered. Offered periodically.

Prerequisite: CMHL 120

CMHL 351 Community Health Program Planning

Building on the foundations of health education, this course introduces the generic skills needed to assess, plan, implement, and evaluate health education programs. An overview of the population with special health education needs, selected health problems, and available health services are presented. Offered spring semester.

Prerequisite: CMHL 301, 304

CMHL 371 Health Aspects of Aging

Basic health needs and concerns of the population. Interpretation of health care systems. Prevention of illness and disease and promotion of good health throughout the life span. Offered fall semester.

CMHL 372 Policy and Programs in Aging

An interdisciplinary approach to the analysis of theory and practice of community health resources that offer health and social services to the aging. Examines health and health-related programs and establishes relationships between need and services. Offered spring semester.

CMHL 375 Human Disease

Selected disease processes are presented from a health education perspective. Causes, signs, symptoms, diagnosis, treatment, prognosis, risk factors, and prevention strategies are discussed. Emphasis is on the relationship of risk factors, and prevention strategies to health education. Offered spring semester.

Prerequisites: BIO 112/113, BIO 170, CMHL 301

CMHL 390 Human Sexuality

The biological, sociological, psychological, and educational aspects of human sexuality are presented. Students explore the personal decision making process and discuss issues related to reproduction, sexual response, sexual orientation, birth control, dating and relationships, communication, sexual health, atypical behavior, sexual violence, and cultural influences. Offered every semester.

Prerequisite: CMHL120 or exercise/movement science or nursing or community health major and junior or senior status only.

CMHL 399 Selected Topics

Study of special health topics not covered in depth in any existing courses. Topics vary from semester to semester in response to student demand and professional interest and are announced in current master schedules. Offered periodically.

Prerequisite: Permission of the department chair
1-6 credits

CMHL 400 Epidemiology

The study of the distribution and determinants of diseases/conditions in populations. The course provides an overview of epidemiological principles and practices using current health topics (e.g., AIDS, drug testing, teen pregnancy). This course focuses on the epidemiological information and the skills necessary for the practice of community health education. Offered fall semester.

Prerequisites: CMHL351, CMHL 375

CMHL 430 Health Counseling

This course is designed to give the student basic information regarding the interrelationship between health problems and social, psychological, and environmental influences, and personality development. Implications for human behavior are examined; counseling skills and procedures are presented with emphasis placed on the skills of listening, observation, and collecting/using health information.

Understanding emotional communication and its effect and subsequent intervention strategies are explored. Offered fall and spring semesters.

Prerequisites: community health and exercise and movement sciences major, school nurse certification student

CMHL 450 Health Administration

This course examines the structure and function of a variety of health care agencies using the context of systems, role, and management theories. The process of assessing, planning, implementing, and evaluating are examined in a variety of organizational contexts. Emphasis is placed on developing first-level supervisory skills and techniques. Offered periodically.

Prerequisite: CMHL 351

CMHL 451 Methods in Health Education

Principles and procedures for teaching, planning, and evaluating health education experiences are presented. Necessary concepts in the development of the health education component of programs and criteria for their inclusion are identified, as are techniques and skills needed for teaching large and small groups. Offered fall semester.

Prerequisites: CMHL 351 and senior community health major

CMHL 452 Methods, Curriculum and Theory in School Health Education

This course is designed to provide the student with the skills, knowledge, and philosophy necessary to become a successful school health educator. Principles and procedures used in teaching, planning, and evaluating the school health program are emphasized.

Prerequisite: junior/senior and exercise and movement sciences major or school nurse certification student

**CMHL 495/ Cultural Dimensions of Health
505**

This course explores the relationship between culture and health behavior as a means of increasing cultural sensitivity. The impact of culture on health practices, health promotion and disease prevention will be the focus.

Prerequisite: senior or graduate status

CMHL 496 Introduction to Internships

The seminar is designed to prepare students for selecting their internship assignments. The course reviews the parameters of the internship experience, provides an in-depth look at the various locations in which public health education is practiced, familiarizes students with the roles and responsibilities of entry-level health educators, and provides opportunities for self-assessment. The class culminates with students selecting their placement sites for the spring. Offered fall semester.

Prerequisites: CMHL 351, 375 and senior community health major

1 credit

CMHL 497 Internship in Community Health

A 480-hour supervised internship designed to provide an opportunity for students to apply their academic preparation in professional work settings. Students are assigned tasks that allow them to develop and increase their competencies as entry-level health educators. Students are required to follow all regulations of the agencies in which they are placed in a professional manner (i.e., dress code, punctuality, confidentiality). Offered spring semester. Prerequisite: Completion of all CMHL courses with a major GPA ≥ 2.5 and senior community health major 12 credits

CMHL 499 Independent Study

This course provides an opportunity for academically qualified students to earn college credit for a project planned jointly with a faculty sponsor and not already covered by an existing course. Registration for this course must be signed by the department chair and the respective dean. Offered as requested. 1-6 credits

Department of Computer Science

Professor: L.S. Cheo, E. Hu, J. Najarian (chairperson)

Associate Professors: J. Coomes, L. Kaufman, G. Ndjatou, B. Su

Assistant Professor: C.S. Ku

The Department of Computer Science offers a comprehensive program of study, in both the theory of computer science and its applications, leading to a bachelor of science (B.S.) degree. This program includes the study of algorithmics; computer languages; program design and analysis; software engineering; systems programming; computer hardware systems; operating systems; artificial intelligence; numerical analysis; computer graphics; data communications and computer networks; and the theory of computation. A broad and solid foundation in problem-solving, modeling, and decision-making is formulated and developed. Theoretical concepts are reinforced through extensive lab work and computer projects. The program prepares students for a wide range of career opportunities and/or graduate studies.

To meet the requirement for the B.S. degree in computer science, a student must complete a minimum of 128/129 credits, including: computer science (47), general education (55), non-Western (3), upper-level electives (6), mathematics (12*), science (8*), additional math and science (7/8), and free elective (3). A minor in computer science is also offered through this department.

Based on an agreement with the Department of Computer and Information Sciences of the New Jersey Institute of Technology (NJIT), interested William Paterson computer science graduates with a GPA of 2.8 or higher are automatically admitted to the master's degree program at NJIT. In addition, William Paterson University computer science majors may take computer science courses at NJIT and, with the approval of NJIT, students with a junior or senior standing are allowed to take graduate courses.

For more information, the departmental Web site is cs.wpunj.edu

** Four math and 8 science credits are counted toward the general education requirement.*

Computer Facilities

A variety of computing facilities are available to students. Several laboratories are equipped with SUN workstations and IBM-compatible microcomputers with Pentium processors. These computers are connected through a campus-wide Local Area Network with file servers that provide many different software resources. The LAN also provides access to the Internet. A segment of the LAN hosts a departmental SUN Ultra Enterprise 450r file server with four Ultra SPARC II processors, which provides computing resources under the Solaris Operating System (a version of UNIX). The department also has several Pentium servers supporting computer science applications and student Web page development. In the Computer Science Research Lab, a SUN Ultra SPARC file server coupled with SUN and Pentium based microcomputers in a network segment constitute an environment for the study of systems programming paradigms and data communications by computer science students. Computer Science departmental labs are located in the Coach House Computing Center. Computer labs in the Atrium and Science Hall are also used for instructions; these labs are easily accessible to students for project work. Macintosh and other microcomputers are also available for student use throughout the campus.

Career Opportunities

Career opportunities for Computer Science graduates are both abundant and diverse. The job market is the most rapidly growing one out of all disciplines, with high initial salaries and great potential for promotion. A small sampling of these occupations include computer programmer, software engineer, computer scientist, systems analyst, systems administrator, networking director, and data-base manager. Many of our students work at top corporations and industries in the area. Others pursue graduate studies in Computer Science and related disciplines.

Student Group

Student groups and activities include ACM (Association for Computing Machinery) Student Chapter, Computer Society of Student Government Association, and the Gamma Chapter of New Jersey of the National Computer Science Honors Society, Upsilon Pi Epsilon.

Honor Society

Upsilon Pi Epsilon, Gamma Chapter of New Jersey, the International Honors Society in Computer Science
The *Upsilon Pi Epsilon, Gamma Chapter of New Jersey*, is the third chapter installed by the International computing Science Honor Society in New Jersey. Chartered in May 1988, the chapter's activities include conducting an induction ceremony, and participating in national *Upsilon Pi Epsilon* conferences, programming contests, field trips, seminars, and workshops. The chapter also provides tutoring services in conjunction with William Paterson's Student Chapter of Association for Computing (ACM) and the Computer Society of the SGA. Criteria for membership include: 1. An overall GPA of 3.3 or higher; 2. At least 18 credits of computer science courses with a grade of B or better; and 3. At least a C+ in all computer science courses. Other criteria from the national UPE are also included. For more information, please contact Dr. Li-hsiang (Aria) S. Cheo.

Student Chapter of the ACM and Computer Society of SGA

The William Paterson University Student Chapter of ACM (Association for Computing Machinery) was chartered in July 1974. The Computer Society of SGA was established in 1978. Both organizations have approximately 50 members in these organizations. Their faculty advisor is Dr. L. Cheo.

Internship, Senior Projects, and Student Research

The internship provides practical experience that reinforces the academic program. In the senior computer science project, seniors integrate the knowledge and skills acquired in previous computer science courses into an individual research or software implementation project. With faculty supervision, these and other opportunities for student research have resulted in student authorship and presentation at professional conferences.

Curriculum

COMPUTER SCIENCE

MAJOR REQUIREMENTS 47 CREDITS

Core Requirement 23 Credits

CS 230	Computer Science I	4
CS 240	Computer Science II	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Language	3
CS 341	Digital Logic and Computer Organization	3
CS 342	Data Structures	3
CS 345	Operating Systems	3

Required Advanced Courses 12 Credits

CS350	Software Engineering	3
CS372	Design and Analysis of Algorithms	3
CS382	Programming Languages	3
CS480	Computer Science Seminar	3

Computer Science Electives 12 Credits

CS 399	Selected Topics	3
CS 402	Numerical Methods	3
CS 404	Computer Simulation	3
CS 405	Systems Programming	3
CS 410	Artificial Intelligence	3
CS 420	Compiler Construction	3
CS 430	Data Communications and Computer Networks	3
CS 440	Database Management Systems	3
CS 441	Computer Architecture	3
CS 445	Theory of Computation	3
CS 461	Computer Graphics	3
CS 490	Computer Science Senior Project	3
CS 495	Internship	1-3

A maximum of three credits from the sum of credits in

CS 490 and CS 495 may be applied to the CS electives total.

Any additional credits would apply towards the free elective requirement.

Mathematics Courses 12 Credits

MATH 160	Calculus I**	4
MATH 161	Calculus II	4
MATH 324	Probability and Statistics	4

Science Courses 8 Credits

Complete any of the following two-course sequence

BIO 163 & 164	General Biology I & II**	8
CHEM 160 & 161	General Chemistry I & II**	8
PHYS 260 & 261	General Physics I & II**	8

Additional Math and Science Courses 7/8 Credits

Choose two courses from the following lists, at least one course of which must be a science:

Science:

BIO 206	General Genetics	4
BIO 261	General Botany	4
CHEM 211	Introduction to Instrumental Methods	4
CHEM 315	Physical Chemistry I	4
ENV 115	General Geology	4
PHYS 250	Basic Electronics I	4
PHYS 262	General Physics III	4
PHYS 291	Engineering Mechanics: Dynamics	4

Mathematics:

MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 301	Modern Algebra	3
MATH 322	Differential Equations	3
MATH 411	Advanced Discrete Mathematics	3 credits

General Education 55 Credits

Non-Western Elective	3 credits
Upper-Level Elective	6 credits
Free Elective	3 credits

** These courses are also used to fulfill the GE requirement

Total credits required for the degree 128/129 Credits**COMPUTER SCIENCE****MINOR PROGRAM 20 CREDITS**

(Open to all non-computer science majors)

Required Courses 14 Credits

CS 230	Computer Science I	4
CS 240	Computer Science II	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Language	3

Electives 6 Credits

Choose two courses from the following list

CS 341	Digital Logic and Computer Organization ..	3
CS 342	Data Structures	3
CS 402	Numerical Methods	3
CS 404	Computer Simulation	3

Courses

Unless otherwise noted, all courses are 3 credits.

CS 130 Introduction to Visual BASIC

Introduces the basic principles and applications of computing systems, microcomputers in particular. Techniques of computer programming are introduced through BASIC.

CS 201 Computer Literacy and Microcomputer Applications

Designed to present an overview of computers, computer science and use of computers, and the impact of computers on the society. The course familiarizes students with hands-on experience and various types of applications. Popular software packages are used to introduce spreadsheets and word processing concepts and applications.

CS 210 Advanced Microcomputer Applications

This course introduces advanced-level topics in microcomputer applications. Topics include software packages in the area of database management, desktop publishing, data communication, graphical user interfaces, and system utilities.
Prerequisite: CS 201 or equivalent

CS 230 Computer Science I

Algorithmic approach to computer problem solving and programming methodology: analysis, design documentation, implementation, debugging, and evaluation. Procedural abstraction and basic data representation. Substantial programming assignments (in ANSI C language), including numerical and non-numerical problems.

Prerequisite: MATH 115 or equivalent
4 credits

CS 240 Computer Science II

Continuation of CS 230. Procedural abstraction, data representation, recursion, and program modularity. File processing, data management, and storage allocation techniques. Abstract data type (ADT) and object-oriented programming techniques. Key concepts in software design. Multidimensional arrays, strings, pointers, and records. Students will complete programming assignments in C and C++. Prerequisite: CS230 with a grade of C- or better
4 credits

CS 253 COBOL I

Introduction to the COBOL language with applications to commercial problems. Topics in business information processing such as payroll and inventory management, are examined.

CS 260 Discrete Structures

Topics include elementary propositional and predicate logics; elementary set theory; relations and their properties; functions; congruences and Euclidean algorithm; combinatorics; mathematical reasoning; matrices; elements of graph theory; trees and their applications. Some programming will be required. Prerequisite: CS 230 with a grade of C- or better

CS 280 Computer and Assembler Language

Structure of digital computers and machine language. Data representation, instruction formats and addressing techniques. Symbolic coding, assembly systems, and programming techniques. System stack, procedure calls, and program segmentation and linkage. Interrupts and I/O. Memory organization and addressing. Program translation and system programs: Assemblers, compilers, interpreters, preprocessors, linkers, loaders, and debuggers. Prerequisite: CS 230 with a grade of C- or better

CS 341 Digital Logic and Computer Organization

This course introduces the principles of design and analysis of digital components found in digital systems. It also discusses the design of functional units and how these units are organized into a computer system. Other topics such as typical architectures of computer system, VLSI technology, digital design software tools are also introduced. Prerequisites: CS260 and CS280 with grades of C- or better

CS 342 Data Structures

Concepts and implementations of lists, stacks, queues, trees, graphs, sorting and searching algorithms, hashing, memory management, and advanced data structure applications using object-oriented technology. Prerequisites: CS240 and CS260 with grades of C- or better

CS 345 Operating Systems

A course in operating systems with a system software perspective. Topics include computer system overview; history, evolution, and philosophies; tasking and processes; process coordination and synchronization; scheduling and dispatch; physical and virtual memory organization; device management; file systems and naming; security and protection; communications and networking; distributed operating systems; and real-time concerns. Prerequisites: CS280 and CS342 with grades of C- or better

CS 350 Software Engineering

Provides a hands-on experience with the issues and techniques of software engineering. A team project applying the techniques covered is the main focus of the course.

Prerequisite: CS342 with a grade of C- or better

CS 372 Design and Analysis of Algorithms

An introduction to the concepts, methodologies, and constructive models for formulating algorithms. Use of analytic techniques to determine the relative efficiency of algorithms with respect to several measures such as time and space complexity. Later topics introduce alternate models of computation such as probabilistic algorithms, parallel processing, and complexity classes (such as NP).

Prerequisites: MATH324 and CS 342 with a grade of C- or better

CS 382 Programming Languages

Design issues relevant to the implementation of programming languages. Topics include in-depth study and comparison of mechanisms for sequence control, data structure implementation, and run-time storage management; conceptual study of programming language syntax, semantics, and translation; survey of major programming paradigms including procedural, functional, object-oriented, and logical; introduction to language constructs that support distributed and parallel computing.

Prerequisites: CS280 and CS 342 with grades of C- or better

CS 399 Selected Topics

The course covers current topics of interest and importance in computer science that are not covered in any other courses. The precise topics to be covered in this course are announced in the semester prior to the offering of the course.

Prerequisite: Junior standing and permission of the instructor

CS 402 Numerical Methods

An introduction to numerical approximation methods and their analysis. Topics include non-linear equation solution, iterative methods, sets of equations, relaxation methods, interpolation, splines, numerical differentiation and integration, Euler's method, curve fitting, and function approximation. The algorithmic design approach is emphasized. Prerequisites: MATH161 and CS260 with a grade of C- or better

CS 404 Computer Simulation

Theory, programming methodology, algorithm design, and practical applications of computer simulation. Topics include modeling of deterministic systems, stochastic systems, generation of random variables and distributions, queuing models, collection, and analysis of statistics from runs. Applications in computer system and network design and performance. Assigned projects concentrate on programming simulation models using C/C++ and simulation languages such as GPSS or SIMSCRIPT. Prerequisites: CS342 with a grade of C- or better

CS 405 Systems Programming

The course familiarizes the student with the organization, system libraries, and tools for software development in the Unix system. The student should leave this course with the ability to use system level facilities provided by Unix.

Prerequisite: CS 345 with a grade of C- or better

CS 410 Artificial Intelligence

A study of classical and modern approaches to artificial intelligence including knowledge representation, search strategies, inference systems, logic programming, list processing, machine learning, natural language processing, and neural nets. Exercises in programming using current tools, COMMON LISP, or PROLOG.

Prerequisites: MATH 324 and CS 342 with a grade of C- or better

CS 420 Compiler Construction

An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: Lexical analysis, syntactic analysis, semantics routines, and code generation. Alternative parsing strategies are presented and compared with respect to space and time tradeoffs.

Prerequisite: CS 382 and a grade of C- or better

CS 430 Data Communications and Computer Networks

Topics include basic concepts, principles, design procedures, and applications of data communication systems. ISO reference model for open system interconnection is used as the basis to discuss the functions and protocols of layered network structure. Also introduced are evolution of networks technologies, various type of networks from LAN to WAN, internetwork architectures, network security, management, and applications.

Prerequisites: CS 341 and CS345 with grades of C- or better

CS 440 Data Base Management

Topics include data collection, representation, modeling, and storage; file versus database approach to data management; database environment; principles of logical and physical database design. Emphasis will be placed on Entity-Relationship and relational data models. Other topics include client-server environment, database security and integrity, and database administration. A substantial project on the design and implementation of a database will be assigned.

Prerequisite: CS 342 with a grade of C- or better

CS 441 Computer Architecture

An introduction to the architecture of digital computer systems. Structures of systems using processors memories, input/output devices, and interfaces as building blocks. Computer system instruction set design and implementation, including memory hierarchies and pipelining. Parallel processing and computer networking.

Prerequisites: CS345 and CS 341 with a grade of C- or better

CS 445 Theory of Computation

This course investigates formal machine models of computation, formal languages, and computability. This includes finite state automata, pushdown automata, Turing machines, languages and grammars, and how they are useful within computer science. Prerequisite: CS 342 with a grade of C- or better

CS 461 Computer Graphics

A rigorous study of concepts, theory, and algorithmic aspects of two and three dimensional computer graphics. Topics include graphics hardware and programming, file-formats, algorithms for curves and image generation, splines, transformations, perspectives, illumination, shading, depth, solid-modeling, ray-tracing, animation, fractalization, texturing, and alternate rendering models. Programming in both general-purpose and ray-tracing languages.
Prerequisite: CS 342 with a grade of C- or better

CS 480 Computer Science Seminar

This course provides opportunities to apply oral and written communication skills and research skills in computer science. It introduces the ethical, social, and economic considerations for a professional in the computer field. It also provides a platform for interaction between students and practitioners in the field.

Prerequisite: Senior standing

CS 490 Computer Science Senior Project

This course provides qualified students an opportunity to work with faculty members on research and development projects in areas of current interest in computer science. Students are expected to carry out a meaningful project to be reviewed and approved by a panel of advisors.

Prerequisites: Senior standing with a GPA of 3.5 or better and the approval of the Curriculum and Planning Committee
3-6 credits

CS 495 Internship

This course provides a field experience in the computer science profession. An agency provides the environment and general supervision during the experience, while the faculty member meets with the student on an ongoing basis to relate the field experience to the computer science profession.

Prerequisites: Junior standing with a GPA of 3.0 or better and the approval of the Curriculum and Planning Committee
1-3 credits

CS 499 Independent Study

This course allows a student to pursue a topic of interest in computer science that is not covered by existing courses.

Prerequisites: Senior standing with GPA of 3.0 or better and the approval of the faculty advisor, the department chair and the dean
3-6 credits

Department of Environmental Science and Geography

Associate Professors: R. Pardi (chairperson), P. Thiuri

Assistant Professors: P. Liu, M. Nyamwange, T. Owusu, D. Stern, K. Swanson

Collaborating faculty from other departments: M. Sebetich (Professor, Biology), R. McCallum (Associate Professor, Chemistry/Physics), J. Peterman (Professor, Philosophy), L. Risley (Professor, Biology), S. Vail (Associate Professor, Biology)

Emeritus Professor: K. Job

Environmental Science

The environmental science program is a comprehensive bachelor of science degree program dealing with the interaction of humans and their environment from the primary perspective of the natural sciences. The program includes basic courses in the natural sciences (biology, chemistry, physics, and the geosciences) and more advanced courses relating the natural sciences to environmental concerns. Advanced courses include Geographical Information Systems (GIS), ecology, soils, hydrogeology, environmental chemistry, environmental physics, toxicology, aquatic ecology, and conservation biology.

The program is structured so that the student gains a holistic perspective of the environment. The program includes an interdisciplinary course, Environmental Foundations, that integrates the natural sciences, social sciences, and humanities. Two upper-level environmental policy courses, including environmental ethics, are required as part of the program. The program also includes a formal (field experience) requirement. The program's capstone course is the Senior Practicum in which students use their training in a real case study to broaden their experience of a specific environmental problem.

With a bachelor's degree in environmental science, a student is prepared for entry-level positions in research, manufacturing, sales, and management. Potential employers include governmental agencies, private consulting firms, and industries dealing with environmental problems. Also, students are prepared to continue their education at the post-baccalaureate level. The major is also suitable for students contemplating a career in teaching at levels K-12.

And, nonmajors may complete a minor in environmental science.

Major equipment available to environmental science majors includes a mass-spectrometer-gas-chromatograph; transmission and scanning electron microscopes (with X-ray analyzer); UV-visible and infrared spectrometers; 200Mhz nuclear magnetic resonance spectrometer; five gas or high-pressure liquid chromatographs; atomic absorption spectrophotometer; inductively coupled plasma emission spectrograph; ion chromatographs; an X-ray diffractometer, low-, high- and ultra-high-speed centrifuges; a liquid scintillation counter; electrophoresis instrumentation; refrigerated fraction collector; a research greenhouse; an ecology lab with a wide range of both stationary and field equipment; a seismograph, weather station, and soils laboratory. In addition to laboratory facilities, the department is well-equipped for field-oriented aquatic and terrestrial environmental research. Natural outdoor laboratories on campus include a pond, a waterfall, several streams, the John Rosengren Laboratory for ecology and environmental science at Oldham Pond, and the adjacent 1,000-acre High Mountain Reservation Forest.

State-of-the-art mini- and microcomputer-networked facilities are conveniently located in the Science Complex; more powerful mainframe and super-computer facilities are available to authorized users through high-speed telecommunications lines.

Honors Track Program

The Life Science and Environmental Ethics Honors Track is open to any major and could be of special interest to the students who choose to anchor their specific knowledge in a classical ethical foundation. For further information on this track, consult the coordinator, Dr. K. Swanson, 973-720-2589, or see page 320 of this catalog.

Summer Studies at the New Jersey Marine Sciences Consortium

William Paterson students may take formal courses for academic credit in marine sciences at Sandy Hook or the Field Station. These courses are given from June through August and are primarily undergraduate courses for sophomore through senior levels. Independent study in the marine sciences is offered at undergraduate and graduate levels. Course offerings vary somewhat from year to year, but the following are usually repeated: introduction to marine sciences, oceanography, basic scuba (NAUI certification), basic sailing, marine biology, ecology of the estuary (graduate only), and coastal marine geology.

Curriculum

MAJOR REQUIREMENTS 61-63 CREDITS

MAJOR REQUIREMENTS - TOTAL (61-63 CREDITS)**

Required Courses: 21 Credits

ENV 110	Environmental Foundations	4
ENV 115	General Geology	4
ENV 301	Field Experience	3
ENV 370	Soils	4
ENV 380	Junior Seminar	3
ENV 480	Senior Practicum	3

Major Co-requirements: 40-42 Credits

BIO 163/164	General Biology I & II	8
CHEM 160/060	General Chemistry I - Lecture and Lab	4
CHEM 161/061	General Chemistry II - Lecture and Lab	4
	or	
CHEM 131/132	College Chemistry/Organic Biochemistry ...	6
MATH 160-161	Calculus I and II	
	or	
MATH 160-230	Calculus I and Statistics	8
ECON 201	Macroeconomic Principles	3
PHYS 260/261	General Physics I & II	
	or	
PHYS 255/256	College Physics I & II	8
BIO 344	Community and Ecosystem Ecology	4
PHIL 335	Environmental Ethics	3

Major Science Electives: 9-10 Credits

CHEM 251/051	Organic Chemistry I - Lecture and Lab	4
CHEM 252/052	Organic Chemistry II - Lecture and Lab	4
CHEM 322	Environmental Chemistry	4
CHEM 401	Analytical Instrumentation	4
ENV 423	Toxicology	3
ENV 450	Environmental Computer Applications	3
ENV 470	Hydrogeology	3
ENV 399	Selected Topics (by advisement)	3/4
BIO 402	Aquatic Ecology	4
BIO 261	General Botany	
	or	
BIO 318	Invertebrate Zoology (by advisement)	4
BIO 345	Conservation Biology	3
BIO 399	Selected Topics (by advisement)	3/4
GEO 403	Geographic Information Systems	3
PHYS 319	Environmental Physics	3

Environmental Policy Electives: 3 Credits

ECON 230	Economics of the Environment	3
ENV 340	Environmental Law	3
HUMH 201	Humanities Honors -Seminar III:	3
POL 355	Politics of the Environment	3

Note: 8 credits of Science, Math 160 (4), Econ 201 (3) included in GE.

Highly Recommended

CS 130	Introduction to Visual BASIC	3
	or	
CS 201	Computer Literacy: Microcomputer Applications **	3
ENG 300	Technical Writing	3
	or	
ENG 330	Critical Writing (I)***	3
ECON 202	Microeconomic Principles ***	3
MATH 230	Statistics	4

*For students planning to go on to graduate or professional school, the General Physics I-II sequence is highly recommended. These students are encouraged to take MATH 230, Statistics I, as well.

**Could be counted as an upper-level GE elective.

***Could be counted as an upper-level elective.

MINOR REQUIREMENTS-TOTAL .. 18-20 CREDITS**Required Courses 11 Credits**

ENV 110	Environmental Foundations	4
ENV 115	General Geology	4
ENV 380	Junior Seminar*	3

Electives 7-9 Credits

(choose a minimum of 7 to a maximum of 9 credits from courses on this list after consulting with an advisor)

ENV 150	Meteorology	3
ENV 216	Oceanography	3
ENV 220	Historical Geology	4
ENV 301	Field Experience	3
ENV 327	Geomorphology	3
ENV 370	Soils	4
ENV 389	Environmental Factors in Land Use	3
ENV 399	Selected Topics	1-6
ENV 423	Toxicology	3
ENV 450	Environmental Computer Applications	3
ENV 470	Hydrogeology	3
ENV 499	Independent Study	1-6

*The topics in Junior Seminar (ENV 380) are closely related to environmental issues in the news each semester and can change. Past topics have included: population effects on the environment, air quality issues, water quality issues, environmental issues related to agriculture, and the effect of consumerism on the environment.

SAMPLE FOUR-YEAR PROGRAM**FRESHMAN YEAR 33 CREDITS****Fall**

BIO 163	General Biology I	4
CHEM 160	General Chemistry I	4

ENG 110	Writing Effective Prose	3
ENV 110	Environmental Foundations	4

Spring

BIO 164	General Biology II	4
CHEM 161	General Chemistry II	4
MATH 160	Calculus I	4
	General Education courses	6

SOPHOMORE YEAR 35 CREDITS**Fall**

BIO 344	Community and Ecosystem Ecology	4
ECON 201	Macroeconomic Principles	3
MATH 161	Calculus II	

or

MATH 230	Statistics I	4
PHYS 260	General Physics I	4

or

PHYS 255	College Physics I	4
	General Education courses	3

Spring

ENV 115	General Geology	4
ENV 370	Soils	3
PHYS 261	General Physics II	4

or

PHYS 256	College Physics II	4
	General Education course	3
	Computer course *	

JUNIOR YEAR 30-32 CREDITS**Fall**

ENG 300	Technical Writing**	3
	or	

ENG 330	Critical Writing**	3
ENV	Science Elective	3-4

PHIL 335	Environmental Ethics	3
	General Education courses	6

Spring

ENV 301	Field Experience	3
ENV 370	Soils	3
ENV 380	Junior Seminar	3
ENV	Environmental Policy	3
	General Education courses	3-6

SENIOR YEAR 30-34 CREDITS**Fall**

ENV 480	Senior Practicum	3
---------	------------------------	---

Spring

ENV	Science Elective	6-8
	General Education courses	6
	Upper-level Elective	3

General Education Courses and Electives 12-14 Credits

Note: Students interested in a four-year course of study may also elect to take several courses during summer sessions I and II to reduce the load during the regular fall and spring semesters depending on the course selected.

*May be counted as either an upper-level elective or an upper-level GE elective.

** These courses may count as upper-level electives.

Courses

Unless otherwise noted, all courses are 3 credits, 3-hour lectures.

ENV 110 Environmental Foundations

An introduction to the study of the environment from the viewpoints of several disciplines of the natural sciences, the social sciences, and humanities. These disciplines include biology, chemistry, physics, geology, soils, political science, economics, law, anthropology, sociology, and ethics. The course stresses a holistic view of the environment. The companion workshop includes field trips and hands-on experiences that complement the materials in the lecture.

3 hours lecture and discussion, 2-1/2 hours workshop
4 credits

ENV 115 General Geology

Includes the study of the origin and evolution of the earth, the rocks and minerals that compose it, the geological processes that are constantly changing it, the origin and evolution of plants and animals that live upon it, and the role of geology in shaping man's environment. Laboratory and field trips introduce rocks, minerals, fossils, maps, and landscape features.

3 hours lecture, 2-1/2 hours lab
4 credits

ENV 150 Meteorology

This course deals with the factors responsible for the changes in weather and climate. Topics include the chemical and physical description of the atmosphere, circulation of air masses, weather analysis and forecasting, climatic changes, and human impact on weather and climate (air pollution, weather modification, greenhouse effect).

ENV 216 Introduction to Oceanography

The study of the origin, evolution, and extent of the oceans; waves, currents, tides, and tsunamis; the plant and animal life of the sea; the nature and topography of the sea floor; recent discoveries relating to sea floor spreading and continental drift; the role of the oceans in weather and climate.

Prerequisites: ENV 110, 115 or one year of science
3 hours lecture

ENV 220 Historical Geology

The study of the origin and evolution of the earth and life as revealed by the geological record in the rocks. Includes the concepts of plate tectonics and sea-floor spreading; the origin, growth, and drift of the continents; the rise and fall of mountain ranges; the advance and retreat of the seas and glaciers, and the evolution of plants and animals as shown by the fossil record. Major emphasis on the geological history of North America.

Prerequisite: ENV 115
3 hours lecture, 2-1/2 hours lab
4 credits

ENV 301 Field Experience

This course places the student in an active working experience with either a professional agency, a business, or a municipal body involved in some pertinent work related to the environment. Objectives are to expand students' backgrounds and their appreciation of the field, give them firsthand experience, and introduce them to potential employers or help them identify areas of specialization for graduate study. Students must work a minimum of one full day per week with the agency to fulfill an on-the-job requirement. This requirement may also be fulfilled by a cooperative education placement with the program director's recommendation.

Prerequisites: ENV 110, 115 and junior standing

ENV 327 Geomorphology

The nature, origin, and evolution of landscapes and materials at or near the surface of the earth and the processes that bring about changes. The nature and properties of soils and the role of man and his activities.

Prerequisite: ENV 220 or permission of instructor

ENV 340 Environmental Law

This course introduces the student to the workings of the American legal system, examines the body of existing environmental legislation in the United States, and discusses the probable direction of environmental regulation in the future.

Prerequisite: ENV 110

ENV 370 Soils

Acquaints students with the fundamentals of soil science. It teaches that soil is a natural resource that must be managed and conserved. Topics studied include the physical and chemical properties of soil, soil water, soils genesis and classification, soil microbiology, soil conservation and management. Particular attention is given to the soils of New Jersey. The laboratory emphasizes fieldwork and the measurement of chemical, physical, and biological properties of soil as measured.

Prerequisites: ENV 115 and CHEM 161

3 hours lecture, 2-1/2 hours lab

4 credits

ENV 380 Junior Seminar

Designed to give third-year students a chance to reflect upon their reasoning processes and learn how to evaluate critically a number of topics of major environmental concern. Methods of critical evaluation are taught as a means of investigating the logic and reasoning behind ideas and concepts. Arguments are analyzed for format, logic, justification, and persuasiveness. All students are expected to take an active part in the discussions and evaluations. Oral and written reports on specific topics are discussed, and teams debate as needed. The student is also instructed in the use of microcomputers and various software packages for word and data processing (spreadsheet), data management (data bases), and graphical methods.

Prerequisite For ENV 480

ENV 389 Environmental Factors in Land Use

Introduces the subject of the use and misuse of land, the consequent need for governmental review and regulation, and the important role of a Natural Resource Inventory (NRI) in that process. Surveys the components of an NRI and shows how portions of one are compiled. Final class sessions are devoted to students' oral presentations of their semester projects.

Prerequisites: ENV 110 and junior standing

ENV 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

ENV 423 Toxicology

This course considers the toxic effects of natural substances and human-made pollutants on living organisms (both plants and animals) either in terrestrial or aquatic ecosystems. Biogeochemical cycles, metabolic pathways, toxicity testing and bioassays, epidemiology, mutagenesis, carcinogenesis, and regulatory law are among the topics covered.

Prerequisites: ENV 115 and CHEM 161

ENV 450 Environmental Computer Applications

This course examines the application of mathematical computer simulation to the solution of environmental problems. The general development of computer models is reviewed as well as their specific use. The student employs working simulation models in the analysis of actual case studies while critically evaluating and comparing the results of different models for particular problems. Familiarity with basic principles of computer operation and some programming experience are expected of the student.

ENV 470 Hydrogeology

This course deals with the interrelationships of geological materials and processes with water. It quantitatively addresses the occurrence, distribution, movement, and chemistry of all waters of the earth. Topics studied include the hydrologic cycle, groundwater, runoff and stream flow, water chemistry, water pollution, water resources, and treatment.

Prerequisites: ENV 115, CHEM 161 and MATH 160

ENV 480 Senior Practicum

Student task force groups participate in a common project utilizing the methodologies and skills learned in the classroom. Included are graphic and communicative skills, data collection and evaluation, and field and laboratory techniques. An example of such a project is the compilation of a natural resource inventory for a neighboring community. The subject of the study is selected by the instructor, but the student's role in the team study is jointly determined by both the student and the instructor. Student and instructor maximally seek to simulate the working conditions of a professional consultant team engaged in a practical project. Regular work meetings are held during class time with a formal written and oral presentation at the end of the semester.

Prerequisites: ENV 380 and senior standing

ENV 481 Senior Seminar

A continuation of ENV 480

Prerequisites: ENV 480 and senior standing
2 credits

ENV 499 Independent Study

Independent research under the supervision of a faculty member. Alternatively, a student may undertake another co-op experience with a governmental agency, consulting firm, or industry in the environmental area. Prerequisite: Permission of the department chairperson and college dean
1-6 credits (may be taken twice for a maximum of 6 credits)

GEOGRAPHY

The B.A. degree in geography provides a sound liberal arts education in addition to solid preparation for diverse fields of employment as a professional geographer. The geographer is primarily concerned with interpreting and explaining the occurrence, distribution, and patterns of interrelationships of the physical and human elements that can be discerned in the physical, economic, political, and cultural landscapes. Geography analyzes phenomena according to the attributes of location, extent, and density. The constantly changing physical and human landscapes on the Earth's surface, and their global threshold, challenge the geographer to provide continuing interpretations of all parts of the world from the spatial point of view.

For students pursuing a terminal bachelor's degree or teaching certification, a geography major provides both the regional and global perspective required of responsible citizens. For the same reasons, geography is especially valuable for those entering graduate work in business administration, marketing, regional and urban planning, development, law, or medicine. Top-level professional positions are growing in the fields of planning geographic information systems, cartography, remote sensing, land use, and computer mapping. These fields, as well as college teaching, require advanced degrees.

Majors planning to teach in secondary schools should meet certification requirements in social studies. All majors are assigned a faculty advisor. The following courses are designed to provide the geography major with a firm foundation of world regional and physical geography, followed by an appropriate selection of more specialized systematic and regional geography courses.

Resources of the department include several microcomputers and two SUN workstations, high-speed plotters and digitizers. Geographic and map software include the GRASS 4.1 system, IDRISI, ARCVIEW, ARC/INFO and MapInfo.

Honor Society***Gamma Theta Upsilon*, the International Honors Society in Geography**

Gamma Theta Upsilon (GTU) is an International Honor Society in geography. *Gamma Theta Upsilon* was founded in 1928 and became a national organization in 1931. Membership to *Gamma Theta Upsilon* requires that a student must have completed a minimum of 3 geography courses, must have a minimum of a 3.0 GPA overall and in geography courses, and shall have completed at least 3 semesters of college coursework. For more information, please contact Dr. Monica Nyamwange, Department of Environmental Science and Geography, (973) 720-2438.

Curriculum**MAJOR REQUIREMENTS 34 CREDITS****Introductory Geography 7 Credits**

GEO 150	World Regional Geography	3
GEO 160	Physical Geography	4

Regional Geography 6 Credits

GEO 338	Geography of the United States and Canada	3
---------	----------------------------------------------------	---

In addition, choose one from:

GEO 331	Geography of Asia	3
GEO 332	Geography of Middle East	3
GEO 333	Geography of Europe	3
GEO 334	Geography of Africa	3
GEO 335	Geography of Latin America	3
GEO 336	Geography of the CIS	3
GEO 339	Geography of New Jersey	3

Geography Electives 6 Credits

In addition, choose one from:

GEO 220	Environment and Humans	3
GEO 230	Population and Settlement	3
GEO 240	Cultural Geography	3

In addition, choose one from:

GEO 300	Geopolitics	3
GEO 310	Trade and Transportation Geography	3
GEO 341	Geography of North American Cities	3
GEO 360	Geography of Hunger and Food Supply	3
GEO 406	Climatology	3
GEO 412	Medical Geography	3
GEO 465	Biogeography	3
GEO 499	Independent Study	3

Techniques 6 Credits

In addition, choose two from:

GEO 401	Cartography	3
GEO 402	Quantitative Methods in Geography	3
GEO 403	Geographic Information Systems	3

Research Seminar 3 Credits

GEO 480	Senior Seminar	3
---------	----------------------	---

Non-Geography Courses 6 Credits

Two geography-related courses

approved by faculty advisor. 6

Suggested courses for geographic subdisciplines:

Physical Geography

BIO 344/345

ENV 327/370/470

Regional Geography

AACS 304/321/338/341

ANTH 342/359

HIST 331/338/361/371/381/392/395

POL 333/335/336/337

Cultural Geography

AACS 261/305 ANTH 356/408 SOC 250/251/370 POL 352

Cartography/GIS

ARTS280/282/350/380/382/480

CS 440/461 ENV450

MINOR REQUIREMENTS 18-19 CREDITS

GEO 150	World Regional Geography	3
---------	--------------------------------	---

GEO 160	Physical Geography	4
---------	--------------------------	---

Plus 11-12 credits in Geography approved by faculty advisor.

CERTIFICATION REQUIREMENTS 27 CREDITS

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) or the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

GEO 150 World Regional Geography

A survey of the physical and human geographic patterns, providing a comprehensive background discussion of individual regions of the globe. Each region is analyzed in terms of its environmental base and resource distribution, population growth characteristics, culture, agricultural systems and rural development, industrialization and urbanization and political trends.

GEO 160 Introduction to Physical Geography

An introductory course using a process-distribution approach to explain weather systems, climates of the world, biogeography, soils, and landforms. An accompanying lab introduces topographic map reading, weather, and climate analysis geomorphology. 4 credits

GEO 220 Environment and Humans

This course offers an examination of man's impact on the environment with particular emphasis on the processes of ecological change and the effects on the environment. Emphasis is placed on the 20th and 21st century changes and contemporary public issues.

Prerequisite: GEO 150

GEO 230 Population Settlement Geography

A geographic interpretation of the world's population size, distribution, composition and dynamics. Special emphasis is placed on the relationships between population and geographic, economic, resource, social and policy issues.

Prerequisite: GEO 150

GEO 240 Cultural Geography

A study of present day cultures and their physical environment, with emphasis on the spatial analysis of population distribution, religions, economic development, technology levels, organization of urban and rural societies, and the varying impacts of cultures on environments.

Prerequisite: GEO 150

GEO 300 Geopolitics

This course will provide students with and understanding of the relationship between politics and physical and human geography through the use of geographical techniques and insights developed in the field of politics. The influence of such factors as location, size, form, natural resources and population on the political development of nations and their roles in world politics will be examined.

Prerequisite: GEO 150

GEO 310 Trade and Transportation Geography

A study of the theory of international commodities trade; commercial policies and agreements among world's trading nations. The course also examines the role of transportation in determining movement and marketing of goods and international trade patterns, and payments.

Prerequisite: GEO 150

GEO 331 Geography of Asia

This course will provide a sound understanding of the changing geography of Asia and the region's position within the global economy. Emphasis will be placed on a geographical analysis of the region's physical features, natural resources, cultural patterns, population, politics, and economic development potential and problems.

Prerequisite: GEO 150

GEO 332 Geography of the Middle East

This course will pursue an understanding of those elements that characterize this region and define its position in the world, as well as those features that are distinct and mark different peoples and places. It will examine local, national and international issues relating to identity and status, history, economy, environment and other topics in an attempt to create a portrait of life in many areas of the region.

Prerequisite: GEO 150

GEO 333 Geography of Europe

The course presents an analysis of Europe's physical features, natural resources, cultural patterns, environmental and political problems, and economic potential. Emphasis is placed on Europe's cultural, economic and political spatial patterns relating to the economic problems of European nations. The course offers the opportunity to focus on the common characteristics and shared problems of the members of the European Union so as to enable participants to better examine the prospects and problems of EU, in the context of geographic relationships underlying land utilization, boundary disputes, economic organization, and the dominant international relations of Europe and the global community.

Prerequisite: GEO 150

GEO 334 Geography of Africa

A systematic study of the physical, cultural, economic, and political geography of Africa. Topics covered include the physical environment and the resource base, demographic characteristics and population factors of growth; culture, the impress of colonialism, agricultural and resource development; cash crops and foreign trade, impact of aid and structural adjustment policies, industrialization and external economic ties, internal civil conflicts, regional contradictions, and outside involvement.

Prerequisite: GEO 150

GEO 335 Geography of Latin America

The course emphasizes Latin America's unique physical features, natural resources, demographic characteristics, and cultural patterns; the impact of European colonial expansion upon native societies, land tenure and modernization of the rural sector, cash crops and development, mining and industrialization, the growth of cities, foreign debt, and structural adjustments and development. The course also examines relationship patterns between Latin America and the United States.

Prerequisite: GEO 150

GEO 336 Geography of the Commonwealth of Independent States

This course will pursue an understanding of those elements that characterize this dynamic region. Emphasis will be placed on the changing concept of Russian and the former Soviet bloc in the global economy, recent reforms and trends in economic and political spheres, ethnic conflicts, relations between republics and urban problems.

Prerequisite: GEO 150

GEO 338 Geography of United States and Canada

United States and Canada have a common heritage and geographical contiguity, which has produced commonality of culture and mutual interdependence. Yet there are clear-cut distinctions between the two countries. This course provides a basis for understanding these two countries by studying their geographical similarities and differences. Emphasis is given to the identification and interpretation of spatial patterns and processes associated with resources, economic structure, settlement patterns, population, urbanization, and ethnicity.

GEO 339 Geography of New Jersey

Geographical analysis of the physical features, natural resources, population characteristics, cultural patterns, and economic potential of New Jersey. The course also covers immigration and its impact on social, economic and political life; environmental degradation and contamination and its effects on health and wellbeing; urbanization and the poverty and pollution associated to it; the relations between New York City and New Jersey; and New Jersey's past and current contributions to the economic growth and development of the country.

Prerequisite: GEO 150 or GEO 338

GEO 341 Geography of North American Cities

The first part of this course explores key concepts in the field of urban geography. The second part provides students with an understanding of important trends in the evolution and development of North American cities and the nature of cities, including their internal structure, arrangement of land uses, the social and economic characteristics of urban populations, economic activities in cities, housing, suburbanization, gentrification and neighborhood change, and urban management and governance. Cities within the New York/New Jersey metropolitan area are used to illustrate specific urban concepts, experiences, issues, and problems.

**GEO 360 Geography of Hunger
and Food Supply**

Introduces issues raised by large scale/global hunger. The course focuses on worldwide and local perspectives regarding the nature, causes and consequences of hunger. Emphasis is placed on factors of accessibility to food; regional and cross-cultural aspects of food consumption patterns, production parameters, food distribution patterns; local, regional and global food marketing, and the use of food as a weapon.

GEO 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

GEO 401 Cartography

A basic course in map making. Covers projections, thematic, relief, and statistical cartography.

Prerequisites: GEO 150, GEO 160

GEO 402 Quantitative Methods in Geography

Introductory quantitative methods for geographers. Mathematical analysis of spatial distributions and statistical relationships between geographic phenomena are emphasized.

Prerequisite: MATH 111

GEO 403 Geographic Information Systems

Introduction to geographic information systems emphasizing principles of GIS including collection, management, analysis, and mapping of geographic data. Use of GIS software is an integral part of the course. Cartography experience is recommended but not mandatory.

Prerequisite: GEO 160, or GEO 401

GEO 406 Climatology

An examination of atmospheric processes and resulting patterns of world regional climates. Study of energy flux, atmospheric circulation, and atmospheric moisture to explain climate variation on the Earth's surface. Previous physical geography course preparation is recommended but not required.

Prerequisite: GEO 160

GEO 412 Medical Geography

Application of perspectives and methodologies of geography to the study of health systems, disease incidence, prevalence, and diffusion, and health care distribution. The course focuses on factors of health and wellbeing, traditional and biomedicine and health systems, disease ecology, disease epidemiology, accessibility to factors of good and adequate health; planning of health care delivery systems. Case studies include vector carried diseases, and technologically created health hazards.

Prerequisite: GEO 150

GEO 465 Biogeography

Spatial relationships of the living environment. A systems approach to functional processes, characteristics, and relationships of the ecological elements to water and vegetation. Includes both natural succession and man-induced changes, including pollution within the ecosystem.

Prerequisites: GEO 160, ENV 115, BIO 344

GEO 480 Senior Seminar

Covers major topics in social research design and methodology and reviews historical development of Geography as a discipline and a science. Geographic concepts and methods of analysis are applied to the study of a contemporary problem in our physical and human environments.

Prerequisite: Senior status

GEO 499 Independent Study

As approved and to be arranged with a faculty member.

1-6 credits

Prerequisite: Approval of department chairperson and college dean

Department of Exercise and Movement Sciences

Professors: L. Dye, T. Jable, J. Manning, V. Overdorf, G. Schmidt (chairperson), S. Silas
Associate Professors: S. Becker, L. Gazzillo Diaz, K. Gill-Silgailis
Assistant Professor: C. Brett, I. Flores-Marti

The Department of Exercise and Movement Sciences, located in Wightman Gymnasium, offers a major program leading to the bachelor of science degree in physical education. The program prepares athletic trainers, physical education teachers and exercise physiologists. To fulfill the degree requirements, students must complete one of the three concentrations offered: athletic training education, exercise physiology, or teacher certification K-12 physical education. There is also an adapted physical education cluster within the teacher certification concentration. Students first apply to the Department of Exercise and Movement Sciences and, then, internally make application to the specific concentration.

The athletic training education concentration is a professional preparation program that is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The program's mission is to promote student success and educational excellence. Students accepted into the concentration must successfully complete the athletic training education curriculum, demonstrate clinical competency, and complete a minimum of 900 hours of supervised field experience. Upon completion of the curricular requirements, the students are well-prepared to take the National Athletic Trainers' Association Board of Certification examination. Ultimately, the goal of the athletic training education program is to prepare students for a successful future in the athletic training profession. Employment opportunities for certified athletic trainers are available in high school, college, and professional athletic settings in addition to clinical and industrial sports medicine facilities.

The purpose of the exercise physiology concentration is to prepare physical fitness specialists for employment in cardiac rehabilitation, corporate fitness, and health and fitness centers. Students are also able to develop consulting services as personal

fitness trainers. In order to fulfill the requirements of the exercise physiology concentration, students must complete the required coursework and a clinical internship experience. Internships provide the student with relevant experiences in fitness testing, exercise prescription, stress testing, EKG interpretation, nutrition analysis, stress management techniques, exercise leadership, and computer-based analyses. Upon completion of the curricular requirements, students are eligible to take certification exams given by the American College of Sports Medicine, National Strength and Conditioning Association, and other organizations that certify personal fitness trainers.

The teacher certification concentration provides opportunities for students to become competent in teaching physical education at the elementary and secondary school levels. Students accepted into the teacher certification concentration must complete the required coursework and related field experiences. The professional education course sequence helps students understand how youth grow and develop, and provides them with the competency to teach physical education at all levels. The program also includes field experiences that enable students to apply their knowledge observing and teaching physical education in schools. Students seeking certification in both health and physical education are afforded this opportunity through interdisciplinary studies. Teacher certification students are eligible to take the PRAXIS (National Teaching Exam) in order to become certified to teach physical education (and health if the health sequence is completed) grades K-12.

The Department of Exercise and Movement Sciences provides the facilities and resources to enhance student success in the program. The Human Performance Lab is well equipped with state-of-the-art equipment for students' use during exercise physiology laboratory experiences as well as for support of faculty research. The athletic training clinical education laboratory is used for class instruction and students' clinical education experiences. The athletic training room provides a venue for the assessment, treatment, and rehabilitation of athletic injuries, along with clinical instruction and field experience opportunities for students in the concentration. The Motor Behavior Laboratory contains a variety of equipment that permits students to study the factors that affect motor skill performance and learning. Wightman Gym also contains two gymnasiums, an competition-size swimming pool, a weight room, and a computer laboratory.

Assessment and Retention

Providing students with continued advisement and academic counseling is of major concern of the Department of Exercise and Movement Sciences. The faculty is also concerned about standards of quality for its graduates. The department maintains a performance standard by which students are reviewed for continuing eligibility as majors. Details of this performance standard are provided by department advisors to those who intend to major in the exercise and movement sciences.

Curriculum

MAJOR CORE REQUIREMENTS 37 CREDITS

Core Courses 29 Credits

BIO 119	Basic Anatomy and Physiology II*	(4)
PEAC 150	Introduction to the Profession of Exercise and Movement Sciences	1
PEAC 160	First Aid and CPR	3
PEAC 250	Kinesiology	3
PEAC 254	History and Philosophy of Sport and Physical Activity	3
PEAC 255	Special Physical Education	3
PEAC 350	Physiology of Exercise	3
PEAC 353	Psychology of Motor Learning	3
PEAC 354	Tests and Measurements	3
PEAC 450	Psychosocial Dimensions of Sport	3

*General education requirement; BIO 118 is prerequisite for BIO 119

Note: Math 130 and either CHEM 131,031 or PHYS 110 are also required in general education.

Movement Science Performance Skills 8 Credits

Note: Athletic training students are not required to take Performance Skills courses.

PEAK 161	Soccer	.5
PEAK 162	Basketball	.5
PEAK 163	Track and Field	.5
PEAK 164	Tumbling	.5
PEAK 165	Golf	.5
PEAK 167	Badminton	.5
PEAK 168	Racquetball	.5
PEAK 169	Folk, Square, and Ballroom Dance	.5
PEAK 261	Field Hockey	.5
PEAK 262	Volleyball	.5
PEAK 263	Conditioning	.5
PEAK 264	Tennis	.5
PEAK 266	Self-Defense	.5
PEAK 267	Swimming	.5
PEAK 268	Modern Dance — Exercise Skills	1

CONCENTRATIONS FOR MAJORS IN THE DEPARTMENT

PHYSICAL EDUCATION TEACHER CERTIFICATION REQUIREMENTS (K-12)* 30 CREDITS

PETC 311	Movement Education	3
PETC 356	Gymnastics	1
PETC 361	Selected Activities in School Physical Education Programs	1
PETC 461	Concepts of Coaching	1

Professional Education Sequence**

PETC 395	Curriculum and Teaching Physical Education in the Elementary School	3
PETC 396	Curriculum and Teaching Physical Education in the Secondary School	3
PETC 397	Practicum I: Elementary School Experience	1
PETC 398	Practicum II: Secondary School Experience	1
PETC 495	Seminar in Physical Education	1
EDUC 415	Senior Teaching Internship	12
CIRL 330	Reading Strategies for the Content Areas	3

*PSY 110, General Psychology; CMHL 120, Current Health Issues; and AACS 150, Racism and Sexism in the United States; are to be completed for certification, but may be applied concurrently to fulfill general education requirements.

**PSY 210, Developmental Psychology, may be applied concurrently as a general education elective course.

Students must apply to the Teacher Certification Concentration after completing 57 credits which include PEAC 150, PEAC 250, PEAC 251, PEAC 252, PEAC 254, and 6-8 credits in PEAK skills courses, and students must have a 2.75 GPA in the major and overall. Application deadlines are April 1st and November 1st. Forms are available in the department office. Those seeking certification are required to take the PRAXIS (formerly National Teachers Exam) in physical education or health and physical education content area.

HEALTH EDUCATION CERTIFICATION ENDORSEMENT 18 CREDITS

This certification program is for physical education teaching majors only and is offered through the Community Health Department.

CMHL 120	Current Health Issues*	3
CMHL 221	Nutrition	3
CMHL 215	Drugs and Health	3
CMHL 390	Human Sexuality	3
CMHL 430	Health Counseling	3
CMHL 452	Methods, Curriculum and Theory in School Health Education	3

*General Education requirement

ATHLETIC TRAINING**EDUCATION 34 CREDITS***

PEAT 267	Prevention and Care of Athletic Injuries	3
PEAT 268	Prevention and Care of Athletic Injuries	
	Laboratory	1
PEAT 271	Assessment of the Extremities	3
PEAT 275	Athletic Training Modalities	3
PEAT 280	Clinical Experience in Athletic Training I	2
PEAT 360	Clinical Experience in Athletic Training II ...	2
PEAT 370	Therapeutic Exercise	3
PEAT 371	Assessment of the Core Body	3
PEAT 373	Organization and Administration in Athletic Training	3
PEAT 380	Clinical Experience in Athletic Training III ...	3
PEAT 460	Clinical Experience in Athletic Training IV ...	3
PEAT 480	Seminar in Athletic Training	2
CMHL 221	Nutrition*	3

*General education elective course

Admission into the athletic training education concentration takes place during the fall semester of the sophomore year. Students must meet certain academic criteria, accept and complete specific technical standards, and pass a standardized physical examination for program admission as outlined in the *Athletic Training Education Program Handbook* and Web site (www.wpunj.edu/cos/ex-movsci/atep.htm). Admission to the concentration is required for students to take courses above the PEAT 267 and PEAT 268 levels. Details regarding the athletic training concentration are available from the program director. The Athletic Training Education Program is accredited by the Commission on Accreditation of Allied Health Education Programs.

EXERCISE PHYSIOLOGY 18 CREDITS

PEEP 386	Graded Exercise Testing and Exercise Prescription	3
PEEP 388	Leadership Training in Exercise Programs ..	3
PEAT 267	Prevention and Care of Athletic Injuries	3
PEDA 462	Exercise Programs for Older Adults	3
PEEP 490	Internship in Exercise Physiology**	3
CMHL 221	Nutrition*	3

*General education elective course

**Students must have completed all course work prior to placement in a cardiac or corporate fitness internship.

Note: Upon completing this concentration, students are eligible to take certification examinations given by the American College of Sports Medicine, National Strength and Conditioning Association, the YMCA, and organizations that certify personal fitness trainers. It is recommended that students in this concentration select CHEM 131, 031 as the second science requirement in general education.

Exercise and Movement Sciences Electives

The following courses are open to all students. These courses are designed to allow students to acquire skills in sports and dance.

PEEL 203	Golf	2
PEEL 204	Tennis I	2
PEEL 205	Tennis II	2
PEEL 209	Karate I	2
PEEL 210	Karate II	2
PEEL 213	Folk, Square, and Ballroom Dance I	1
PEEL 214	Folk, Square, and Ballroom Dance II	1
PEEL 222	Racquetball	2
PEEL 223	Aerobics	2

Movement Sciences General Education Courses

Required for students not in the Exercise and Movement Sciences Curriculum

PEGE 150	Fitness for Life	3
----------	------------------------	---

Electives

PEAQ 204	Elementary Swimming	2
PEEL 203	Golf	2
PEEL 204	Tennis I	2
PEEL 223	Aerobics	2
PEGE 240	The Impact of Sport in the Modern World ...	3
PEGE 330	Psychology of Sport	3
PEGE 340	Social History of Western Sport	3

Courses

Unless otherwise noted, all courses are 3 credits.

PEAC 150 Introduction to the Profession of Exercise and Movement Sciences

Familiarizes the student with the exercise and movement sciences program and possible careers that require knowledge about the exercise and movement sciences. 1 credit

PEAC 160 First Aid and CPR

This course is designed to teach the students the correct techniques in providing oxygen to the body for a victim who has breathing difficulty, stopped breathing, and/or has no pulse. Signs, symptoms, risk factors, and preventive measures regarding heart disease and cardiac problems are discussed. The course also illustrates to the students how to recognize and respond to basic first aid emergencies. Upon successful completion of the written exam(s) and practical skills, the student can receive official, written certification/course completion in adult, child, and infant CPR and first aid.

PEAC 250 Kinesiology

The study of human motion, which includes the structure and function of the various systems that contribute to movement. Special emphasis is placed on the bones, joints, and muscles as links in the production of movement. Also emphasized is the biomechanical analysis of motion. Analysis of motor skills and exercises from these perspectives.

Prerequisite: BIO 118

PEAC 254 History and Philosophy of Sport and Physical Activity

The study of physical activity and sport from preliterate times to the present day. Emphasis on nineteenth- and twentieth-century sports and physical education.

Prerequisite: PEAC 150

PEAC 255 Special Physical Education

A general study and application of adaptive techniques and procedures for handicapped individuals in physical activity.

Prerequisite: BIO 118 or SPED 201

PEAC 350 Physiology of Exercise

The body's physiological response to exercise with consideration to age, sex, physical fitness, and environmental stresses. The laboratory provides experiences that replicate theoretical constructs.

Prerequisite: BIO 118

PEAC 353 Psychology of Motor Learning

Acquaints the student with the concepts and principles involved in motor skill learning and performance; in particular, the implications for teaching and progressions in learning are stressed. A laboratory experience provides opportunities to replicate theoretical constructs.

Prerequisites: PSY 110 and PEAC 250

PEAC 354 Tests and Measurements

A study of the role of evaluation in physical education. The organization and administration of a testing program. Also, appropriate statistical methods used in a testing program.

Prerequisites: MATH 130, PEAC 150

PEAC 450 Psychosocial Dimensions of Sport

A study of sport in relation to the concepts, theories and principles of psychology and sociology. Enables the student to understand the human organism's involvement in sport and physical activity and the relationship of sport to culture and society.

Prerequisites: SOC 101, PEAC 350, PEAC 353, PEAC 354, or permission of chair.

**These courses are restricted to accepted movement science majors.*

PEAK 161 Soccer*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 162 Basketball*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 163 Track and Field*

A study of the fundamental skills and strategies in the sport with applications for each of the concentrations. .5 credit

PEAK 164 Tumbling*

A study of the fundamental skills and strategies in the activity with applications for each of the concentrations. .5 credit

PEAK 165 Golf*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 167 Badminton*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 168 Racquetball*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 169 Folk, Square and Ballroom Dance*

A study of the fundamental principles and steps in dance with applications for each of the concentrations. .5 credit

PEAK 245 Lacrosse*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 261 Field Hockey*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations. .5 credit

PEAK 262 Volleyball*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations.
.5 credit

PEAK 263 Conditioning*

A study of the fundamental principles of conditioning with applications for all concentrations and sports.
.5 credit

PEAK 264 Tennis*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations.
.5 credit

PEAK 266 Self-Defense*

A study of the primary maneuvers and principles for defending oneself.
.5 credit

PEAK 267 Swimming*

A study of the basic strokes and skills for survival and rescue in the water.
.5 credit

PEAK 268 Modern Dance — Exercise Skills*

A study of the basic principles of dance with applications to exercise skills.
1 credit

PEAK 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
1-6 credits

Prerequisite: Permission of the department chair

PEAK 499 Independent Study

As approved and to be arranged.
1-6 credits

PEAQ 204 Elementary Swimming

This course equips the individual with basic water safety skills and knowledge in order to help ensure safety while in, on, or near the water.
2 credits

PEAQ 263 Lifeguard Training

Techniques of rescuing individuals from the water. Instruction in self-rescue and the use of equipment. Advanced lifesaving certificates are awarded upon successful completion of criteria established by the American Red Cross.

Prerequisite: PEAQ 204 or permission of the instructor
2 credits

PEAQ 265 Water Safety Instructor

The instruction of advanced lifesaving and the nine strokes of swimming. Emphasis is placed on the student's ability to instruct other students in the class. All phases of swimming instruction are covered. A Water Safety Instructor Certificate is awarded upon successful completion of criteria established by the American Red Cross.

Prerequisite: PEAQ 263

2 credits

PEAT 267 Prevention and Care of Athletic Injuries

This class is an introduction to the field of sports medicine and athletic training. The course presents information on prevention, recognition, immediate and follow-up care for athletic injuries, along with other sports medicine related topics.

Prerequisites: BIO 118

Corequisite: PEAT 268

PEAT 268 Prevention and Care of Athletic Injuries Laboratory

This laboratory class is an introduction to the field of sports medicine and athletic training. The laboratory presents information on prevention, recognition, immediate and follow-up care for athletic injuries, along with other sports related topics. This laboratory class also includes clinical, hands-on aspects of the athletic training field.

Prerequisite: BIO 118

Corequisite: PEAT 267

1 credit

PEAT 271 Assessment of the Extremities

This class is a study of the theory and techniques of assessing upper and lower extremity injuries that occur to athletes. Upon successful completion of the class, the student are able to evaluate an injured athlete using proper techniques and special tests. Students are able to interpret the results of tests used in the evaluation to come to a conclusion regarding an athlete's injury.

Prerequisites: PEAT 267 and PEAT 268 and admission to the concentration.

Corequisites: PEAT 275 and PEAT280

PEAT 275 Athletic Training Modalities

Study involves theory and technique in the selection and application of physical agents and therapeutic modalities. Included are physics, physiology, and actions of heat, cold, light, acoustic, and electromagnetic agents for patient care. Included is relation of modality use to assessment and therapeutic exercise. The course includes laboratory instruction in application of modalities in sports medicine. Prerequisites: PEAT 267 and PEAT 268 and admission to the concentration

Corequisites: PEAT 271 and PEAT 280

PEAT 280 Clinical Experience in Athletic Training I

This is a beginning level class in the athletic training concentration. This course is designed to give the sophomore student athletic training clinical experience working with William Paterson athletic teams. The course is designed to instruct the student in the application of beginning clinical principles and techniques in the traditional athletic training setting under the supervision of an approved clinical instructor certified athletic trainer.

Prerequisites: PEAT 267 and PEAT 268 and admission to the concentration

Corequisites: PEAT 271 and PEAT 275

2 credits

PEAT 275 Clinical Experience in Athletic Training II

This is an intermediate level class in the athletic training concentration. This course is designed to give the junior student athletic training clinical experience working with William Paterson athletic teams. The course is designed to instruct the student in the application of intermediate clinical principles and techniques in the traditional athletic training setting under the supervision of an approved clinical instructor certified athletic trainer.

Prerequisites: PEAT 271, PEAT 275, PEAT 280 and admission to the concentration

Corequisites: PEAT 370 and PEAT 371

2 credits

PEAT 370 Therapeutic Exercise

This course provides the physiological rationale for appropriate and effective use of therapeutic exercise in the rehabilitation of athletic injuries. Included in this course are the basic components of designing and implementing rehabilitation programs. In addition, selected programs for rehabilitation are presented with a review of current research. Students take part in laboratory sessions where they learn and demonstrate practical rehabilitation applications.

Prerequisites: PEAT 271, PEAT 275, PEAT 280, and admission to the concentration

Corequisites: PEAT 360 and PEAT 371

PEAT 371 Assessment of the Core Body

This class is a study of the theory and techniques of assessing core body injuries and illnesses that occur to athletes. Upon successful completion of the class, the student is able to evaluate an injured or ill athlete using the proper techniques and special tests. The student is able to interpret the results of tests used in the evaluation to come to a conclusion regarding an athlete's injury or illness.

Prerequisites: PEAT 271, PEAT 275, PEAT 280 and admission to the concentration

Corequisites: PEAT 360 and PEAT 370

PEAT 373 Organization and Administration in Athletic Training

This class is a study in advanced topics in athletic training. Upon successful completion of the class, the student should be able to identify, establish and operate the various components of athletic training administration. The student should also be able to define, assess and provide care for medical conditions as covered in the course.

Prerequisites: PEAT 360, PEAT 370, PEAT 371 and admission to the concentration

Corequisite: PEAT 380

PEAT 380 Clinical Experience in Athletic Training III

This upper-level class in the athletic training concentration is designed to give the junior student a practical athletic training experience in a high school setting and instruct the student in the application of advanced clinical principles and techniques in the traditional athletic training setting under the supervision of a clinical instructor.

Prerequisites: PEAT 360, PEAT 370, PEAT 371 and admission to the concentration

Corequisites: PEAT 373

PEAT 460 Clinical Experience in Athletic Training IV

This is an upper-level class in the athletic training concentration. This course is designed to give the senior athletic training student a practical experience in athletic training, and is designed to instruct the student in application of advanced clinical principles and techniques in the traditional athletic training setting under the supervision of a clinical instructor. Prerequisites: PEAT 373, PEAT 380 and admission to the concentration

PEAT 480 Seminar in Athletic Training

This class is a capstone course for students in the athletic training education program. In this course students summarize and draw together their didactic and clinical education in preparation for the National Athletic Trainers' Association Board of Certification Examination. Students also explore subjects and current issues germane to the field of athletic training, along with performing clinical rotations with various affiliated medical professionals.

Prerequisites: PEAT 460 and admission to the concentration

2 credits

PEDA 360 Physical Education for the Orthopedically Handicapped

Familiarizes prospective teachers with various types of physical handicaps. Exercises, games, and activities for the correction or treatment of specific disabilities. Practicum required.

Prerequisite: PEAC 255

PEDA 362 Physical Education for the Mentally Retarded

Identifies causes and nature of mental retardation. Practice in implementing group and individual physical education programs for the mentally retarded child. Practicum required.

Prerequisite: PEAC 255

PEDA 460 Physical Education for the Perceptually Impaired and/or Emotionally Disturbed

Identifies nature and cause of impairment. Practice in implementing physical education programs for impaired persons. Practicum required.

Prerequisite: PEAC 255

PEDA 462 Exercise Programs for Older Adults

Prepares students to plan and conduct basic physical activity and exercise programs for the elderly.

Although the emphasis is on exercise routines and fitness programs, students also learn to lead older adults in rhythmic and dance activities and recreational games. A three-week training period is followed by a twelve-week practical experience at a senior citizen site (nutrition site, day care center, or some other senior citizen center). Weekly seminars are held in conjunction with the practical experiences.

Prerequisite: PEAC 350

PEDN 130 Introduction to the Art of Dance

Elementary technique, improvisation, studies in composition, lectures, films, and discussions on dance theory, philosophy, and current trends of dance. Provides a background with which to appreciate dance as an audience member. Geared for students without previous dance experience.

PEDN 280 Modern Dance I

An introductory course in contemporary dance. Emphasis on developing the student's appreciation of the art of dance through experiential understanding of the movement principles of the Humphrey-Weidman-Limon school of modern dance.

2 credits

PEDN 399 Selected Topics

A topic not covered by an existing course will be offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair

1-6 credits

PEDN 473 Labanotation

Reading and dancing repertory from Labanotation scores. Helps students understand movement, improve performing ability, and provides written and spoken terminology.

Prerequisites: PEDN 280 and 283

PEEL 203 Golf

The development of basic fundamentals including grip, stance, swing, and putting. Elementary game strategy incorporating terminology involving rule interpretation is also included.

2 credits

PEEL 204 Tennis I

Designed for the beginning player. Students learn the basic strokes, namely, forehand, backhand, serve, and volley. Game strategies, court etiquette, match observations and rules are also included.

2 credits

PEEL 205 Tennis II

Development of performance proficiency in tennis. A study of various skills in tennis and their applications in a game situation.

2 credits

PEEL 209 Karate I

Introduces students to the basic principles of weaponless self-defense. With the empty hand, students are taught the elementary techniques of blocking, parrying, kicking, and punching. Close combat measures are also covered, along with the code of moral and ethical responsibilities that come with learning this art form.

2 credits

PEEL 210 Karate II

This course is a refinement of Karate I. Advanced applications of technique and multiple uses for single techniques are covered.

Prerequisite: PEEL 209

2 credits

PEEL 213 Folk, Square, and Ballroom Dance I

This course includes performance of the fundamental skills of contemporary square dance, folk dance, and couples ballroom dancing.

1 credit

PEEL 214 Folk, Square, and Ballroom Dance II

Includes performance of the intermediate skills of contemporary square dance, folk dance, and couples ballroom dancing, including ability to teach these dances.

1 credit

PEEL 222 Racquetball

Designed to provide students the basic concepts of playing the game of racquetball, including emphasis on fundamental skills, rules and regulations, and strategy.

2 credits

PEEL 223 Aerobics

A complete aerobic fitness program that utilizes various rhythmic exercise regimens to help students understand and experience the effect of physical conditioning.

2 credits

PEEL 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair

1-6 credits

PEEP 370 Essentials of Strength and Conditioning

This course is designed to assist in preparing students for a career as a strength and conditioning coach. Fundamental aspects of strength training and conditioning will be covered including program design and resistance, endurance, and plyometric exercise techniques. Anatomy, physiology, biomechanics, nutrition, and fitness testing will also be covered. The student will learn both the theory behind strength and conditioning programs and the practical, hands-on aspects of strength training.

Prerequisite: PEAC 350

PEEP 386 Graded Exercise Testing and Exercise Prescription

Theoretical information about the administration and application of graded exercise stress tests.

Prerequisite: PEAC 350

PEEP 388 Leadership Training in Exercise Programs

Students learn to organize, lead, and supervise programs of physical exercise and conditioning in industrial, business, recreational, educational, and athletic settings. Also, how to use results of diagnostic tests to prescribe appropriate activities for a wide variety of populations.

Prerequisite: PEAC 350

PEEP 399 Selected Topics

A topic not covered by an existing course will be offered as recommended by the department and approved by the Dean.

Prerequisite: Permission of the Department Chair

1-6 credits

PEEP 482 Advanced Exercise Physiology

Advanced concepts concerning the physiological adaptations of man and animals to exercise. With these concepts established, the student then explores the more controversial issues of exercise physiology.

Prerequisite: PEAC 388

PEEP 490 Internship in Exercise Physiology

This is the culminating experience for students in the exercise physiology concentration. Students are assigned to a corporate fitness center and/or a hospital-based cardiac rehabilitation center for practical experience in the application of concepts.

Prerequisite: Completion of all coursework in the concentration

PEGE 150 Fitness for Life

A study of the general nature and structure of exercise and fitness as it pertains to the individual. The purpose of this course is to assist the individual in gaining an understanding of the effects of exercise, sports, and physical activity on the physical and psychological self. Emphasis is placed on the physiological, sociological, and biological development of the individual student through planning a personal exercise program.

PEGE 240 The Impact of Sport in the Modern World

Sport is a prominent entity with a great impact on modern life. To help the student understand the extent of that impact, this course examines the many meanings of sport for the American people through (1) an evaluation of the influences of sport on America's youth, its educational institutions, and its communities — from village to metropolis; (2) an investigation of the promotion of sport by the mass media, the business community and government; (3) an analysis of the role of sport in such complex issues as gender and racial stereotyping and discrimination; (4) an examination of the relationship of sport to such contemporary concerns as violence and drug abuse and (5) an investigation of America's participation in international sport.

Prerequisites: SOC 101 and PSY 110

PEGE 330 Psychology of Sport

This course entails a look at the psychological principles involved in physical activity and sport. The theoretical basis from which the principles derive is looked at, but the emphasis is on the application of these principles.

Prerequisite: PSY 110

PEGE 340 Social History of Western Sport

This course provides a view of Western civilization through the window of sport. Building on the conceptions already established in the two Western civilization courses required for general education, it helps to close some of the unavoidable gaps left by earlier political, economic, religious, cultural, and ideological analyses of Western society. The study of sport not only broadens students' vision of life and culture in the Western world, but also enhances their understanding of it.

Prerequisites: HIST 101 and HIST 102

PETC 311 Movement Education

A different approach toward teaching in which a more individualized program is set up with the larger group (class). Students become aware of the basic movements of the body in relation to time, space, and force at their own rate according to ability level.

PETC 330 Contemporary Methods, Materials and Evaluation in Driver Education

This course is designed to include the latest innovative methods, materials and evaluative techniques in Traffic Safety education. It is geared to meet the needs and interests of both experienced driver education teachers and teachers interested in starting out in this field. Certification requirements for New Jersey are satisfied in Traffic Safety Education (classroom and behind-the-wheel instruction). Individuals interested in New York State certification may credit this course toward provisional certification in that state.

PETC 356 Gymnastics

This course enables students to develop proficiency in performing, spotting, and analyzing skills on apparatus.

Prerequisites: PEAK 164; Teacher Cert. Concentration 1 credit; jr.-level major

PETC 361 Selected Activities for School Physical Education Programs

This course provides knowledge and movement skills for selected team sports, outdoor, and recreational activities that are appropriate for inclusion in a physical education curriculum in schools. It will include team handball, softball, flag football, archery, orienteering, hiking, recreational games, and other activities as deemed appropriate.

1 credit

PETC 395 Curriculum and Teaching Physical Education in the Elementary School

The principles of curriculum development in elementary school physical education programs. Students learn how to teach physical education activities designed for elementary school children. Taken concurrently with PETC 397.

Prerequisites: Admission to teacher certification program and a 2.75 GPA.

PETC 396 Curriculum and Teaching Physical Education in the Secondary School

The physical education teacher's role in facilitating the adolescent student's growth and development through movement activities. A variety of teaching styles are explored. Includes administrative duties and responsibilities of the physical education teacher at the secondary level. Taken concurrently with PETC 398.

Prerequisites: Admission to teacher certification program and a 2.75 GPA.

PETC 397 Practicum I: Elementary School Experience

In this pre-student-teaching experience, the student is assigned to work in a school for the purpose of observing and assisting the experienced physical educator. Experiences include working with individuals and small groups and teaching the entire class. Taken concurrently with PETC 395.

Prerequisites: Admission to teacher certification program and a 2.75 GPA.
1 credit

PETC 398 Practicum II: Secondary School Experience

This experience in the school is correlated with methods of teaching physical education and human movement. Primarily devoted to teaching classes and small groups. Taken concurrently with PETC 396.

Prerequisites: Admission to the teacher certification program and a 2.75 GPA.
1 credit

PETC 399 Special Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair
1-6 credits

PETC 461 Concepts of Coaching

This course provides an introduction to the concepts associated with coaching of interscholastic and intercollegiate sports. The student is exposed to various techniques, principles, and fundamentals that are associated with coaching.

1 credit, jr./sr.-level major

PETC 495 Seminar in Physical Education

Current trends and developments in public education are explored. Particular attention is given to classroom management and problems that confront student teachers. The course is conducted during the semester of the student teaching experience and must be taken concurrently with student teaching.

1 credit

Department of Mathematics

Professors: Z. Chen, E. Goldstein, M. Jani, M. Llarull, S. Maheshwari, D. Miller, E. Phadia

Associate Professors: D. Kalish, M. Zeleke (chairperson)

Assistant Professors: A. Antoniou, D. Cedio-Fengya, W. Lim, C. Mancuso, M. Rosar, O. Saldarriaga

The Department of Mathematics offers courses in most principal branches of mathematics. The primary goal of the program is to prepare majors for professional careers and graduate school while creating in each student an awareness and appreciation of the beauty and importance of mathematics in various facets of life through active learning experiences.

The program leading to a bachelor of arts degree in mathematics has two major tracks, namely, mathematics and applied mathematics. A minor in mathematics and a minor in statistics are also available.

Placement in mathematics courses is based on the New Jersey College Basic Skills Placement test scores and high school records. Students who do not demonstrate readiness for calculus are required to take preparatory courses that do not count toward the mathematics major. Students who have taken AP calculus in high school may apply for advanced placement with credit. By rotation, all our major courses are offered during evening hours to serve part-time majors.

Students interested in obtaining teacher certification in mathematics must complete additional courses as prescribed by the College of Education (see the Departments of Early Childhood and Elementary Education as well as Secondary and Middle School Education).

Mathematics majors are encouraged to minor in areas in which mathematics can be extensively applied, such as computer science, biology, physics, chemistry, economics, business administration, psychology, and statistics. Mathematics majors who intend to pursue a graduate program are advised to satisfy the intermediate reading level in one of the following foreign languages: German, French, or Russian. In keeping with University policy, students may be required to participate in activities related to assessment of student learning.

The department has a computer lab for priority use by our majors. In addition, the College of Science and Health has two other computer labs for general use. These labs provide an excellent facility for course work as well as for senior projects and research.

Students are expected to use a variety of technologies (such as graphing calculators, computers, etc.) throughout the mathematics major course work as part of a concerted effort to meet the changes in the way mathematics is now being done, and also to meet the technological challenges of the twenty-first century. The department offers technology workshops to familiarize students to computer software such as Mathematica, SPSS and SAS that are commonly used in higher level mathematics course instructions.

For more information about mathematics department programs, faculty, and student related activities visit the department Web site at www.wpunj.edu/cos/math.

Curriculum

MAJOR REQUIREMENTS

Students must fulfill the requirements of either the Mathematics track or the Applied Mathematics track. Note: In both tracks, MATH 160, Calculus I, is the required Math GE course.

MATHEMATICS TRACK 40-41 CREDITS

Required Courses 27 Credits

MATH 161	Calculus II	4
MATH 200	Logic and Methods of Higher Mathematics	3
MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 301	Modern Algebra	3
MATH 302	Advanced Calculus	3
MATH 423	Real Analysis	3
MATH 425	Introduction to Topology	3
MATH 490	Math Seminar	1

Additional Required Courses 4 Credits

CS 230	Computer Science I	4
--------	--------------------------	---

Electives 9-10 Credits

Choose **any three** from the following:

MATH 322	Differential Equations	3
MATH 323	Foundations of Geometry	3
MATH 324	Probability and Statistics	4
MATH 325	Topics from Applied Mathematics	3
MATH 332	Statistical Computing	3
MATH 380	Mathematical Models and Applications	3
MATH 399	Selected Topics	1-3
MATH 401	Applied Algebra	3
MATH 411	Advanced Discrete Mathematics	3
MATH 421	Mathematical Statistics	3
MATH 422	Complex Analysis	3
MATH 424	Introduction to Numerical Analysis	3
MATH 499	Independent Study	1-3

APPLIED MATHEMATICS TRACK 41 CREDITS**Required Courses 28 Credits**

MATH 161	Calculus II	4
MATH 200	Logic and Methods of Higher Mathematics	3
MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 322	Differential Equations	3
MATH 324	Probability & Statistics	4
MATH 325	Topics from Applied Mathematics	3
MATH 411	Advanced Discrete Mathematics	3
MATH 490	Math Seminar	1

Additional Required Courses 4 Credits

CS 230	Computer Science I	4
--------	--------------------------	---

Electives 9 Credits

Choose any three from the following

(at least one course must be 400 level):

MATH 301	Modern Algebra	3
MATH 302	Advanced Calculus	3
MATH 323	Foundations of Geometry	3
MATH 332	Statistical Computing	3
MATH 380	Mathematical Models and Applications	3
MATH 399	Selected Topics	1-3
MATH 401	Applied Algebra	3
MATH 421	Mathematical Statistics	3
MATH 422	Complex Analysis	3
MATH 423	Real Analysis	3
MATH 424	Introduction to Numerical Analysis	3
MATH 425	Introduction to Topology	3
MATH 499	Independent Study	1-3

Special elective

(Required for Mathematics Majors seeking Teacher Certification):

MATH 211	History of Mathematics
----------	------------------------

TEACHER CERTIFICATION REQUIREMENTS

Students interested in obtaining teacher certification in mathematics must complete, in addition to the mathematics or applied mathematics track, a total of 30 extra credits from courses prescribed by the College of Education. Please see the chairperson in the Early Childhood and Elementary Education department or the Secondary and Middle School Education department for the appropriate certification sequence.

MATHEMATICS MINOR**REQUIREMENTS 18-21 CREDITS****Required Courses 11 Credits**

MATH 160	Calculus I	4
MATH 161	Calculus II	4
MATH 202	Linear Algebra	3

Electives 9-10 Credits

Three additional mathematics courses from those listed under the mathematics major. At least two of these courses must be at the 300 level or higher.

STATISTICS MINOR**REQUIREMENTS 20 CREDITS**

Offered in response to the demand for professionals trained in various branches of statistics such as biostatistics, quality control, operations research, economic forecasting, opinion polls, and marketing analysis. This minor trains students to be proficient in statistical techniques useful in their chosen professions.

Required Courses 20 Credits

For a Non-Mathematics Major

MATH 140	Quantitative Math I	3
MATH 145	Quantitative Math II	3
MATH 230	Statistics	4
MATH 324	Probability & Statistics	4
MATH 332	Statistical Computing	3
MATH 421	Mathematical Statistics	3

For a Mathematics Major

MATH 230	Statistics	4
MATH 324	Probability & Statistics	4
MATH 332	Statistical Computing	3
MATH 325	Topics in Applied Mathematics	3
MATH 421	Mathematical Statistics	3
MGT 470	Introduction to Operations Research	3

Courses

Unless otherwise noted, all courses are 3 credits.

MATH 106 Basic Mathematics with Algebra

This course covers the arithmetic of whole numbers, signed numbers, fractions, decimals and percents. The primary coverage of the course is polynomial arithmetic, algebraic expressions, factoring, solving equations (linear and quadratic) with applications and graphing.

Note: Credits for this basic skills course are not applicable toward degree requirements.

Prerequisite: Basic Skills Placement

Completion of Basic Skills requirement is necessary for all the following courses.

MATH 110 Contemporary Mathematics

This course is intended to provide an understanding of some of the mathematical ideas expected of an educated adult. Topics include logic, set theory, probability, statistics matrices, and applications selected by the instructor.

MATH 111 Algebra and Geometry with Applications

This is a course with emphasis on studying practical problems with mathematical models. Topics include: the real number system, introduction to functions and modeling, systems of equations and matrices, exponential and logarithmic functions, linear inequalities in two variables and geometry.

Prerequisite: MATH 110

MATH 115 College Algebra

To give students in mathematics, science, and computer science the algebraic tools necessary to be prepared for precalculus and calculus. Topics include: graphing lines, parabolas and cubic equations, review and applications of the quadratic equation, exponents, radicals and complex numbers, systems of three equations in three unknowns both linear and nonlinear, polynomial division, midpoint formula, introduction to the six trigonometric functions and three Pythagorean identities.

Prerequisite: MATH 106 or Basic Skills Placement

MATH 116 Precalculus

Prepares students for the study of calculus by helping them acquire a working knowledge of the algebraic properties and graphs of the logarithm, exponential trigonometric and inverse trigonometric functions, further study of many algebraic expressions and applications of trigonometric identities used in calculus, introduction to polar coordinates, and the Law of Cosines.

Prerequisite: MATH 115 or Department Chairperson's permission

MATH 130 Elementary Statistics

The development of statistical concepts with applications to various disciplines. Topics include descriptive and inferential statistics, probability, binomial distribution, normal distribution, sampling theory, estimation, confidence intervals, hypothesis testing, t-test, Chi square test, and regression and correlation.

Not open to science or mathematics majors.

MATH 140 Quantitative Mathematics I

(for students majoring in business)

An introduction to functions, equations, matrix algebra, linear programming, non-linear models and mathematics of finance. Topics include equations and inequalities, functions and graphs, matrix algebra, linear programming: graphical analysis as well as the simplex method, and mathematics of finance.

MATH 145 Quantitative Mathematics II

(for students majoring in business)

This course covers essential ideas of the calculus: functions, limits, continuity, differentiation and applications, antiderivatives, definite integrals, and multivariable calculus. Business applications are stressed.

Prerequisite: MATH 140

MATH 160 Calculus I

Limit and continuity of functions, L'Hospital's rule, the intermediate value theorem, derivatives, differentiation of algebraic and transcendental functions, Rolle's theorem and the mean value theorem, applications of differentiation, and differentials.

Prerequisite: Math 116

4 credits

MATH 161 Calculus II

Indefinite and definite integrals and their estimation, introductory differential equations, applications of integration, techniques of integration, improper integrals, infinite series, and introduction to Taylor polynomials and approximations.

Prerequisite: MATH 160

4 credits

MATH 200 Logic and Methods of Higher Mathematics

An introduction to rigorous reasoning through logical and intuitive thinking. The course provides logical and rigorous mathematical background for study of advanced math course. Students are introduced to investigating, developing, conjecturing, proving, and disproving mathematical results. Topics include formal logic, set theory, proofs, mathematical induction, partial ordering, relations, functions.

Prerequisite: MATH 160

MATH 201 Calculus III

Conic sections, rotation of axes, graphing, and area in polar coordinates. Vectors and vector-valued functions, calculus of functions of several variables, including partial differentiation and multiple integrals.

Prerequisite: MATH 161

4 credits

MATH 202 Linear Algebra

An introductory course in the theory of linear transformations and vector spaces. Topics include systems of equations, matrices, determinants, inner product spaces, eigenvalues, and eigenvectors.

Prerequisite: MATH 161

MATH 211 The History of Mathematics

A survey of the historical development of mathematical thought from ancient times to the present. The actual content of this course may vary by instructor. Possible topics include: Babylonian, Egyptian, Greek, Chinese, Hindu, and Arabian mathematics; European mathematics in the middle ages and the Renaissance; the development of calculus, number theory, abstract algebra, non-Euclidean geometry, and set theory.

Prerequisite: MATH 161

MATH 230 Statistics

A rigorous course covering measures of central tendency; measures of variation; graphical techniques for univariate and bivariate data; correlation and regression, probability, binomial and normal distributions; estimation; confidence interval; testing of hypotheses; contingency tables; analysis of variance; nonparametric methods. Use of packages such as SAS, Minitab, etc., is strongly emphasized.

4 credits

MATH 301 Modern Algebra

An introduction to groups, isomorphisms, rings, integral domains, fields and polynomial rings. Emphasis is placed on techniques of proofs.

Prerequisite: MATH 200 or CS 260

MATH 302 Advanced Calculus

An in-depth study of continuity, partial derivatives, and differentiability of functions on Euclidean space. Inverse and Implicit function theorems. Integration of functions on Euclidean space and Fubini's theorem. Differential forms and the fundamental theorem of Calculus.

Prerequisites: MATH 201 and (MATH 200 or CS 260)

MATH 322 Differential Equations

A study of the methods of solution and applications of ordinary differential equations. Topics include first- and second-order equations, existence and uniqueness of solutions, separation of variables, exact equations, integrating factors, linear equations, undetermined coefficients, variation of parameters, transform methods, series solutions, systems of equations, and elementary numerical methods.

Prerequisite: MATH 161

MATH 323 Foundations of Geometry

Develops an axiomatic approach to the study of geometry with specific applications to finite and non-Euclidean geometries. Knowledge of Euclidean geometry is assumed.

Prerequisites: MATH 161 and (MATH 200 or CS 260)

MATH 324 Probability and Statistics

A mathematical treatment of probability as well as statistics. Topics include probability axioms, discrete and continuous, random variables, mathematical expectation, probability functions; densities, basic discrete and continuous distribution functions; functions of random variables and their distributions. Also covered is Central Limit Theorem, confidence intervals, hypothesis testing, and Linear regression. Software such as SAS or Minitab is used for testing and regression problems.

Prerequisite: MATH 161

4 credits

MATH 325 Topics from Applied Mathematics

Topics are selected from various branches of applied mathematics. The mathematical principles and theories involved are applied to problems in the physical sciences, mathematics, biological sciences, business, and computer science.

Prerequisite: MATH 201

MATH 332 Statistical Computing

In this course, students solve statistical problems on the computer with the help of statistical packages, such as SAS, BMD, Mystat, etc., and learn to interpret the outputs and draw inferences. Topics include analysis of variance with and without interactions, correlation and regression analysis, general linear models, multiple comparisons, and analysis of contingency tables.

Prerequisite: MATH 324

MATH 380 Mathematical Models and Applications

Quantitative analysis process; linear programming (LP); graphical method and sensitivity analysis; LP applications in health care; business and transportation; the Simplex Method: algebraic approach and applications; transportation and assignment problems; graph theory and network models.

Prerequisite: MATH 202

MATH 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean. The number of credits for MATH 399 may vary from 1 to 3 for a selected topic. MATH 399 cannot be credited more than twice, each on a different topic, toward degree requirements.

Prerequisite: Department Chairperson's permission
1-3 credits

MATH 401 Applied Algebra

Concepts of modern algebra are applied to different areas. Topics include Boolean algebra and applications to switching theory; automata (finite state machines) and Turing machines; recursive functions and some ideas in theory of computability, groups, rings, polynomial rings, finite fields applied to coding theory, development of binary group codes, Hamming codes, B-C-H codes, relations of geometry, and statistical block designs to codes; importance of codes in communications.

Prerequisite: MATH 301 or MATH 202

MATH 411 Advanced Discrete Mathematics

This is an advanced course in discrete mathematics, primarily dealing with discrete dynamical systems, algorithms, combinatorics, and graph theory. Emphasis is placed on complexity of algorithms, on existence and optimization problems in graph theory and on associated algorithms.

Prerequisite: MATH 202 or CS 260

MATH 421 Mathematical Statistics

A theoretical treatment of statistical topics including distribution theory, sampling, point and interval estimation, methods of estimation, properties of estimators; Neyman-Pearson Lemma, hypothesis testing, and linear models.

Prerequisite: MATH 324

MATH 422 Complex Analysis

Elements of complex analysis. Topics include complex numbers, analytic functions, Cauchy integral theorem, Cauchy integral formula, power series, and conformal mapping.

Prerequisite: MATH 302 or MATH 322

MATH 423 Real Analysis

A rigorous approach to the theory of functions of real variables. Topics include metric spaces and their properties, sequences, limits, continuity, uniform continuity, differentiability, integration, and Riemann-Stieltjes integral.

Prerequisite: MATH 301 or MATH 302

MATH 424 Introduction to Numerical Analysis

Treatment of numerical methods including numerical integration, numerical solution of equations and systems of equations, approximation of functions, numerical solution of differential equations, applications, and computer implementation of numerical methods.

Prerequisite: MATH 202 or MATH 322

MATH 425 Introduction to Topology

Topological spaces and their properties, connectedness, compactness, boundedness, limit points, continuity, homeomorphisms, topological invariants, separation, and countability axioms.

Prerequisite: MATH 301 or MATH 302

MATH 490 Mathematics Seminar

This course is conducted in a seminar format. Students (with assistance from a faculty member) complete a project in mathematics and make a presentation. Emphasis is placed on the seminar presentation.

Prerequisite: One math course at 300 level or higher.
1 credit

MATH 499 Independent Study

An individual research project under the direction of a faculty member and with the approval of the chairperson. The number of credits for each independent study may vary from 1 to 3 per semester, up to a limit of 6 credits.

1-3 credits

Department of Nursing

Professors: C. Gleim Bareford, B. Bohny, S. DeYoung, M. Patrick, J. Tracy

Associate Professors: C. Barry, J. Bliss (chairperson), K. Connolly, D. D'Amico, R. Harrison, K. Louie, C. O'Grady, K. Scura

Assistant Professors: C. Barbarito (half-time), A. Brassard, V. Coyle (half-time), C. Hedges, S. Jackson (half-time), N. Serra

Instructors: K. Bakarich (half-time), D. Callanan (half-time), S. Dakake (half-time), M. Koliopoulos, N. Konzelman (half-time), J. Kutzleb (half-time), L. Marut (half-time), L. Mathew (half-time), M. Dour-O'Neil (half-time), M. Touw (half-time)

Professional Specialist: R. Pevour

The Department of Nursing is nationally accredited by the Commission on Collegiate Nursing Education. Its primary mission is the education of students who will serve as professional nurses in various health care delivery settings. The department offers a major in professional nursing supported by a concentration in the biological, physical, and social sciences and a broad base of general education courses. Graduates of this program are awarded a bachelor of science degree with a major in nursing. Upon completion of the program and exit exam, graduates are eligible to take the National Council Licensure Examination (NCLEX), administered by the New Jersey Board of Nursing, to become a registered professional nurse. The New Jersey Board of Nursing reserves the right to refuse to admit a person to an examination or to issue a license under NJ State Statute 45:1-21. The department of nursing reserves the right to refuse recommendation of any student to the New Jersey Board of Nursing until they have passed an Exit Exam selected by the faculty.

Nursing courses include a clinical laboratory component in which faculty guide students in the development and application of knowledge and skills in a variety of health care settings. An on-campus learning center provides a large inventory of audiovisual and computer materials, hospital equipment, and supplies for student laboratory experiences.

Entrance Requirements

In addition to the University's admissions requirements, prospective nursing majors are required to take both a biology and chemistry course, with laboratory, in high school.

Students may be admitted to the program as freshmen or as transfers. Transfer students and students changing majors are eligible for admission following application and review by the department. It should be noted that students must have completed BIO 112-113, 170 and PSY 110 and 210 (with grades of C or better) before being permitted to begin the adaptation nursing sequence of courses.

Permission to take courses in the nursing program is dependent on evidence of student achievement in preparatory courses and the number of available seats.

Registered nurse students from diploma and associate degree programs may apply for admission following a transcript evaluation. Opportunity is provided to challenge some courses in the major. A current RN license in New Jersey is required. For further information, registered nurse students should address inquiries to the RN Coordinator, Department of Nursing.

Any student seeking information regarding the recommended sequence of courses in the nursing major should contact the Nursing Department.

Policies

The Nursing Department conducts a performance standards review after each semester. Students who do not maintain a 2.0 grade point average in the major and corequisite courses or who do not achieve a grade of C or better are evaluated for retention/progression in the nursing major.

Nursing laboratory courses are conducted both on- and off-campus. Automobile transportation is required for most off-campus experiences.

Nursing students are required to have a yearly physical examination and to submit the results to the Campus Health and Wellness Center by the beginning of the fall semester. Current CPR certification is required. In addition criminal background checks are done at the students expense before starting the clinical courses. Results are submitted to the agencies for their interpretation in keeping with the accreditation standards of the Joint Commission Accreditation of Health Organizations (JCAHO) and the state of New Jersey.

Honors Society

Sigma Theta Tau: Iota Alpha Chapter, the International Honors Society in Nursing

Sigma Theta Tau, established in 1922, is the International Honors Society of nursing. Established on the values of love, courage, and honor, it has become an active force for the benefit of health care and of nursing careers. *Sigma Theta Tau* recognizes superior achievement and scholarship, recognizes the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the profession. Membership is by invitation. Undergraduate students must complete 50 percent of the required nursing coursework and have a minimum 3.0 overall GPA for admission. For more information, please contact Dr. Colleen Barbarito, Department of Nursing, (973) 720-3485.

Honors Track Program

The Nursing Honors Track is intended for highly motivated Nursing majors. For further information on this track, consult the coordinator, Dr. J. Bliss, 973-720-3494, or see page 321 of this catalog.

Curriculum:

Please note that minor curriculum changes may be made during a student's course of study. Such changes would be designed to enhance the learning experience for all students.

MAJOR COURSES 56 CREDITS

NUR 210	Nursing as a Profession	3
NUR 212	Adaptation Nursing I	3
NUR 213	Adaptation Nursing II	4
NUR 214	Adaptation Nursing I Laboratory	2
NUR 215	Adaptation Nursing II Laboratory	3
NUR 312	Expanding Family and Adaptation Nursing	4
NUR 313	Established Family and Adaptation Nursing	4
NUR 314	Expanding Family and Adaptation Nursing Laboratory	4
NUR 315	Established Family and Adaptation Nursing Laboratory	4
NUR 316	Family Systems and Adaptation	2
NUR 350	Nursing Research	3
NUR	Nursing Elective*	3
NUR 410	Community Systems	2
NUR 411	Professional Practice Theory	2
NUR 412	Adaptation in the Community	3

NUR 413	Professional Clinical Practice I	2
NUR 414	Adaptation in the Community Laboratory	4
NUR 415	Professional Clinical Practice II	3
NUR 416	Senior Seminar	1

*Selected from among NUR 320, 323, 421, 434, 436

COREQUISITE COURSES* 36 CREDITS

BIO 112	General Anatomy and Physiology I	4
BIO 113	General Anatomy and Physiology II	4
BIO 170	Basic Microbiology	4
BIO 312	Advanced Anatomy and Physiology	4
CHEM 131	College Chemistry: Lecture	3
CHEM 031	College Chemistry: Lab	1
CHEM 132	Organic Biochemistry: Lecture	3
CHEM 032	Organic Biochemistry: Lab	1
CMHL 221	Nutrition	3
MATH 130	Elementary Statistics	3
PSY 110	General Psychology	3
PSY 210	Developmental Psychology	3

*Note: Degree requirements not listed (36 credits) include additional general education courses.

The following courses are designed for licensed RN's only.

NUR 218	Physical Assessment	1
NUR 219	Nursing Technologies	1
NUR 322	Adaptation of Client in a Family Framework	4
NUR 324	Specialty Portfolio	3
NUR 417	Community Health Adaptation Laboratory	2
NUR 418	Mental Health Adaptation Nursing	2
NUR 419	Mental Health Adaptation Nursing Laboratory	2

Courses

Unless otherwise noted, all courses are 3 credits.

NUR 210 Nursing as a Profession

Identifies historical and evolutionary perspectives in nursing as they impact on current issues and trends in health care delivery and professional nursing.

NUR 212 Adaptation Nursing I

Utilizes the Roy Adaptation Model as a framework for the nursing process, which identifies normative ranges and health problems of the total individual. Prerequisites: BIO 113, 170 and PSY 210

NUR 213 Adaptation Nursing II

A further study of the human response to internal and external changes is the focus. Concepts of illness and prevention of complications and their application to the health and illness are introduced, along with leadership and group process skills.

Prerequisites: NUR 210, 212 and 214

4 credits

NUR 214 Adaptation Nursing I Laboratory

Building on theory presented in NUR 212 and physical assessment techniques, communication and teaching skills as well as basic nursing activities emphasize the one-to-one relationship between student and client with a focus on wellness and illness prevention.

Taken concurrently with NUR 212

Prerequisite: Permission of Department Chairperson required.

2 credits (6 laboratory hours)

NUR 215 Adaptation Nursing II Laboratory

Building on theory from NUR 213, students practice in a clinical setting that provides for care of the adult client experiencing physical health problems, as well as the opportunity to practice with all levels of health-care providers.

Prerequisites: NUR 212 and 214

Taken concurrently with NUR 213

(9 laboratory hours)

NUR 218 Physical Assessment

Designed for the graduate/licensed nurse, this course introduces the concept of health assessment. Health history taking and the techniques of examination are emphasized, as is the concept of wellness.

Prerequisite: Permission of RN coordinator

1 credit

NUR 219 Nursing Technologies

Building on theory from NUR 212, the graduate/licensed nurse has the opportunity to refine application of concepts, cognitive and psychomotor skills.

This includes communication theory, teaching/learning principles, and psychomotor nursing skills.

1 credit

NUR 312 Expanding Family and Adaptation Nursing

Emphasizes the evolving and growing family members and their adaptation status during growth and developmental cycles in health/illness. Psychosocial stressors of the expanding family are included and physiological adaptation is emphasized.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits

NUR 313 Established Family and Adaptation Nursing

Studies adaptation by the adult to various stressors affecting members of established and maturing family units. Altered physiologic functioning and the associated psychosocial responses provide the focus for the study of adults and their health status.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits

NUR 314 Expanding Family and Adaptation Nursing Laboratory

Laboratory provides for application of theory from NUR 312. Students utilize cognitive and psychomotor skills implementing the nursing process with female and male parents, the neonate, infants, children and adolescents.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits (12 laboratory hours)

NUR 315 Established Family and Adaptation Nursing Laboratory

Laboratory applies theory from NUR 313. Students utilize cognitive and psychomotor skills in the implementation of the nursing process with ill adult members of an established family.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits (12 laboratory hours)

NUR 316 Family Systems and Adaptation

Study of family structure, development, and function offers a framework for assessing family health status. Common and specialized stressors affecting family adaptation are identified. The nursing process with the family as a client is the major focus.

Prerequisites: NUR 213, 215, CHEM 132 and 032

2 credits

**NUR 320 Nursing Promotion of
Adaptation in the Elderly**

Nursing elective course focusing on the nurse's role in assisting the elderly client to adapt to physiological, social, and psychological changes. Students plan nursing interventions based on an assessment of the older client's specific health needs and the latest research findings.

Prerequisites: NUR 214, 215

**NUR 322 Adaptation of the Client
in a Family Framework**

Provided for the RN student, this course focuses on the expanding role of the nurse in providing health care to families at all stages of the developmental life cycle. Clinical practice (6 hr/wk) is provided in complement to lecture component.

Prerequisite: Permission of R.N. coordinator required
4 credits

NUR 323 The Child with a Chronic Condition

Nursing strategies directed towards maximizing multi-dimensional health in children with chronic illness or disability are the foci of this course.

Prerequisites: NUR 316 or either NUR 312 or NUR 313

NUR 324 Specialty Portfolio

RN to BSN completion students may take this option in place of a nursing elective. A portfolio is developed to demonstrate knowledge and expertise in a nursing specialty. Evidence in the portfolio will include a resume, job description, committee work, certifications, CEU certificates, etc. The student applies for a course challenge in order to obtain credit for the course.

NUR 350 Nursing Research

Designed to help the student understand and use research concepts and methods by developing the ability to analyze, criticize, and interpret research. Students critique a published research study and conduct group research projects.

Prerequisites: MATH 130 and completion of 200-level nursing courses (i.e., NUR 215, NUR 218)

NUR 399 Selected Topics

A topic not covered by an existing course will be offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair
1-6 credits

NUR 410 Community Systems

Focuses on the role of the community as it relates to the health status of individuals, families, and groups. Community behavior as well as the sociopolitical dynamics of health/illness care are explored.

Prerequisites: NUR 312, 313, 314 and 315
2 credits

NUR 411 Professional Practice Theory

Designed to facilitate transition from a student role to that of the beginning professional practitioner.

Enables the student to examine both the sociocultural and economic forces affecting the nursing profession within the health-care delivery system. Emphasis is placed on leadership/management theory.

Prerequisites: NUR 410, 412, and 414
2 credits

NUR 412 Adaptation in the Community

Focuses on acutely and chronically ill clients and their families in both community and psychiatric settings.

Emphasis is placed on alterations in role function, self-concept, and interdependence modes.

Prerequisites: NUR 312, 313, 314, 315, 316

NUR 413 Professional Clinical Practice I

Offers the student the opportunity to practice various roles of the professional practitioner. Clinical expertise is developed via the application of the nursing process.

Prerequisites: NUR 410, 412 and 414
2 credits

**NUR 414 Adaptation in the
Community Laboratory**

Laboratory course provides for application of theory from past and concurrent courses. Students use cognitive and psychomotor skills in the nursing care of individuals, families, and communities responding to sustained stressors affecting self-concept, role function, and interdependence modes. Clinical practice is in both mental health and community settings.

Prerequisites: NUR 312, 313, 314, 315, 316
4 credits (12 laboratory hours)

NUR 415 Professional Clinical Practice II

Offers the student opportunity to provide care to groups of patients/clients at selected levels of prevention. The student applies theories of leadership, management, change, and teaching-learning in the practice setting.

Prerequisites: NUR 410, 412, and 414

NUR 416 Senior Seminar

This seminar enables the student to implement the proposal for intervention with a vulnerable population that was designed in community systems as a result of the community assessment project.

Prerequisites: NUR 410, 412, and 414

1 credit

NUR 417 Community Health Adaptation Nursing Laboratory

Laboratory course designed for the RN student. It provides for application theory from past and concurrent courses. Students use cognitive and psychomotor skills in the nursing care of individuals, families and communities responding to sustained stressors in the community setting.

Prerequisites: NUR 316, 322

2 credits (6 laboratory hours)

NUR 418 Mental Health Adaptation Nursing

Designed for the RN student. The focus is on the individual within the family system who experiences alterations in self-concept, role function, and interdependence in response to threats to psychic and social integrity. Relevant psychosocial theories contributing to ineffective behaviors are studied.

Prerequisites: NUR 316, 322

2 credits

NUR 419 Mental Health Adaptation Nursing Laboratory

Laboratory course designed for RN students. Provides an opportunity to apply the Roy Adaptation Model in the nursing care of individuals and/or families responding to threats in psychic and social integrity. Application of the theory from NUR 418 is geared to a client population of acutely or chronically mentally ill individuals.

Prerequisites: NUR 316, 322

2 credits (6 laboratory hours)

NUR 421 Women's Health and Adaptation Nursing

Nursing elective that focuses on selected issues related to women's health within Roy's Adaptation framework. Women's growth and development is examined from a nursing perspective according to selected theorists. Students discuss the planning and implementation of nursing care for women with selected health problems in both acute-care and community settings.

Co or Prerequisite: NUR 312

NUR 434 Critical Care Nursing

Nursing elective course designed to prepare senior students for practice in the complex environment of the critical care unit. The focus is on the care of the critically ill adult. The course includes both formal classroom presentations and supervised clinical experience.

Prerequisite: Permission of department chairperson

NUR 436 Holistic Health Practice

This course introduces historical, cultural, professional, practical, and ethical dimensions of holistic health practice as it impacts on the client, the professional, and society. Beginning skills will be developed in the practice of selected interventions.

Prerequisite: Completion of junior level courses in major, or permission of professor.

NUR 499 Independent Study

An opportunity to pursue areas of nursing interest. As approved and to be arranged.

1-6 credits

Honors Tracks

BIOPSYCHOLOGY

Professors: R. Benno (Biology, Track coordinator), D. Desroches (Biology), M. Hahn (Biology), D. Vardiman (Psychology)

Assistant Professors: E. Onaivi (Biology)

The Biopsychology Honors Track draws on newly emerging discoveries in such fields as behavior, the brain sciences, genetics, psychopharmacology, and many others to unravel the biology of the mind and behavior. The National Science Foundation awarded two grants to support the development of this exciting track. As with all honors tracks at William Paterson, the Biopsychology Honors Track is not itself a major, but a distinctive cluster of courses that deepens, broadens, and adds challenge to students' chosen majors.

Open to majors in anthropology, biology, applied chemistry, nursing, psychology, and speech pathology, this track is highly recommended for students planning graduate study, including premedical/dental/veterinary/graduate nursing studies and, in general, for those students interested in clinical or research careers. The biopsychology honors track is designed for highly motivated individuals seeking opportunities to learn and to demonstrate excellence.

Interested students begin in the freshman year with a set of foundation courses carefully selected to provide a firm basis for the study of more advanced disciplines. Students begin taking the core biopsychology courses in the junior year. The curriculum is enriched with seminars, discussion groups, research opportunities, and speaker series. Students and faculty participate together in a closely knit academic community. For further information on this track, consult the coordinator, Dr. Robert Benno, Department of Biology, 973-720-3440.

Curriculum

FOUNDATION COURSES 26-43 CREDITS

Biology 4 or 8 Credits

BIO 163-164	General Biology I and II	8
	or	
BIO 112-113	General Anatomy and Physiology I and II ..	8
	or	
BIO 114	Applied Anatomy and Physiology	4

Psychology 3 Credits

PSY 110	General Psychology	3
---------	--------------------------	---

Chemistry 8 or 16 Credits either

CHEM 160-161	General Chemistry I and II (incl. labs 060,061)	8
	and	
CHEM 251-252	Organic Chemistry I and II (incl. labs 051,052)	8
	or	
CHEM 131-132	College Chemistry and Organic Biochemistry (incl. labs 031,032)	8

Statistics 7 or 8 Credits

MATH 230-232	Statistics and Statistical Computing	7
	or	
PSY 202-203	Experimental Psychology I and II	8

Physics 4 or 8 Credits

Choose one of the following by advisement
(not required of nursing students):

PHYS 255-256	College Physics I and II	8
	or	
PHYS 260-261	General Physics I and II	8
	or	
PHYS 110	Introduction to Physics	4

CORE COURSES 14 CREDITS

PSY 353	Physiological Psychology	3
BIPY 474	Neuroscience	4
BIPY 475	Behavior Genetics	4
	Topical electives in biopsychology*	3

*Choose from sociobiology, psychopharmacology, human neuropsychology, biorhythms in physiology and behavior, and special current topics as announced.

Courses

PSY 353 Physiological Psychology

This course provides an introduction to the structure and function of the nervous system and explores the biological bases of perception, consciousness, hunger, sexuality, sleep, memory, and reward.

Prerequisites: PSY 110 and BIO 114 or equivalent
3 credits

PSY 415 Psychopharmacology

After a brief review of brain anatomy and function, the course focuses on the synapse (chemical neurotransmission mechanisms) followed by in-depth exploration of the various neurotransmitter systems. On this base, the major classes of psychoactive drugs are examined with respect to their effects and their mechanisms of action. Drug classes covered include opiates, anti-anxiety agents, alcohol, stimulants, antidepressants, hallucinogens, and antipsychotic drugs.

Prerequisites: PSY 110 and BIO 112-113 or 163-164 or PSY 353
3 credits

BIPY 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the track coordinator and approved by the dean.

Prerequisite: Permission of the track coordinator
1-6 credits

BIPY 474 Neuroscience

A study of the brain — specifically the integrated roles of the anatomy, chemistry, histology, and electrical activity of the central nervous system. The laboratory component focuses on anatomy and techniques for the study of brain functioning.

Prerequisites: PSY 110; [BIO 164 or BIO 113 or PSY 353]; CHEM 061; CHEM 161

Lecture and lab
4 credits

BIPY 475 Behavior Genetics

An introduction to the concept of gene-environment interaction as a determinant of both animal and human behavior. Exposure to various methods of experimental and correlational types of investigation. Prerequisites: PSY 110; [BIO 164 or BIO 113 or BIO 114]; CHEM 061; CHEM 161
Lecture and lab
4 credits

BIPY 479 Biorhythms in Physiology and Behavior

Focuses on the role of biological rhythms in the adaptive functioning of organisms. Examines yearly, monthly, tidal, daily, and sleep/dream cycles; the nature and control of internal clock mechanisms and the implications of biorhythms for illness and psychopathology. Prerequisites: PSY 110; [BIO 164 or BIO 113 or BIO 114]
3 credits

BIPY 490 Human Neuropsychology

Also offered as PSY 590 - see Graduate Catalog
Provides a thorough introduction to the study of the anatomy and functional organization of the human brain in relation to sensory, motor, cognitive, and behavioral functions. Emphasis is placed on understanding higher human cortical functions as a basis for exploring the major brain disorders. Neuropsychological principles form an organizing matrix for the material of the course. Prerequisites: PSY 353 or BIPY 474
3 credits

BIPY 499 Independent Study

Individual research projects under the direction of a faculty member.
Prerequisite: Permission of the track coordinator and dean of College of Science and Health
1-6 credits

LIFE SCIENCE AND ENVIRONMENTAL ETHICS

The Life Science and Environmental Ethics Honors Track addresses issues that have arisen over the past three decades because of the explosion of knowledge in biology, medicine, and the environmental sciences. Armed with new knowledge in biology, particularly molecular biology, we now have the ability to manipulate the genetic material of simple organisms, like viruses and bacteria, and have ever-increasing abilities to extend such manipulations to complex plants and animals. Such manipulations are allowing

the production of new medicines, the use of technology to sustain life, the manipulation of genomes, and even the cloning of complex organisms.

In the environmental realm, we are in the midst of a rapid expansion of the human population. As that expansion occurs, we face such fundamental issues as land use and planning, the disposal of hazardous waste, the preservation of natural environments, and the protection of sources of fresh water.

Understanding and working with such issues requires clear and analytical thinking, an understanding of classical arguments, and experience in the settings where the decisions are made. The Life Science and Environmental Ethics Honors Track provides the relevant training and experience.

As with the other tracks of the University Honors Program, the Life Science and Environmental Ethics Honors Track is not a major but a distinctive set of courses that adds breadth to and reinforces a student's chosen major. Open to students of any major, this track could be of special benefit to students of science who choose to anchor their scientific knowledge in a classical ethical foundation. Coming from another perspective, a student in business might choose to complete his/her undergraduate education with first hand experiences where ethics and the biological or environmental sciences merge.

After completing the first two undergraduate years, and at least two courses in science (by advisement), the student takes a set of three courses. Those courses expand the student's understanding of the process of scientific investigation, exposes them to the major ethical systems, and through the mechanism of the case study, explores the interfaces among ethics, science and the law. Next, the student completes a one semester intensive internship with an agency that deals with ethical issues in the lives of humans, animals, or an aspect of human-environmental interaction. Finally, the student will integrate classroom and practical experience with scholarship in a senior thesis

For further information on this track, consult the coordinator, Dr. Karen Swanson, Department of Environmental Science and Geology, 973-720-2589.

HSH 200 Honors Inquiry and Ethics

This course is the initial course in the Nursing and Life Science and Environmental Ethics Honors Tracks of the University Honors Program. The course deals with the process of inquiry, its application to critical thinking and the development of knowledge in a discipline. Ethical implications which impinge upon decision making in this process are explored from the viewpoint of various ethical paradigms.

Prerequisite: PHIL 110
3 credits

HSH 300 Science Ethics and the Law

This course is an introduction to the arts of the ancient American Indians in North, Central, and South America from their formative period to the conquest of Europeans. Several major cultures are examined: the Northwest Coast, the Southeast, and the Southwest in North America; Olmec, Teotihuacan, Monte Alban, Maya, and Aztec in Mesoamerica; and Chavin, Paracas-Nazca, Moche, Chimu, and Inca in South America. The focus is on the significance of the art in the cultures where certain art forms were applied. The stylistic characteristics of the forms and the philosophical/religious ideas are emphasized.

HSH 400 Ethics Internship

The course is designed as a culminating experience for students in the Life Science and Environmental Ethics Honors Track of the University Honors Program. Students will normally work a minimum of eight hours a week under the supervision and guidance of an onsite supervisor in the community, as well as within certain corporate settings.

Prerequisites: HSH 200 and HSH 300
3 credits

NURSING

This track is for excellent, highly motivated nursing majors. These students take five courses specifically designed for the honors track (see below). This program is open to qualified incoming freshman and nursing majors who have a 3.0 GPA or higher in the University. Transfer students who meet the requisite GPA and prerequisite courses for the nursing major are also eligible. Students must maintain a 3.0 GPA while completing the major.

Fall Sophomore year Credits

HSH 200 Honors Inquiry and Ethics 3

Spring Sophomore year

NUR 251 Honors Nursing Research 3

Successful completion substitutes for NUR 350

Fall Junior year

NUR 352 Honors Research Project Seminar I 2

Spring Junior year

NUR 353 Honors Research Project Seminar II 2

Successful completion of NUR 352 and NUR 353 substitutes for the Nursing Elective, if desired.

Fall Senior year

NUR 452 Honors Research Project Seminar III 2

HSH 200 Honors Inquiry and Ethics

This course is the initial course in the Nursing and in Life Science and Environmental Ethics tracks of the University's Honors Program. The course deals with the process of inquiry, its application to critical thinking and the development of knowledge in a discipline. Ethical implications that impinge upon decision making in this process are explored from the viewpoint of various ethical paradigms.

Prerequisites: BIO 112, 113, and 170 and PHIL 110
3 credits

NUR 251 Honors Nursing Research

This course provides research skills that enable the student to work collaboratively on a research project with a faculty mentor. The student writes a research proposal on a faculty/student project to be implemented in subsequent semesters.

Prerequisites: HSH 200, MATH 230
3 credits

NUR 352 Honors Research Project Seminar I

This course provides the opportunity to implement the research proposal begun in the previous course. The seminar includes in-depth discussion and application of the first research steps. Methodological issues and comparison of problems are explored.

Prerequisite: NUR 251
2 credits

NUR 353 Honors Research Project Seminar II

This course provides the opportunity to complete the research project with the faculty mentor and submit a report. Seminar discussion explores problems and issues related to the final steps of the research project. Experience with self-critique and responding to peer evaluation of one's research are part of the seminar.

Prerequisite: NUR 352
2 credits

NUR 452 Honors Research Project Seminar III

The last course in the nursing honors track, this course offers learning and practice in the communication of research findings from previous semesters. Institutional policies and procedures effecting research publication and presentation are examined. The focus is on preparing one's own research for dissemination in an appropriate forum.

Prerequisites: NUR 352 and NUR 353
2 credits

Professional Accreditations/ Certifications/Memberships

PROFESSIONAL ACCREDITATIONS AND CERTIFICATIONS

American Chemical Society
American Speech-Language-Hearing Association
Association to Advance Collegiate Schools of
Business
Commission on Accreditation of Allied Health
Education Programs
Commission on Collegiate Nursing Education
Council for Accreditation of Counseling and Related
Educational Programs
Educational Standards Board
Middle States Association of Colleges and
Secondary Schools
National Association of Schools of Music
Professional Services Board
National Association of Music Merchants Affiliated
Music Business Institutions
National Council for Accreditation of
Teacher Education
National League for Nursing
New Jersey Board of Nursing
Society for Public Health Education/
American Association for the Advancement
Of Health Education Baccalaureate Program
Approval Committee

MEMBERSHIPS

American Association for Affirmative Action
American Association of Colleges of Nursing
American Association of Collegiate Registrars and
Admissions Officers
American Association of Museums
American Assembly of Collegiate Schools of Business
American Association of Colleges for Teacher
Education
American Association of Higher Education
American Association of State Colleges and
Universities
American Association of University Women
American Conference of Academic Deans
American Council of Arts
American Council on Education

American Historical Association
American Library Association
American Math Society
American Prospect Research Association
American Symphony Orchestra League
American Society of Composers, Authors and
Publishers (ASCAP)
Arts Council of Essex
Association for School, College and University
Staffing
Association for Student Judicial Affairs
Association for the Study of Higher Education
Association for Women in Mathematics (AWM)
Association of College and University Museums
and Galleries
Association of College and University Offices, Inc.
Association of Communication Administrators
Association of Colleges and University Auditors
Association of Governing Boards of Universities
and Colleges
Association of Performing Arts Presenters
Association of Supervision and Curriculum
Developers
Association of University Technology Managers
Box Office Management International
College Art Association
College and University Personnel Association
College Board
College Placement Council
Collegiate Athletic Administrators of New Jersey
Collegiate Athletic Association of New Jersey
Collegiate Track Conference
Commerce and Industry Association of New Jersey
Council for the Advancement and Support of
Education
Council for Undergraduate Research
Council of Colleges of Arts and Sciences
Council of Graduate Programs
Eastern Association of Student Financial Aid
Administrators
Eastern College Athletic Association
Global Studies Consortium
Greater Paterson Chamber of Commerce
Hispanic Association of Higher Education of
New Jersey
Institute of Internal Auditors
Institute of Mathematical Statistics
InterAmerica Organization for Higher Education

- Intercollegiate Broadcasting System
- International Communication Association
- International Council of Fine Arts Deans
- Mathematical Association of America
- Metropolitan Athletic Director Association
- Metropolitan New York College Placement Officers Association
- Metropolitan Swimming Conference
- Middle States Association of Colleges and Schools
- Mid-Atlantic Association of Museums
- Mid-Atlantic Association of Colleges and Employers
- Morris County Chamber of Commerce
- National Academic Advising Association
- National Alliance for Action
- National Association for the Advancement of Colored People
- National Association of College and University Business Officers
- National Association of College Admissions Counselors
- National Association of Chiefs of Police
- National Association of College Broadcasters
- National Association of Education Buyers
- National Association of Graduate Admissions Professionals
- National Association of Foreign Student Affairs: Association of International Education
- National Association of Schools of Music
- National Association of Student Employment Administrators
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- National Athletic Trainers Association
- National Collegiate Athletic Association
- National Collegiate Honors Council
- National Council for Accreditation of Teacher Education
- National Council of University Research Administrators
- National Intramural Recreational Sport Association
- National Society of Fund Raising Executives
- National Student Exchange
- National University Continuing Education Association
- National Wildlife Federation
- New Jersey Athletic Conference
- New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing
- New Jersey Association of College Admissions Counselors
- New Jersey Association of Colleges of Teacher Education
- New Jersey Association of Financial Aid Administrators
- New Jersey Association of Colleges and Universities
- New Jersey Association of Student Financial Aid Administrators
- New Jersey College and University Coalition of Women's Educators
- New Jersey College Basketball Coaches Association
- New Jersey Marine Science Consortium
- New Jersey Association of Colleges and Employers
- New Jersey State College Chief Student Affairs Officer
- New Jersey State College Governing Boards Association
- North American Association of Summer Sessions
- North Jersey Regional Chamber of Commerce
- Professional Administration System Associations
- Project 30 Alliance
- Public Relations Society of America
- Society for College and University Planning
- Sonneck Society of American Music
- Speech Communications Association
- Tri-County Chamber of Commerce

William Paterson University

Campus Facilities

Directories

Maps

Campus Facilities

William Paterson University is situated on more than 370 rolling acres and provides a unique environment for living and learning. The main campus is at the junction of Wayne Township and the Boroughs of Haledon and North Haledon. The other University sites, all within close proximity of the main campus, are Valley Road, the Power Avenue Art Building and the Alan and Michelle Grab Alumni House. The major buildings that house and support the programs offered by the University's five colleges include the following:

Admissions Hall, located on Hamburg Turnpike adjacent to Hobart Hall, houses the Office of Admissions.

Allan and Michele Gorab Alumni House, opened in 2003 and located on Oldham Pond at Harmon Place, houses the Alumni Relations Office and the John Rosengren Laboratories. The Alumni Office hosts meetings and events for graduates, while the Laboratories serve as a research station for the biology department.

The Atrium, conveniently reached via Entries 3 and 4 on Pompton Road, contains the office of the Dean of the College of Humanities and Social Sciences and the following departments: African, African-American, and Caribbean Studies; English; History; Languages and Cultures; Philosophy; and a number of computer classrooms. The first floor houses offices of Instruction and Research Technology, public access computer labs, writing center, language labs and a multi-media auditorium. For more information about computer facilities, see **Academic and Institutional Support Services, Instruction and Research Technology** further along.

The Center for Academic Support is located on the third floor of Hunziker Wing. The Center provides tutoring and workshops for individuals seeking assistance in coursework and basic skills.

The Bookstore is located on the lower level of the Machuga Student Center and is open when the University is in session. Regular hours are Monday through Friday, 8:30 a.m. to 10:00 p.m.; and Saturday, 10:00 a.m. to 1:00 p.m. The Convenience Store hours are Monday through Thursday, 8:30 a.m. to 10:00 p.m.

Caldwell Plaza, an open forum located at the center of the campus, adjoins the Ben Shahn Center for the Visual Arts, Science Hall, the Student Center and the Towers.

Century Hall, a new 280-bed residence hall was completed for occupancy in September, 2000. The four-story, suite-style building is wired for internet access and is completely barrier-free to provide for wheelchair accessibility. Century Hall became the third residence hall to open on campus in four years, increasing the University's residential capacity to nearly 2,300 students

The Coach House holds the Department of Computer Science, dedicated lab space and computer workstations available to students for classroom assignments.

College Hall houses the offices of the Vice President for Administration and Finance and the following departments: Business Services; Purchasing; Payroll; the Bursar; Information Systems; Telecommunications; the Registrar; Human Resources; the Office of Employment Equity and Diversity; the Center for Creative Aging; Marketing and Public Relations; and the Office of Institutional Research and Assessment. College Hall is located at 358 Hamburg Turnpike, off College Road near St. Joseph's Wayne Hospital.

Heritage Hall, air-conditioned and complete with furnishings and appliances, provides, along with Pioneer Hall, apartment-style living for 530 students.

Hillside Hall, air-conditioned and complete with furnishings, provides a residential life style for 254 students. Hillside Hall is located on College Road adjacent to the Towers residential facility.

Hobart Hall, located on the south side of Pompton Road and accessible by a pedestrian footbridge, contains the following departments: Communication; WCRN-AM and WPSC-FM, the campus radio stations, and WPC-TV, the University's cable television center; telecommunication facilities for interactive teleconferences; electronic journalism labs; film production and screening facilities; a cable distribution center; an ITV classroom; and a number of academic classrooms.

Hobart Manor is one of the two original structures on campus (the other is the Coach House). A national and historic site, it was once the home of the family of Garret Hobart, the twenty-fourth vice president of the United States. The mansion was restored by the University and the Alumni Association to its former grandeur. The Manor houses the offices of the President, External Affairs, and Institutional Advancement. Hobart Manor is conveniently reached via entry gate 2 on Pompton Road.

Hunziker Hall houses a Black Box theatre, offices and practice rooms for the Music Department, and a number of academic classrooms. It is conveniently reached via Entry 2 on Pompton Road.

Hunziker Wing contains the following departments: Nursing, Community Health, and Communication Disorders, as well as classrooms. The Child Development Center and Speech and Hearing Clinic are also located in the Wing, along with the Center for Academic Support, which is located on the third floor, and the Office of Tests and Measurements.

The David and Lorraine Cheng Library, conveniently reached via Entries 3 and 4 on Pompton Road, opened during the fall 1995 semester after undergoing a major expansion and renovation. The two-and-one-half-story building contains a multimedia lecture room, student study rooms, conference rooms, video and listening rooms, student seating rooms, reading rooms, open stack arrangement of the book and periodical collection and an expanded electronic reference lab. Its large collection includes periodicals, microforms, dissertations, CD-ROMs, and a complete file of ERIC (Educational Research Information Center), along with the necessary readers. Microfiche readers are also available for home use. Microfiche readers/printers and photocopy machines are available for use at a minimal cost. Library hours are Monday through Thursday, 7:45 a.m. to 11:45 p.m., Friday, 7:45 a.m. to 10:00 p.m., Saturday, 10:00 a.m. to 5:00 p.m., and Sunday, 12:00 to 11:45 p.m.

Matelson Hall is an air-conditioned, furnished, residence hall, which houses 150 students.

Morrison Hall includes the office of the Dean of Student Development as well as the following: Career Development Center; Counseling Services; the office of the Dean for Enrollment Management; EOF Program; and the Education Enrichment Center. Morrison Hall is conveniently reached via Entry 2 on Pompton Road.

Pioneer Hall, a student residential hall, is described under Heritage Hall.

Power Avenue Arts Building, located off Hamburg Turnpike and near College Hall, is an extensive facility recently renovated to accommodate an array of studio arts. It houses the office of the Dean of the College of Arts and Communication as well as faculty offices and studios for 3-dimensional design, photography, sculpture, ceramics, printmaking, wood working and painting.

The Department of Public Safety is located near the Maintenance Building on College Road and houses the University Police Department and the Parking Violations Bureau. The University Police building is conveniently reached via Entry 1 on Pompton Road. For non-emergencies, call 973.720.2300; for emergencies, call 973.720.2301.

Raubinger Hall contains the following offices: Provost and Executive Vice President; Graduate Studies; Financial Aid; First-Year Experience; Center for International Education; the Departments of Anthropology, Political Science, and Sociology; and classrooms and educational technology laboratories. It is conveniently reached via Entry 2 on Pompton Road.

Rec Center, serving as the focal point for physical recreational activities, is available for use by University students, faculty and staff with a current/valid school ID. It contains a large multipurpose area that can accommodate 4,000 spectators at concerts or exhibitions, or can be divided into three courts for basketball and volleyball; four racquetball/handball (one equipped for wallyball) courts; a multipurpose room equipped with dance barre and mirrors; a weight/exercise room equipped with free weights, Nautilus equipment, lifecycles, rowing machines, Nordic Track Pro, Lifesteps and treadmill and Gravitron; saunas and whirlpools; and a TicketMaster outlet.

Science Hall houses the office of the Dean of the College of Science and Health. The following departments/programs are located here: Biology; Chemistry and Physics; Mathematics; Environmental Science and Geography; Psychology; and Woman's Studies. Sophisticated laboratories, research facilities, two large media-equipped lecture halls, extensive computer labs and two greenhouses complete the complex.

Ben Shahn Center for the Visual Arts features an extensive art gallery; a central, two-story, glass-walled and domed courtyard; several smaller art galleries; studios; a number of classrooms; a filmmaking laboratory; and the offices of the Art Department. The Center for Computer Art and Animation houses an advanced IRIS computer lab. The Center was named for Ben Shahn (1898-1969), a well-known New Jersey painter, muralist and graphic artist.

Shea Center for Performing Arts features a 900-seat theatre and the Shea Box Office; the offices of the Music Department and individual band, orchestra and choral practice rooms; classrooms; a small recital hall; and a new recording studio. Shea Center is conveniently reached via entry gates 2 and 3 on Pompton Road.

The John Victor Machuga Student Center, which serves as the focal point for social and cultural activities for the University, is undergoing a \$40-million, three-year construction project that will significantly expand William Paterson's ability to meet the far-ranging needs of the campus community.

Students, faculty, staff, community members, and alumni congregate in the Student Center for a wide range of event and services. Located in the Center will be recreational areas, an art gallery lounge, the ID Center, the Center Cafe, a coffee house and entertainment lounge, dining areas including the food court and restaurant, and outdoor dining terraces. A newly expanded ballroom is also being constructed to unite architecturally the Student Center with Wayne Hall.

The Student Center will also house student offices including those of the SGA, Student Activities Programming Board, *The Beacon* newspaper, *Pioneer* yearbook, and various social, academic, and service clubs. Game rooms, the University bookstore, and an automatic cash machine help round out the various services offered. The Women's Center is located in the Student Center, as well.

The Towers is a four-winged residence hall that accommodates 1,033 students. Complete with modern furnishings, each room houses two students. Two rooms, connected by a bathroom, compose a suite. The Office of Residence Life is located here.

1600 Valley Road is a 150,000 square-foot building, located on 50 acres one-and-a-half miles from the campus on a wooded lot bordering the High Mountain Preserve and overlooking a pond. This building is the home of the Christos M. Cotsakos College of Business, College of Education, Center for Continuing Education and Distance Learning, and the Russ Berrie Institute for Professional Sales.

Wayne Hall, which houses the Student Health Center and the primary food service facilities for resident students, is also part of the \$40-million, three-year construction project transforming the University campus. Wayne Hall will receive a new facade and dining service and storage rooms, as well as a new University club. The Health and Wellness Center will continue to be located on the building's first floor.

White Hall, air-conditioned and complete with furnishings, provides residence opportunities for graduate and special-interest students.

Wightman Field is a light-equipped athletic complex with fields for baseball, field hockey, football, soccer and softball. Eight tennis courts, a perma-track, locker facilities, food concession, and rest rooms are also available for both athletic and intramural activities.

Wightman Memorial Gymnasium contains the faculty and department staff offices of the Exercise and Movement Sciences Department. It also houses a gym, dance studio, athletic training and exercise physiology labs, a competition-sized swimming pool, classrooms and weight room.

Zanfino Plaza is an open forum located between Wayne Hall, Wightman Gym, the Student Center and the Library.

Directories

New Jersey Commission on Higher Education

Mr. Francis J. Mertz, Chairman
 Dr. Henry C. Johnson, Vice Chairman
 Mr. Kevin J. Collins, Esq.
 Mr. Laurence M. Downes
 Dr. Amy H. Handlin
 Professor Solangel Maldonado
 Dr. George A. Pruitt
 Mr. Warren E. Smith, Esq.
 Dr. Jeanne M. Oswald, Executive Director

The William Paterson University Board of Trustees 2004-2005

Robert H. Taylor, Chair
 Sonia Rosado, Vice-Chair
 Carla Temple, Esq., Secretary
 Kenneth P. Campbell
 Dr. Peter Fan
 Frederick L. Gruel
 Michael Jackson
 Vincent J. Mazzola
 William Pesce
 Dr. Henry J. Pruitt, Jr.
 Aaron Burroughs, Student Representative
 Mauricio Mattos, Student Representative
 Dr. Arnold Speert, *ex officio*, President of the University

Administration

President, and Professor of Chemistry and Physics
 Arnold Speert
Provost and Executive Vice President, and Professor of Political Science
 Chernoh M. Sesay
Vice President for Administration and Finance
 Stephen Bolyai
Vice President for Institutional Advancement
 Sandra S. Deller
Associate Provost, and Professor of English
 Stephen Hahn
Associate Vice President and Dean of Graduate Studies and Research, and Associate Professor of Educational Leadership
 Nina Jemmott
Associate Vice President and Dean of Student Development
 John Martone
Associate Vice President for Administration
 Timothy W. Fanning

Associate Vice President for Capital Planning, Design, and Construction
 Robert Bennett
Associate Vice President for Diversity and Minority Affairs
 To be named
Associate Vice President for Human Resources
 To be named
Associate Vice President for Institutional Advancement
 Stuart Goldstein
Associate Vice President, Library Services and Information Technology
 To be named
Executive Assistant to the President and Board of Trustees
 Marc Schaeffer
Executive Assistant to the Provost and Executive Vice President, and Assistant Professor of Educational Leadership
 Robert Seal
Assistant Vice President for Academic Affairs
 Pedro Martinez
Assistant Vice President for Public Safety, Transportation, and Emergency Services
 Michael Horvath
Dean, College of the Arts and Communication, and Professor of Art
 Ofelia Garcia
Dean, Christos M. Cotsakos College of Business, and Professor of Marketing and Management
 Jess Boronico
Dean, College of Education, and Associate Professor of African, African American, and Caribbean Studies
 Leslie Agard-Jones
Dean, College of Humanities and Social Sciences, and Professor of History
 Isabel Tirado
Dean, College of Science and Health, and Professor of Nursing
 Sandra DeYoung
Dean, Enrollment Management
 To be named
Associate Dean, College of the Arts and Communication, and Professor of Communication
 Bruce Gulbranson
Associate Dean, Christos M. Cotsakos College of Business, and Associate Professor of Economics, Finance, and Global Business
 Raja Nag
Interim Associate Dean, College of Education, and Assistant Professor, Secondary and Middle School Education
 Dorothy Feola

Associate Dean, College of Humanities and Social Sciences, and Professor of History

David Lelyveld

Interim Associate Dean, College of Science and Health

Kevin Martus

Associate Dean, Graduate Studies

To be named

Associate Dean, Student Development

Roland Watts

Internal Auditor

Jeffrey Floyd

Assistant to the President and Board of Trustees

Donna Santaniello

Assistant to the Vice President, Institutional Advancement

Joseph Tanis

Executive Director, Alumni Affairs

Judith Linder

Executive Director, Continuing Education and Distance Learning

To be named

Executive Director, Development

Joanne Nigrelli

Executive Director, International Education

Jaime Ortiz

Executive Director, Marketing and Public Relations

Lorraine Terraneo

Director, Academic Development

Janet Davis-Dukes

Director, Admissions

Jonathan McCoy

Director, Athletics

Sabrina Grant

Director, Budget

Pam Winslow

Director, Business/Controller

Rosemarie Genco

Director, Campus Activities and Student Leadership

Francisco Diaz

Director, Capital Planning, Design, and Construction

John Urinyi

Director, Career Development Center

To be named

Director, Certification

Stephanie Koprowski-McGowan

Director, Cheng Library

Anne Ciliberti

Director, Child Development Center

To be named

Director, Corporate and Foundation Giving

Sydney Howe-Barksdale

Director, Counseling, Health, and Wellness Center

Glen Sherman

Director, Distance Learning

To be named

Director, Educational Opportunity Fund Program

Alan Harrison, Jr.

Director, Employment Relations

Allison Boucher

Director, Employment Equity and Diversity

John Sims

Director, External Relations

Dennis Santillo

Director, Office of Field Experiences

Nancy Norris-Bauer

Director, Financial Aid

Robert Baumel

Director, First-Year Experience

Kim Daniel-Robinson

Director, Honors College

Susan Dinan

Director, Information Systems

Leonard Bogdon

Director, Instruction and Research Technology

Sandra Miller

Director, International Students and Scholars

Cinzia Richardson

Director, Major Gifts

Nancy Norville

Director, Major and Planned Gifts

Lynn Ierardi

Director, Payroll

Louis Szucs

Director, University Performing Arts

To be named

Director, Public Relations

Mary Beth Zeman

Director, Purchasing

Lirse Jones

Director, Recreational Services

Kathleen Unger

Director, Institutional Research and Assessment

Jane Zeff

Director, Residence Life

Joseph Caffarelli

Director, Small Business Development Center

Kathleen Muldoon

Director, Speech and Hearing Clinic

Margaret Meth

Director, Sponsored Programs

Martin Williams

Director, Training/Development for Human Resources

Jeanie Robertson

Director, Women's Center

To be named

Bursar

Kim Sprague

Registrar

Mark Evangelista

Faculty and Professional Staff

Diane Ackerman, Information Systems Analyst, Enrollment Management. B.A., William Paterson College. Appointed January 1979.

Leslie Agard-Jones, Dean, College of Education; Associate Professor, African, African-American, and Caribbean Studies. B.A., M.A., St. John's University; Ed.D., Seton Hall University. Appointed September 1970.

Sondra Akins, Assistant Professor, Secondary and Middle School Education. B.S., University of California, Berkeley; M.S., Florida State University; M.Ed. and Ed.D., Columbia University. Appointed September 2002.

Jamsheed Akrami, Associate Professor, Communication. M.A., Teachers College, Columbia University; Ed.D., Teachers College, Columbia University. Appointed September 1995.

Jeffrey Albies, Associate Director, Athletics. B.S., Long Island University; M.S., Hunter College, CUNY. Appointed January 1978.

Jason Ambrose, Instructor, History. B.A., Stanford University; M.A., University of California at Berkeley. Appointed September 2004.

Barbara Andrew, Assistant Professor, Philosophy. B.A., Vassar College; M.A., Ph.D., State University of New York at Stony Brook. Appointed September 2002.

Alejandro Anreus, Associate Professor, Art. B.A., Kean College; M.A., Ph.D., City University of New York. Appointed September 2001.

Abdolmaboud Ansari, Professor, Sociology. B.A., Teacher's College, Iran; M.A., Tehran University; Ph.D., New School for Social Research. Appointed March 1986.

Eliana Antoniou, Assistant Professor, Mathematics. B.A., The College of New Jersey; M.S., Ph.D., New Jersey Institute of Technology and Rutgers University. Appointed January 2002.

Rachel Anzaldo, Coordinator, Office of Testing. B.A., William Paterson College. Appointed September 1997.

Jane Austin, Assistant Professor, Psychology. B.A., Plymouth State College; M.Ed., Harvard Graduate School of Education; Ph.D., New York University. Appointed September 2004.

A. Elsie Baires, Associate Director, Admissions. B.A., Montclair State College. Appointed March 1988.

Jane Bambrick, Librarian, Cheng Library. B.A., College Misericordia; M.L.S., Rutgers University. Appointed October 1970.

Colleen Barbarito, Assistant Professor (half time), Nursing. B.S., William Paterson College; M.S., M.S.N., Seton Hall University; Ed.D., Teachers College, Columbia University. Appointed September 1984.

Tobias J. Barboza, Head Athletic Trainer. B.S., Springfield College; M.Ed., University of Virginia. Appointed August 1974.

Connie Gleim Bareford, Professor, Nursing. B.A., B.S.N., SUNY Binghamton; M.A., Ph.D., New York University. Appointed September 1987.

Sydney Howe Barksdale, Director, Corporate and Foundation Relations. B.A., Bryn Mawr; J.D., Boston University. Appointed August 2000.

Andrew Barnes, Assistant Professor, English. B.S., University of Indianapolis; M.A., New York University; Ph.D., State University of New York at Stony Brook. Appointed September 2003.

Anita Barrow, Associate Professor, Anthropology. B.A., University of Pittsburgh; M.A., Ph.D., University of California at Berkeley. Appointed September 1984.

Claudette Barry, Associate Professor, Nursing. B.S.N., St. John's University; M.S.N., Yale University; Ed.D., Seton Hall University. Appointed September 1984.

Zoya Barry, Program Assistant, Financial Aid. B.S., William Paterson College. Appointed February 1999.

Richard Bartone, Assistant Professor, Communication. B.F.A., M.A., Ph.D., New York University. Appointed September 1989.

Robert J. Baumel, Director, Financial Aid. B.A., SUNY Oneonta. Appointed February 1997.

Mary P. Baumgartner, Associate Professor, Sociology. B.A., M.Phil., M.A., Ph.D., Yale University. Appointed September 1993.

Jerry Beal, Assistant Professor, Communication. B.A., Brandeis University; M.F.A., City University of New York, Brooklyn College. Appointed September 2001.

Svea Becker, Associate Professor, Exercise and Movement Sciences. B.S., Fairleigh Dickinson University; M.A., Teachers College, Columbia University; Teaching Certificate in Labanotation, Dance Notation Bureau. Appointed September 1968.

Robert Bennett, Associate Vice President for Capital Planning, Design, and Construction. B.A., Howard University; M.S., Columbia University. Appointed September 2001.

Robert Benno, Professor, Biology. B.S., M.S., Tulane University; Ph.D., University of Iowa. Appointed September 1982.

Jack Bernardo, Assistant Director, Sponsored Programs. B.A., Syracuse University; M.A., Ph.D., University of Tennessee. Appointed September 2004.

Judy Bernstein, Assistant Professor, Languages and Cultures. B.A., City University of New York, Albany; M.A., Hunter College; Ph.D., City University of New York. Appointed September 2001.

Julie Beshore-Bliss, Associate Professor, Nursing. B.S., University of Northern Colorado; M.A., M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1989.

Stephen Betts, Assistant Professor, Marketing and Management. B.S., M.S., Ph.D., New Jersey Institute of Technology. Appointed September 2001.

Vishwa Bhat, Associate Professor, Communication Disorders. B.S., M.S., University of Mysore; Ph.D., University of Texas. Appointed October 1989.

Robert Bing, Professor, Accounting and Law. A.B., Rutgers University; J.D., Georgetown University. Appointed September 1974.

Elizabeth Birge, Assistant Professor, Communication. B.A., Elms College; M.A., Syracuse University. Appointed September 1998.

Richard Blonna, Professor, Community Health. B.S., William Paterson College; M.A., Seton Hall University; Ed.D., Temple University. Appointed September 1986.

Leonard Bogdon, Director, Information Systems. B.S., King's College; M.P.A., Rutgers University. Appointed October 1981.

Barbara J. Bohny, Associate Professor, Nursing. B.S.N., The Catholic University of America; M.A., Teachers College, Columbia University; D.N.Sc., The Catholic University of America. Appointed September 1995.

Stephen Bolyai, Vice President of Administration and Finance. B.A., Northeastern University; M.B.A., Fairleigh Dickinson University. Appointed February 1988.

Audrey Bonaparte-Watts, Assistant Director, Alumni Relations. B.A., William Paterson College. Appointed August 1995.

Jonathan Bone, Assistant Professor, History. B.A., DePaul University; M.A., Ph.D., University of Chicago. Appointed September 2001.

Sherle Boone, Professor, Psychology. B.A., North Carolina Central University; Ed.M., Ed.D., Rutgers University. Appointed September 1975.

David Borkowski, Assistant Professor, English. B.A., Boston University; M.A., Queens College; Ph.D., City University of New York. Appointed September 2001.

Jess S. Boronico, Dean, Christos M. Cotsakos College of Business. B.S., M.S., Fairleigh Dickinson University; Ph.D., The Wharton School, University of Pennsylvania. Appointed July 2001.

Michael R. Boroznoff, Assistant Registrar. B.A., William Paterson College. Appointed September 1976.

Allison Boucher, Director, Employee Relations. B.S., Montclair State University; M.A., William Paterson University; J.D., Seton Hall University. Appointed September 1999.

Suzanne Bowles, Assistant Professor (three-quarter time), History. B.A., Syracuse University; M.A., Rutgers University; MTS, Drew University Theological School; Ph.D., Syracuse University. Appointed January 1999.

Carol Boyer, Associate Professor, Economics, Finance, and Global Business. B.B.A., Trinity University; M.B.A., Southwest Texas State University; Ph.D., Florida State University. Appointed September 2003.

Anita Brandolini, Assistant Professor, Chemistry and Physics. B.S., Drexel University; M.A., Ph.D., University of Delaware. Appointed September 2002.

Andrea Brassard, Assistant Professor, Nursing. B.S., University of Delaware; M.S., Rutgers University; M.S., D.N.S., Columbia University. Appointed September 2002.

Lisa R. Brenenson, Assistant Registrar. B.A., Brooklyn College. Appointed July 1993.

Christine Brett, Assistant Professor, Exercise and Movement Sciences. B.S., Russell Sage College; M.S., University of Southern Mississippi. Appointed September 2002.

Paulette Brower-Garrett, Assistant Director, Advise-ment Center. B.A., Drew University; M.A., Seton Hall University; M.A., William Paterson College. Ap-
pointed April 1988.

James Andrew Brown, Associate Professor, Art. B.F.A., Calvin College; M.F.A., Western Michigan University. Appointed September 1982.

Michael Brustein, Counselor, Health and Wellness Center. B.S., Ithaca College; M.A., New York University; Psy.D., Yeshiva University. Appointed September 2004.

Stephen L. Bryant, Professor, Music. B.M., Oberlin College; M.Ed., Cambridge College; M.M., University of Michigan. Appointed September 1989.

Marina Budhos, Assistant Professor, English. B.A., Cornell University; M.A., Brown University. Appointed September 2004.

Edward Burns, Professor, English. B.A., Brooklyn College, CUNY; Ph.D., City University of New York. Appointed September 1989.

Joseph Caffarelli, Director, Residence Life. B.A., M.A., Montclair State College. Appointed February 1990.

Francis F. Cai, Associate Professor, Economics, Finance, and Global Business. B.S., School of Electrical Engineering, Shanghai Jiao Tong University; M.S., Management School, Shanghai Jiao Tong University; Ph.D., City University of New York. Appointed September 1993.

Peter Caiazza, Assistant Director, E*Trade Financial Learning Center. B.S., Boston College. Appointed June 2003.

Denise M. Callanan, Instructor, Nursing. B.S.N., William Paterson College; M.S.N., Rutgers. Appointed September 1995.

Giuliana Campanelli-Andreopoulos, Associate Professor, Economics, Finance, and Global Business. B.A., University of Bologna, Italy; M.Ph., Ph.D., Trinity College, Cambridge, England. Appointed September 2001.

Linda P. Carney, Instructor (half time), Nursing. B.S., Rutgers University; M.A., New York University. Appointed September 1993.

Eusebio Castro, Assistant Budget Director, Business Services. B.A., Lehman College; M.B.A., New York Institute of Technology. Appointed February 1996.

Mathilda Catarina, Associate Professor, Special Education and Counseling. B.A., M.S., City Univer-
sity of New York, Brooklyn College; Ph.D., Fordham University. Appointed September 1995.

Anthony Cavotto, Director, Auxiliary Services, Machuga Student Center. B.A., M.B.A., William Paterson College. Appointed September 1976.

Ramzi Chabayta, Assistant Director, Human Resources. B.S., Youngstown State University; M.B.A., William Paterson University. Appointed September 1995.

Mark Chae, Instructor, Psychology. B.A., Seton Hall University; M.A., M.Ed., Teachers College, Columbia University. Appointed September 2004.

Maya Chadda, Professor, Political Science. B.A., Bombay University; M.A., New York University; Ph.D., New School for Social Research. Appointed September 1977.

Amber Charlebois, Assistant Professor, Chemistry and Physics. B.S., Syracuse University; Ph.D., State University of New York at Buffalo. Appointed September 2002.

Haiyang Chen, Professor, Economics, Finance, and Global Business; Director, E*Trade Financial Learning Center. B.S., University of International Business and Economics, Beijing, China; M.A., Ph.D., Kent State University. Appointed September 2002.

Zhigiang Chen, Professor, Mathematics. B.S., Fudan University, PRC; M.S., Shanghai Jiao Tong University, Shanghai; Ph.D., The University of Connecticut. Appointed September 1994.

Li Hsiang S. Cheo, Professor, Computer Science. B.S., National Cheng Kung University; M.S., University of California at Berkeley; Ph.D., New York University. Appointed September 1972.

Robert H. Chesney, Professor, Biology. B.A., Ph.D., University of Virginia. Appointed September 1985.

Michael P. Chirichello, Associate Professor, Educational Leadership. B.S., St. John's University; M.S., Lehman College, CUNY; Ed.D., Seton Hall University. Appointed September 1999.

Joanne M. Cho, Assistant Professor, History. B.A., University of California; M.A., Ph.D., University of Chicago. Appointed September 1995.

Song Chung, Assistant Professor, Chemistry and Physics. B.S., M.S., Ph.D., University of Guelph, Canada. Appointed September 2001.

Anne Ciliberti, Director, Cheng Library. B.A., Hamilton College; M.S., Ph.D., Rutgers University. Appointed May 1992.

Philip E. Cioffari, Professor, English. B.A., St. John's University; M.A., Ph.D., New York University. Appointed February 1966.

Ted Clancy, Director of Audio Operations, College of the Arts and Communication. Appointed September 1988.

Daniel Cleary, ITV, Satellite and Cable Television Technician, Instruction and Research Technology. B.A., William Paterson College. Appointed February 1988.

Hallie Cohen, Head Field Hockey and Softball Coach. B.S., Rutgers University. Appointed January 1995.

Anthony Coletta, Professor, Elementary and Early Childhood Education. B.A., William Paterson College; M.A., Seton Hall University; Ph.D., University of Connecticut. Appointed September 1973.

Sheila Collins, Professor, Political Science. B.A., Carleton College; M.A., Columbia University; Ph.D., The Union Institute. Appointed September 1990.

Kathleen A. Connolly, Associate Professor, Nursing. B.S., Georgetown University; M.Ed., Teachers College, Columbia University. Appointed September 1975.

Zhiyuan Cong, Associate Professor, Art. B.F.A., M.F.A., Nanjing College of Arts, Nanjing, PRC; M.F.A., Indiana University. Appointed September 1994.

Theodore Cook, Professor, History. B.A., Trinity College; M.A., University of London; Ph.D., Princeton University. Appointed September 1988.

Judith A. Coomes, Associate Professor, Computer Science. B.A., Montclair State College; M.S., University of Toledo. Appointed September 1966.

Tricia Coxwell, Assistant Professor, Economics, Finance, and Global Business. B.S., Florida State University; Ph.D., University of Tennessee at Knoxville. Appointed September 2000.

Vicki Lynn Coyle, Assistant Professor (half time), Nursing. B.S., Trenton State College; M.S.N., Rutgers University. Appointed January 1990.

Margaret Culmone, Assistant to the Director of the Galleries, College of Arts and Communication. B.A., M.A., William Paterson College. Appointed September 1994.

Joanne Cunningham, Assistant Professor, African, African American, and Caribbean Studies. B.A., M.A., Ed.D., Rutgers University. Appointed September 1992.

Yingcong Dai, Assistant Professor, History. B.A., M.A., Nanjing University; Ph.D., University of Washington. Appointed September 1998.

Carol D'Allara, Assistant Director, Recreational Services. B.A., Lehman College, CUNY; M.Ed., Utah State University. Appointed September 1988.

Donita D'Amico, Associate Professor, Nursing. B.S., William Paterson College; Ed.M., Teachers College, Columbia University. Appointed September 1977.

Georgia Daniel, Coordinator of Admissions Outreach and Transfer Evaluation. B.A., M.A., University of Toledo. Appointed March 1992.

Kim Daniel-Robinson, Director of First-Year Experience. B.A., Montclair State University; M.A., Ph.D., Fordham University. Appointed August 2002.

Paula Danzinger, Associate Professor, Special Education and Counseling. B.S., John Carroll University; M.Ed., Ph.D., Cleveland State University. Appointed September 1998.

Joel Craig Davis, Assistant Professor, Music. B.M., M.M., The Eastman School of Music; D.M.A., The Juilliard School. Appointed September 1997.

Wartyna Davis, Associate Professor, Political Science. B.A., M.A., University of Alabama; Ph.D., Florida State University. Appointed September 1998.

Janet Davis-Dukes, Director, Academic Development. B.A., Montclair State University; M.A., Seton Hall University. Appointed July 2001.

Alice Deakins, Professor, English. B.A., Whitman College; M.A., University of Washington; Ph.D., Columbia University. Appointed September 1988.

Octavio de la Suaree, Professor, Languages and Cultures. B.A., University of Miami; M.A., Ph.D., CUNY. Appointed September 1973.

Angela DeLaura, Assistant Professor, Art. B.F.A., William Paterson College; M.F.A., Rochester Institute of Technology. Appointed September 1995.

Sandra S. Deller, Vice President, Institutional Advancement. B.A., Xavier University. Appointed January 2004.

Jonnine DeLoatch, Director, Education Enrichment Center. B.A., William Paterson College; M.P.A., New York University. Appointed November 1997.

David Demsey, Professor, Music. B.S., University of Maine; M.M., Juilliard School; D.M.A., Eastman School of Music. Appointed September 1992.

Karen Demsey, Assistant Professor, Music. B.M., University of Maine; M.Ed., Eastman School of Music; D.M.A., Rutgers University. Appointed September 1997.

Richard DeRosa, Associate Professor, Music. B.S., Jersey City State College; M.M., Manhattan School of Music. Appointed January 1999.

Danielle Desroches, Professor, Biology. B.A., Hunter College, CUNY; M.A., Ph.D., City University of New York. Appointed September 1981.

Sandra DeYoung, Dean, College of Science and Health; Professor, Nursing. B.S.N., Fairleigh Dickinson University; M.A., Ed.M., Ed.D., Teachers College, Columbia University. Appointed September 1985.

Jeanne D'Haem, Assistant Professor, Special Education and Counseling. B.A., University of Michigan; M.A., Eastern Michigan University; Ph.D., New York University. Appointed September 2004.

Bruce Diamond, Assistant Professor, Psychology. B.A., Ohio State University; M.Ed., Smith College; Ph.D., University of Manchester. Appointed September 1999.

Francisco Díaz, Director of Campus Activities and Student Leadership. B.A., M.A., William Paterson University. Appointed August 2001.

Christine S. Diehl, Senior Writer/Editor, Marketing and Public Relations. B.A., Rutgers University. Appointed January 2002.

Thomas DePietro, Associate Director, Information Systems. B.S., William Paterson University. Appointed November 1992.

Mildred I. Dougherty, Professor, Elementary and Early Childhood Education. B.Ed., University of Alberta; M.A., William Paterson College; Ed.D., Rutgers University. Appointed September 1968.

Caroline Doyle, Assistant Director of Admissions for Operations. B.A., William Paterson College; M.B.A., Pace University. Appointed October 1993.

William Duffy, Librarian, Cheng Library. A.B., Seton Hall University; M.L.S., Rutgers University. Appointed March 1980.

Larry Duncan, Accountant, Business Services. B.A., Lincoln University. Appointed August 1978.

Scott Dunlap, Director, Campus Bookstore. B.A., New Jersey City University. Appointed July 2002.

Linda J. Dye, Professor, Exercise and Movement Sciences. B.S., Bowling Green State University; M.S., Springfield College; Ph.D., New York University. Appointed September 1967.

Melvin A. Edelstein, Professor, History. B.A., University of Chicago; M.A., Ph.D., Princeton University. Appointed September 1973.

Mischa Edwards, Instructor, English. B.A., University of Pennsylvania. Appointed September 2004.

Nancy Einreinhofer, Gallery Director. B.A., M.A., William Paterson College; Ph.D., Leicester University, U.K. Appointed September 1980.

Demissew Ejara, Associate Professor, Economics, Finance and Global Business. B.A., Addis Ababa University; M.B.A., University of Texas-Pan American; Ph.D., University of Connecticut. Appointed September 2004.

Justina Ekeocha, Assistant Professor, Psychology. B.A., Rutgers University; M.A., Ph.D., State University of New York at Stony Brook. Appointed September 2004.

Elizabeth C. Ekmekjian, Assistant Professor, Accounting and Law. B.A., Upsala College; L.L.M., New York University; J.D., Seton Hall University School of Law. Appointed September 1999.

Vilma Elliott, Assistant Director, EOF Program. B.A., M.A., Hunter College. Appointed October 1991.

Hopeton Mark Ellis, Associate Professor, Sociology. B.A., Montclair State University; M.A., Ph.D., Northwestern University. Appointed September 1996.

Mark Evangelista, Registrar. B.A., M.Ed., William Paterson College. Appointed September 1970.

Brian Falzarano, Director, Sports Information. B.A., Montclair State University. Appointed August 2001.

Timothy W. Fanning, Associate Vice President for Administration. B.A., M.A., Montclair State College. Appointed August 1971.

Leslie Nobler Farber, Associate Professor, Art. B.F.A., University of Michigan School of Art; M.A., New York Institute of Technology; M.F.A., Hunter College. Appointed September 1986.

Ming Fay, Professor, Art. B.F.A., Kansas City Art Institute; M.F.A., University of California at Santa Barbara. Appointed September 1985.

Elizabeth Feehan, Associate Director, Career Services. B.A., College of Mount Saint Vincent; M.A., Manhattan College. Appointed September 2004.

Catarina T. Feldmann, Professor, English. B.A., M.A., Ph.D., University of Sao Paulo. Appointed September 1985.

Donna Jean Cedia Fengya, Assistant Professor, Mathematics. B.S., M.A., Montclair State College; Ph.D., Rutgers University. Appointed September 2001.

Dorothy Feola, Interim Associate Dean, College of Education, and Assistant Professor, Secondary and Middle School Education. B.A., City University of New York; M.S., Ph.D., Fordham University. Appointed September 1997.

Sandra Ferrarella, Assistant Director, Admissions, and Head Volleyball Coach. B.S., William Paterson College. Appointed September 1975.

Sharmila T. Ferris, Professor, Communication. B.A., Berea College; M.A., Eastern Kentucky University; Ph.D., Pennsylvania State University. Appointed September 1994.

Terence R. Finnegan, Associate Professor, History. B.A., M.A., Marquette University; Ph.D., University of Illinois-Urbana. Appointed September 1993.

Charley Flint, Professor, Sociology. B.S., North Carolina A & T State University; M.A., Ph.D., Rutgers University. Appointed September 1984.

Ismael Flores-Marti, Assistant Professor, Exercise and Movement Science. B.A., University of Puerto Rico at Cayey; M.S., Inter-American University, Puerto Rico. Appointed September 2002.

Richard Fosberg, Professor, Economics, Finance, and Global Business. B.B.A., Southwest Texas University; M.B.A., Ph.D., Texas A&M University. Appointed September 2003.

Carol Frierson-Campbell, Assistant Professor, Music. B.S., Tennessee Technological University; M.M., Ithaca College; Ph.D., Eastman School of Music. Appointed September 2000.

Marie-Louise Friquegnon, Professor, Philosophy. B.A., Barnard College; M.A., Ph.D., New York University. Appointed September 1969.

Ellen Frye, Assistant Professor, Languages and Cultures. B.A., University of North Carolina at Chapel Hill; M.A., University of Virginia; Ph.D., University of Pennsylvania. Appointed September 2003.

Pamela Fueshko, Director of Telecommunications. B.A., M.A., William Paterson College. Appointed September 1978.

John Gangale, Assistant Professor, Special Education and Counseling. B.A., Jacksonville University; M.S., Virginia Commonwealth University; Ed.D., Teachers College, Columbia University. Appointed September 2000.

Donaldo Garcia, Professor, Music. B.M., Sanford University; M.M., Southern Baptist Theological Seminary; B.S., M.S., Juilliard School of Music. Appointed September 1971.

Ofelia Garcia, Dean, College of the Arts and Communication; Professor, Art. B.A., Manhattanville College; M.F.A., Tufts/Boston Museum School. Appointed September 1997.

Elaine Gardiner, Professor, English. B.A., Washington College; M.A., Ph.D., Ohio University. Appointed August 1992.

E. Eileen Gardner, Associate Professor, Biology. B.S., Northwestern University; Ph.D., University of Texas, Austin. Appointed September 1987.

Louis Gaydosh, Associate Professor, Sociology. B.A., M.A., Ph.D., Fordham University. Appointed January 1979.

Linda Gazzillo-Diaz, Associate Professor, Exercise and Movement Sciences. B.S., The Pennsylvania State University; M.S., University of Florida; Ed.D., Rutgers University. Appointed September 1995.

Carole E. Gelfer, Associate Professor, Communication Disorders. B.A., State University College at Cortland; M.A., Hunter College; Ph.D., City University of New York. Appointed September 1988.

Rosemarie Genco, Controller. B.B.A., State University of New York at Binghamton; M.B.A., New York University. Appointed July 2001.

Gary Gerardi, Professor, Chemistry and Physics. B.S., Manhattan College; M.S., Ph.D., St. John's University. Appointed September 1977.

Arvin Ghosh, Professor, Economics, Finance, and Global Business. B.A., Bangabasi College; M.A., Calcutta University; M.A., University of Wisconsin; Ph.D., City University of New York. Appointed September 1984.

Maureen Gillette, Associate Dean, College of Education; Associate Professor, Educational Leadership. B.S., M.S., Northern Illinois University; Ph.D., University of Wisconsin. Appointed September 1999.

Marjorie Ginsberg, Associate Director, Basic Skills. B.A., State University of New York at Binghamton; M.L.S., Pratt Institute; Ph.D., University of Iowa. Appointed July 2003.

Michael Giorgio, Director, Audience Services. B.F.A., New York University. Appointed October 1996.

Ronald Glassman, Professor, Sociology. B.A., Queens College; M.A., Ohio State University; Ph.D., New School for Social Research. Appointed September 1979.

Susan Godar, Associate Professor, Marketing and Management. B.A., Creighton University; M.B.A., University of Iowa; Ph.D., Temple University. Appointed September 1998.

Claudia Goldstein, Assistant Professor, Art. B.A., Bates College; M.A., Syracuse University; M.Ph., Columbia University. Appointed September 2002.

Eleanor M. Goldstein, Professor, Mathematics. B.S., City College, CUNY; M.S., Case Institute of Technology; Ph.D., CUNY. Appointed September 1969.

Marjorie T. Goldstein, Professor, Special Education and Counseling. B.A., Syracuse University; M.A., George Washington University; Ph.D., Yeshiva University. Appointed September 1983.

Stuart Goldstein, Associate Vice President for Institutional Advancement. B.A., University of Wisconsin; M.A., The Pennsylvania State University. Appointed August 1999.

Ana Marguerita Gomez, Assistant Professor, History. B.A., M.A., San Francisco State University; Ph.D., University of Minnesota. Appointed September 2004.

Evelyn D. Gonzalez, Associate Professor, History. B.A., CUNY; M.A., Ph.D., Columbia University. Appointed September 1995.

Bradley Gooch, Professor, English. B.A., M.A., Ph.D., Columbia University. Appointed September 1992.

Sabrina Grant, Director, Athletics. B.A., M.S., Queens College. Appointed September 1983.

George Gregoriou, Professor, Political Science. B.A., Ph.D., New York University. Appointed September 1968.

Joanne Griffin, Accountant, Business Services. B.S., Montclair State College. Appointed February 1980.

Rogernelle Griffin, Associate Director, Academic Support. B.A., Buffalo State College; M.A., City College of New York; M.S.Ed., Baruch College. Appointed October 2004.

Frank Grippo, Associate Professor, Accounting and Law. B.A., Seton Hall University; M.B.A., Fairleigh Dickinson University; New Jersey C.P.A., C.F.E. Appointed September 1979.

Peter Griswold, Assistant Professor, Special Education and Counseling. B.A., Oberlin College; M.A., Montclair State College; Ed.D., Teachers College, Columbia University. Appointed September 2000.

Martin Gritsch, Assistant Professor, Economics, Finance, and Global Business. Diplom-Volkswirt, University of Siegen, Germany; Ph.D., Texas A&M University. Appointed Fall 2000.

Michele Grodner, Professor, Community Health. B.A., Rutgers University; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1987.

Gina Guerrieri, Assistant Professor, Communication. B.A., Loyola University; M.F.A., Columbia University. Appointed September 2002.

Bruce A. Gulbranson, Associate Dean, College of the Arts and Communication; Professor, Communication. B.S., The University of Massachusetts Dartmouth; M.A., University of Virginia; M.S., Institute of Textile Technology; Ed.D., Teachers College, Columbia University. Appointed September 1966.

Thomas Gundling, Assistant Professor, Anthropology. B.A., B.S., Rutgers University; M.Ph., Ph.D., Yale University. Appointed September 2002.

Nan Guptill Crain, Professor, Music. B.M., M.M., University of Wisconsin. Appointed September 1969.

Martin E. Hahn, Professor, Biology. B.A., Ohio State University; M.A., Ph.D., Miami University, Ohio. Appointed September 1973.

Stephen Hahn, Associate Provost; Professor, English. B.A., Amherst College; M.A., Ph.D., Rutgers University. Appointed September 1984.

Elizabeth Haines, Assistant Professor, Psychology. B.A., University of Delaware; Ph.D., City University of New York. Appointed September 2002.

Kathleen Hallissey, Assistant Director, Residence Life. B.S., University of Hartford; M.A., Appalachian State University. Appointed August 1999.

Linda Hamalian, Professor, English. B.A., M.A., City College, CUNY; Ph.D., Temple University. Appointed September 1984.

Berch Haroian, Professor, Economics, Finance, and Global Business. B.B.A., City College, CUNY; M.A., Ph.D., New York University. Appointed August 1978.

Brenda Harris, Assistant Registrar. B.A., Douglass College; M.Ed., Trenton State College. Appointed September 1977.

Alan Harrison, Jr., Director, Educational Opportunity Fund Program. B.A., Curry College; M.S., SUNY, Utica. Appointed December 2004.

Ruth Harrison, Associate Professor, Nursing. B.S.N., University of San Francisco; M.A., Ph.D., New York University. Appointed September 1989.

Carolyn Hartley, Assistant Professor, Educational Leadership. B.S., Carson-Newman College; M.A., Rider College; Ed.D., Rutgers University. Appointed September 2002.

Joan R. Hartman, Assistant Professor, English. B.A., Fairleigh Dickinson University; M.A., New York University. Appointed September 1965.

James D. Hauser, Professor, English. B.A., M.A., Ph.D., University of Pennsylvania. Appointed September 1970.

Joanna Hayden, Professor, Community Health. B.A., M.A., Montclair State College; Ph.D., New York University. Appointed September 1990.

Thomas Heinzen, Associate Professor, Psychology. B.S.G.S., Rockford College; Ph.D., CUNY. Appointed September 1991.

Monica Helsel, Financial Analyst, Budget Office. B.S., C.W. Post, Long Island University; M.B.A., Fairleigh Dickinson University. Appointed April 1999.

Henry Heluk, Jr., Assistant Professor, Special Education and Counseling. B.A., University of Miami; M.A., Wayne State University; Ed.M., Ed.D., Columbia University. Appointed September 2001.

Karen J. Hilberg, Associate Director, Recreational Services. B.S., University of New Hampshire; M.S., Indiana University. Appointed 1992.

Djanna Aisha Hill, Instructor, Secondary and Middle School Education. B.S., Howard University; M.A., Our Lady of the Elms College; M.Ed., Teachers College, Columbia University. Appointed September 2001.

Minne Hong Ho, Senior Writer/Editor, Marketing and Public Relations. B.A., Columbia University; M.A., New York University. Appointed January 2002.

Christian Holle, Assistant Professor, Psychology. B.A., San Diego State University; M.A., Ph.D., State University of New York at Albany. Appointed September 2000.

Cheryl Hollema, Instructor (half-time), Nursing. B.S.N., William Paterson College; M.S.N., Pace University. Appointed September 1995.

David Horton, Associate Professor, Art. B.F.A., M.A., Ohio State University. Appointed September 1983.

Michael Horvath, Assistant Vice President for Public Safety, Transportation, and Emergency Services. B.S., M.A., William Paterson College. Appointed February 2002.

Jennifer Hsu, Professor, Communication Disorders. B.A., University of California at Berkeley; M.A., Gallaudet College; M.A., Ph.D., City University of New York. Appointed September 1979.

Erh-Wen Hu, Professor, Computer Science. B.S., Cheng-Kung University; M.S., University of Cincinnati; M.S., SUNY Stony Brook; Ph.D., Polytechnic Institute of New York. Appointed September 1978.

Jane Hutchison, Associate Director, Instruction and Research Technology. B.A., North Carolina State University; M.L.S., University of North Carolina. Appointed December 1982.

Althea A. Hylton-Lindsay, Assistant Professor, Secondary and Middle School Education. B.A., Rutgers University, Newark College of Arts and Sciences; M.A., Jersey City State College; Ed.D., Teachers College, Columbia University. Appointed September 1994.

Lynn Malzone Ierardi, Director, Major and Planned Gifts. B.A., Lycoming College; J.D., Fordham University. Appointed September 2004.

Michael Innis-Jimenez, Instructor. B.A., Columbia College; M.A., University of Iowa. Appointed September 2004.

Anthony Izzo, Manager of Fiscal Resources, Business Services. B.S., Rider College; M.B.A., William Paterson University. Appointed October 1978.

J. Thomas Jable, Professor, Exercise and Movement Sciences. B.S., University of Dayton; M.A., M.Ed., Ph.D., Pennsylvania State University. Appointed December 1975.

Vernon L. Jackman, Director of Pre-College Programs, Continuing and Distance Learning. B.A., M.F.A., Cornell University. Appointed September 1999.

Phoebe Jackson, Assistant Professor, English. B.A., M.A., California State University, Long Beach; Ph.D., University of Massachusetts at Amherst. Appointed September 2002.

Susan Jackson, Instructor (half-time), Nursing. B.S.N., William Paterson College; M.S.N., Seton Hall University. Appointed September 1995.

Mahendra Jani, Professor, Mathematics. B.S., Gujarat University; M.S., Ph.D., City University of New York. Appointed September 1980.

Anthony Jarrells, Assistant Professor, English. B.A., University of Wisconsin-Madison; Ph.D., State University of New York at Stony Brook. Appointed September 2001.

Nina Jemmott, Associate Vice President and Dean, Graduate Studies and Research; Associate Professor, Educational Leadership. B.A., Richmond College, CUNY; M.Ed., William Paterson College; Ed.D., Seton Hall University. Appointed September 1994.

Ming Jian, Assistant Professor, Languages and Cultures. B.A., M.A., M.S., Peking University, Beijing; Ph.D., Free University of Berlin, Germany. Appointed September 2000.

Jongdae Jin, Associate Professor, Accounting and Law. B.A., M.B.A., Yon-Sei University, Korea; M.S., University of Illinois-Urbana; Ph.D., University of Arizona. Appointed September 2003.

Amy G. Job, Librarian, Cheng Library. B.A., M.A., Montclair State College; M.L.S., Rutgers University; Ed.D., Seton Hall University. Appointed September 1968.

John S. Jordan, Professor, English. B.A., University of California at Los Angeles; Diploma in Education, University of East Africa; M.Ed., Ph.D., Teachers College, Columbia University. Appointed September 1974.

Daphne Joslin, Director, Institute for Creative Aging; Associate Professor, Community Health. B.A., Skidmore College; M.A., Ph.D., New York University. Appointed September 1992.

Diana Kalish, Associate Professor, Mathematics. B.A., Brooklyn College, CUNY; M.A., Yeshiva University; Ph.D., CUNY. Appointed September 1985.

Rochelle G. Kaplan, Professor, Elementary and Early Childhood Education. B.A., Brooklyn College; M.A., New York University; Ph.D., City University of New York. Appointed September 1988.

Sodigi Karibi-Whyte, Assistant Director, Career Development Center. B.A., European University, Antwerp; B.A., European University, The Hague. Appointed July 1999.

Rajiv Kashyap, Associate Professor, Marketing and Management. B.S., St. Xavier's College, India; M.S./Ph.D., University of Massachusetts at Amherst. Appointed September 2002.

Leandro Katz, Professor, Communication. B.A., Universidad Nacional Buenos Aires. Appointed September 1987.

Linda Kaufman, Associate Professor, Computer Science. B.S., Brown University; M.S., Ph.D., Stanford University. Appointed September 2001.

Christine Kelly, Assistant Professor, Political Science. B.A., Douglass College; Ph.D., Rutgers University. Appointed September 2001.

David Kerzner, Assistant Professor, Music. B.S., M.S., College of Fredonia, State University of New York. Appointed September 1998.

Ki Hee Kim, Professor, Marketing and Management Sciences. B.A., Dan Kook University; M.A., Ph.D., University of Texas. Appointed September 1980.

Nam-Gyoon Kim, Assistant Professor, Psychology. B.A., Seoul National University of Korea; M.A., Ph.D., University of Connecticut, Storrs. Appointed September 2001.

Gary Kirkpatrick, Professor, Music. B.M., Eastman School of Music; Artist's Diploma, Academy for Music and Dramatic Arts, Vienna. Appointed September 1973.

Victor Kline, Assistant Director, Russ Berrie Institute of Professional Sales. B.A., Long Island University; M.A., William Paterson University. Appointed March 2003.

E.J. (Roy) Knaus, Assistant Professor, Marketing and Management Sciences. B.S., Washington University; M.B.A., Harvard Graduate School of Business Administration; Ph.D., University of Pennsylvania. Appointed September 1992.

Manny Kohli, Associate Director, Hospitality Services. B.S., M.B.A., Montclair State University. Appointed June 2002.

Daniel Kolak, Professor, Philosophy. B.A., M.A., Ph.D., University of Maryland. Appointed September 1989.

Melissa Scallan Koliopoulous, Instructor, Nursing. B.S., M.S., St. Joseph's College. Appointed September 2004.

Betty Kollia, Assistant Professor, Communication Disorders. B.A., B.S., University of Minnesota; M.A., M.Ph., Ph.D., City University of New York. Appointed September 2001.

Stephanie Koprowski-McGowan, Director, Office of Certification. A.A., Bergen Community College; B.A., M.Ed., Seton Hall University. Appointed September 2004.

Kathleen Korgen, Assistant Professor, Sociology. B.A., College of the Holy Cross; Ph.D., Boston College. Appointed September 1998.

Robert Kovaleski, Video Engineering Technician. B.S.E.E., New Jersey Institute of Technology. Appointed January 1998.

Jeffrey Kresky, Professor, Music. B.A., Columbia College; M.F.A., Ph.D., Princeton University. Appointed September 1973.

Neil Kressel, Professor, Psychology. B.A., M.A., Brandeis University; M.A., Ph.D., Harvard University. Appointed September 1985.

Cyril Ku, Assistant Professor, Computer Science. B.S., Utah State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Northwestern University. Appointed September 2002.

Barbara Kurek, Assistant Director, Financial Analysis. B.A., William Paterson College. Appointed September 1978.

Sung Y. La, Professor, Chemistry and Physics. B.S., West Virginia Wesleyan College; M.A., University of Connecticut; Ph.D., University of Connecticut. Appointed September 1968.

Ileana LaBergere, Assistant Professor, Women's Studies. B.A., M.A., San Francisco State University; M.A., Ph.D., University of California. Appointed September 2004.

Robert Lawson, Associate Professor, Marketing and Management. B.S., University of Pittsburgh; M.A., Indiana University; Ph.D., University of Pittsburgh; Ph.D., State University of New York at Buffalo. Appointed September 1995.

Lynn Lazar, Prospect Researcher, Institutional Advancement. B.A., Fairleigh Dickinson University. Appointed November 2004.

Alan H. Lazarus, Professor, Art. B.F.A., M.F.A., Rochester Institute of Technology. Appointed September 1974.

Anthony H. Leckey, Associate Director, Admissions. B.S., Buffalo State College; M.A., William Paterson University. Appointed August 1993.

David Lelyveld, Associate Dean, College of the Humanities and Social Sciences; Professor, History. B.S., Harvard University; M.A., Ph.D., University of Chicago. Appointed April 2002.

Claire Leonard, Assistant Professor, Biology. B.S., Iona College; M.S., Ph.D., New York Medical College. Appointed September 1998.

Tina R. Leshner, Professor, Communication. B.A., Wheeling Jesuit College; M.A., University of Missouri; Ed.D., Rutgers University. Appointed September 1989.

Cho Kin Leung, Professor, Economics, Finance, and Global Business. B.A., Hwa Kiu University, Hong Kong; M.A., Ph.D., New York University. Appointed September 1974.

Gloria A. Leventhal, Professor, Psychology. A.B., Hunter College, CUNY; M.A., Ph.D., Yeshiva University. Appointed September 1972.

Jean Levitan, Professor, Community Health. B.A., Case Western Reserve University; M.A., Ph.D., New York University. Appointed September 1978.

Aubyn Lewis, Assistant Director, Advisement. B.S., City College, CUNY; M.S., University of Bridgeport. Appointed May 1978.

Fuan Li, Associate Professor, Marketing and Management. B.A., Shandong University, PRC; M.A., East China Normal University, PRC; M.B.A., Idaho State University; Ph.D., Florida International University. Appointed September 2002.

Danielle A. Liautaud, Graduate Admissions Counselor. B.A., Seton Hall University; J.D., Syracuse University. Appointed August 1998.

Wooi K. Lim, Assistant Professor, Mathematics. B.S., Northeast Louisiana University; M.S., University of Texas; Ph.D., University of Southwestern Louisiana. Appointed September 1999.

Judith Echeveria Linder, Executive Director, Alumni Relations. B.A., Montclair State College. Appointed August 1987.

John F. Link, Associate Professor, Music. B.A., University of Nebraska; B.M., University of Nebraska; M.M., The Ohio State University; Ph.D., Graduate Center of the City University of New York. Appointed September 1994.

Stuart G. Lisbe, Professor, Community Health. B.S., M.S., City College, CUNY; Ed.D., SUNY Buffalo. Appointed September 1968.

Pin-Shuo Liu, Assistant Professor, Environmental Science and Geography. B.S., National Taiwan University; M.S., Memphis State University; Ph.D., University of California at Riverside. Appointed September 2002.

Timothy Liu, Assistant Professor, English. B.A., Brigham Young University; M.A., University of Houston. Appointed September 1998.

John Livingston, Associate Professor, History. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University. Appointed September 1988.

Marcelo Llarull, Professor, Mathematics. M.A., Ph.D., SUNY Stony Brook. Appointed September 1990.

Elaine Lorenz, Assistant Professor, Art. B.A., Marietta College; M.F.A., Vermont College of Norwich University. Appointed September 2002.

Kem Louie, Assistant Professor, Nursing. B.S., Rutgers University; M.A., Ph.D., New York University. Appointed September 2000.

Jay F. Ludwig, Professor, Communication. B.A., Montclair State College; M.A., Bowling Green University; Ph.D., University of Illinois. Appointed September 1961.

Casey Man Kong Lum, Associate Professor, Communication. B.A., Hong Kong Baptist College; M.A., New School for Social Research; Ph.D., New York University. Appointed September 1996.

Howard Lune, Assistant Professor, Sociology. B.A., Harvard University; M.S., M.A., Ph.D., New York University. Appointed September 2000.

Payton Macdonald, Assistant Professor, Communication. B.F.A., University of Michigan; M.M., D.M.A., University of Rochester. Appointed September 2004.

George MacLeod, Assistant Professor, History. B.A., Eugene Lang College, New School for Social Research; Ph.D., City University of New York. Appointed September 2004.

Richard Macri, Accountant, Business Services. B.A., Fairleigh Dickinson University. Appointed September 1987.

Grisel Maduro, Assistant Professor, Languages and Cultures. B.A., M.A., University of Puerto Rico, Rio Piedras; M.Ph., Ph.D., City University of New York. Appointed September 2001.

Nicole Magaldi, Instructor, Communication Disorders. B.S., State University of New York; M.A., Kean College of New Jersey. Appointed September 2004.

Clyde Magarelli, Associate Professor, Sociology. B.A., M.A., University of Maryland; Ph.D., SUNY Binghamton. Appointed September 1967.

Charles J. Magistro, Professor, Art. B.F.A., Carnegie-Mellon University; M.F.A., Ohio State University. Appointed January 1977.

Sandeep Maheshwari, Professor, Mathematics. B.T., Indian Institute of Technology; D.Sc., Washington University. Appointed September 1987.

James Mahon, Assistant Professor, Sociology. B.S., Lincoln University; M.A., Ph.D., New School for Social Research. Appointed September 1998.

Carol Ann Mahoney, Assistant Professor (half time), Nursing. B.S., Catholic University; M.S., University of Maryland. Appointed January 1992.

Katherine Makarec, Associate Professor, Psychology. B.A., Laurentian University; M.A., Ph.D., York University. Appointed September 1997.

Kathleen Malanga, Assistant Director, Cheng Library. B.A., Douglass College; M.L.S., University of Texas; M.B.A., William Paterson University. Appointed September 1983.

Mary Kathleen Malu, Associate Professor, Secondary and Middle School Education. B.A., Moravian College; M.A.T., School for International Training; Ph.D., Fordham University. Appointed September 1998.

Carl J. Mancuso, Assistant Professor, Mathematics. B.S., University of Scranton; M.A., Montclair State College. Appointed September 1967.

Pete Mandik, Assistant Professor, Philosophy. A.A., College of Du Page; B.A., University of Illinois at Urbana-Champaign; M.A., Ph.D., Washington University. Appointed September 2000.

James Manning, Professor, Exercise and Movement Sciences. B.S., Niagara University; M.S., Indiana State University; Ph.D., University of Maryland. Appointed January 1984.

Robert A. Manuel, Senior Writer/Editor, Marketing and Public Relations. B.A., Drew University; M.S., Columbia University. Appointed August 1995.

Stephen Marcone, Professor, Music. B.A., M.M.E., Ed.D., Syracuse University. Appointed September 1984.

Yuri Marder, Web Information Manager, Marketing and Public Relations. B.A., Columbia University. Appointed March 2002.

Ian Marshall, Instructor, English. B.A., M.A., Rutgers University. Appointed September 2004.

Barbara E. Martin, Senior Writer/Editor, Marketing and Public Relations. B.A., M.A., William Paterson College. Appointed July 1998.

Esther Martinez, Associate Professor, Languages and Cultures. B.A., New York University; M.A., Ph.D., University of Michigan. Appointed September 1992.

Pedro Martinez, Assistant Vice President for Academic Affairs. B.A., M.Ed., University of Hartford; Ph.D., Loyola University. Appointed May 1997.

Reynaldo R. Martinez, Assistant Director, Advisement Center. B.A., M.A., William Paterson College; M.Ed., William Paterson University. Appointed October 1993.

John Martone, Associate Vice President and Dean of Student Development. B.A., University of New Mexico; M.S., Southern Illinois University; Ph.D., Georgia State University. Appointed September 2002.

Rosanne T. Martorella, Professor, Sociology. B.A., City College, CUNY; M.A., Ph.D., New School for Social Research. Appointed September 1977.

Kevin E. Martus, Associate Professor, Chemistry and Physics. B.A., Kean College of New Jersey; M.S., Ph.D., Lehigh University. Appointed September 1993.

John Mason, Associate Professor, Political Science. B.A., Washington Square College, New York University; M.A., Queens College, CUNY; M. Phil., Graduate Center, CUNY, Ph.D., Graduate School, CUNY. Appointed September 1992.

Monette Matthew, Librarian, Cheng Library. B.A., M.S., Simmons College; M.A., William Paterson University. Appointed October 1994.

Edward Matthews, Producing Director, Performing Arts Theatre Series. B.A., SUNY Plattsburg; M.A., Idaho State University; M.F.A., Sarah Lawrence College. Appointed July 1987.

William Matthews, Associate Professor, Marketing and Management Sciences. B.S., University of Durham; M.B.A., D.B.A., Harvard University. Appointed September 1989.

Lawrence E. Mbogoni, Assistant Professor, African, African American, and Caribbean Studies. B.A., M.A., University of Dar-es-Salaam; Ph.D., University of Pennsylvania. Appointed September 1999.

Robert J. McCallum, Associate Professor, Chemistry and Physics. B.S., Clarkson College; Ph.D., University of Minnesota. Appointed September 1978.

Meredith McCarthy, Manager of Special Events. B.A., University of Rhode Island. Appointed March 2004.

Vernon McClean, Professor, African, African American, and Caribbean Studies. B.A., St. Augustine's College; M.A., Atlanta University; Ed.D., Teachers College, Columbia University. Appointed September 1969.

Jonathan McCoy, Director of Admissions. B.A., M.A., Montclair State College. Appointed October 1988.

Lucia McMahon, Assistant Professor, History. B.A., Douglass College; Ph.D., Rutgers University. Appointed September 2004.

John McTighe, Counselor, Health and Wellness Center. B.A., Concordia University, Montreal; M.Div., Washington Theological Union; M.S.W., New York University. Appointed September 2004.

Daniel Meaders, Associate Professor, History. B.A., College of Staten Island; M.A., Ph.D., Yale University. Appointed September 1991.

Kenneth Medaska, Assistant Registrar. B.A., William Paterson College. Appointed April 1980.

Jaishri Menon, Associate Professor, Biology. B.S., M.S., Ph.D., University of Baroda, India. Appointed September 1995.

Margaret Meth, Director of Speech and Hearing Clinic. B.A., M.P.H., Ph.D., City University of New York. Appointed August 1996.

David Miller, Associate Professor, Mathematics. B.A., Columbia College, Columbia University; Ph.D., Courant Institute of Mathematical Sciences, New York University. Appointed September 1992.

Sandra Miller, Director, Instruction and Research Technology. B.A., Washington University-St. Louis; M.A., Indiana University-Bloomington; Ed.D., Pepperdine University. Appointed January 2002.

Fran Mindel, Assistant Professor, Communication. B.S., Towson University; M.L.A., Western Maryland College; Ph.D., Ohio University. Appointed September 2001.

Ali Mir, Associate Professor, Marketing and Management. B.Eng., Osmania University, India; M.B.A., Indian Institute of Management, India; Ph.D., University of Massachusetts at Amherst. Appointed September 2002.

Raza Mir, Associate Professor, Marketing and Management. B.S., Osmania University, India; M.B.A., Indian Institute of Management, India; Ph.D., University of Massachusetts at Amherst. Appointed September 2002.

Geraldine Mongillo, Instructor, Secondary and Middle School Education. B.A., Queens College; M.S., Staten Island College. Appointed September 2003.

Alberto Montare, Professor, Psychology. B.A., M.S., City University, CUNY; Ph.D., Yeshiva University. Appointed September 1980.

Michele Morabito, Assistant Director, Financial Aid. B.S., William Paterson College. Appointed June 1994.

Zachary Morgan, Assistant Professor, History. B.A., Hunter College; M.A., Ph.D., Brown University. Appointed September 2001.

Barry Morganstern, Professor, Communication. B.S., M.S., Southern Illinois University; Ph.D., University of Missouri. Appointed September 1981.

Madhuri Mukherjee, Assistant Professor, Languages and Cultures. Diplome Universitaire de Traduction et d'Interpretation Bilingues, University Lyon, France; Diplome d'Etudes Approfondies, Universite de la Sorbonne Nouvelle, Paris; M.A., Ph.D., Rutgers University. Appointed September 2000.

Kathleen Muldoon, Interim Regional Director, Small Business Development Center. B.A., Immaculata College; Graduate Trust School, Northwestern University. Appointed July 2004.

Christopher Mulrine, Associate Professor, Special Education and Counseling. B.A., M.Ed., William Paterson University; Ed.D., Montana State University. Appointed September 2004.

Robert Murphy, Supervisor of Media Services. B.S., Saint Peter's College. Appointed December 1987.

Muroki Mwaura, Associate Professor, Accounting and Law. B.A., M.B.A., Boston College; M.Sc., University of British Columbia; Ph.D., University of Illinois, Urbana-Champaign. Appointed September 1994.

Raja Nag, Associate Dean, Christos M. Cotsakos College of Business; Associate Professor of Economics, Finance, and Global Business. M.A., Jadavpur University, India; M.B.A., University of Wyoming; Ph.D., University of Connecticut, Storrs. Appointed September 2001.

John Najarian, Associate Professor, Computer Science. B.S., M.Phil., Ph.D., City University of New York. Appointed September 1985.

Sara Nalle, Professor, History. A.B., Bryn Mawr College; M.A., Ph.D., Johns Hopkins University. Appointed September 1986.

Sia Nassiripour, Associate Professor, Accounting and Law. B.S., M.S., University of Missouri; Ph.D., Washington State University. Appointed September 2001.

Gilbert Ndjatou, Associate Professor, Computer Science. Licence (B.S.), Maitrise (M.S.), Yaounde University, Yaounde, Cameroon; Ph.D., Graduate School and University Center, CUNY. Appointed September 1992.

Charlotte Nekola, Professor, English. B.A., Drew University; M.A., Ph.D., University of Michigan. Appointed September 1988.

Robin Nemeroff, Assistant Professor, Psychology. B.A., Amherst College; M.S., M.Ph., Ph.D., Columbia University. Appointed September 2003.

Helene Nemeth, Assistant Registrar. B.A., M.A., Montclair State College. Appointed January 1989.

Tim Newman, Instructor, Music. B.M., William Paterson University; M.M., Manhattan School of Music. Appointed September 2004.

Stephen R. Newton, Assistant Professor, English. B.A., D.A., University of Albany, SUNY. Appointed September 1999.

Joanne Nigrelli, Executive Director of Development. B.S., Seton Hall University; M.B.A., Fairleigh Dickinson University. Appointed March 2001.

Nancy Norris-Bauer, Director, Office of Field Experience. B.S., M.S., Florida State University. Appointed August 1997.

Cynthia Northington, Assistant Professor, Secondary and Middle School Education. B.A., Fairleigh Dickinson University; M.A., Montclair State University; Ph.D., New York University. Appointed September 1997.

Nancy Norville, Director of Major Gifts, Institutional Advancement. B.A., West Virginia Wesleyan College; M.A., Drew University. Appointed November 1986.

Andrew Nyaboga, Associate Professor, Accounting and Law. B.A., Rutgers University; M.B.A., Fairleigh Dickinson University; Ph.D., Stevens Institute of Technology. Appointed September 1996.

Monica Nyamwange, Assistant Professor, Environmental Science and Geography. B.Ed., Kenyatta University College, Nairobi; M.A., State University of New York at Binghamton; Ph.D., Rutgers University. Appointed September 1999.

Keith Obadike, Assistant Professor, Communication. B.A., North Carolina Central University; M.F.A., Yale University. Appointed September 2004.

Patricia O'Brien-Barry, Assistant Professor, Nursing. B.S., Seton Hall University; M.S., University of Pennsylvania. Appointed September 1999.

Brian O'Broin, Assistant Professor, English. B.A., Diploma in Medieval Studies, M.Ph., National University of Ireland; Ph.D., University of Illinois-Urbana. Appointed September 2003.

Krista O'Donnell, Assistant Professor, History. B.S., SUNY Binghamton; M.A., Ph.D., State University of New York. Appointed September 1997.

Catherine O'Grady, Associate Professor, Nursing. B.S.N., Georgetown University; M.A., University of Nebraska, Omaha; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1987.

Imafidon Olaye, Associate Professor, Communication. B.A., M.A., M.P.A., California State University; Ph.D., Ohio University. Appointed September 1984.

Emmanuel Onaivi, Assistant Professor, Biology. B.Pharm., University of Benin, Nigeria; M.S., Ph.D., University of Bradford, England. Appointed September 2000.

Albert Oratio, Associate Professor, Communication Disorders. B.A., M.A., Montclair State College; Ph.D., Bowling Green State University. Appointed September 1978.

Carmen J. Ortiz, Assistant Director, EOF Program. B.A., M.A., William Paterson College. Appointed September 1990.

Jaime Ortiz, Executive Director of International Programs. B.S., University of Chile, Santiago, Chile; M.A., Institute of Social Studies, The Hague, Netherlands; Ph.D., Virginia Polytechnic Institute and State University. Appointed September 2004.

Virginia G. Overdorf, Professor, Exercise and Movement Sciences. A.B., Ohio Wesleyan University; M.S., Indiana University; M.A., Montclair State College; Ed.D., Columbia University. Appointed September 1967.

Thomas Owusu, Assistant Professor, Community Health. B.A., University of Ghana; M.A., Wilfrid Laurier University, Canada; Ph.D., University of Toronto. Appointed September 1999.

Andrew Pachtman, Assistant Professor, Elementary and Early Childhood Education. B.A., University of Wisconsin; M.A., Jersey City State College; Ph.D., Syracuse University. Appointed September 2004.

Behnaz Pakizegi, Professor, Psychology. B.A., Macalester College; Ph.D., Cornell University. Appointed September 1977.

Kristen Palana, Assistant Professor, Art. B.F.A., Massachusetts College of Art; M.F.A., Pratt Institute. Appointed September 2002.

Alexandros Panayides, Assistant Professor, Economics, Finance, and Global Business. B.S., M.S., Johann Wolfgang Goethe University, Germany. M.A., State University of New York at Buffalo; Ph.D., State University of New York at Binghamton. Appointed September 2001.

Richard Pardi, Associate Professor, Environmental Science and Geography. B.A., M.A., Queens College; Ph.D., University of Pennsylvania. Appointed September 1984.

Barbara L. Parker, Professor, English. B.A., The University of California at Los Angeles; M.A., City College, CUNY; Ph.D., New York University. Appointed September 1989.

John Parras, Assistant Professor, English. B.A., Carnegie Mellon University; M.A., Ph.D., Columbia University. Appointed September 1997.

Vincent N. Parrillo, Professor, Sociology. B.S., Seton Hall University; M.A., Montclair State College; Ed.D., Rutgers University. Appointed July 1966.

Kathleen Patacsil, Assistant Bursar. B.A., Caldwell College; M.B.A., Fairleigh Dickinson University. Appointed March 2003.

Pradeep Patnaik, Associate Professor, Biology. B.S., Bombay University, India; M.A., State University of New York at Buffalo; Ph.D., Indiana University. Appointed September 2000.

Mary Patrick, Professor, Nursing. B.S.N., Tuskegee Institute; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1983.

Diana Peck, Professor, Communication. B.F.A., Boston University; M.A.T., Trenton State College; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1978.

Michael Peek, Assistant Professor, Biology. B.S., Moravian College; Ph.D., University of Maryland. Appointed September 2004.

Cesar Perez-Alvarez, Assistant Professor, Marketing and Management. B.E., Universidad de Antioquia, Medellin, Colombia; M.Ad., Instituto de Estudios Superiores en Administracion, Caracas, Venezuela; Ph.D., Rutgers University. Appointed September 2004.

Donna Perry, Professor, English. B.A., Merrimack College; M.A., Duquesne University; Ph.D., Marquette University. Appointed September 1982.

John Peterman, Professor, Philosophy. B.A., University of Wisconsin; M.A., Ph.D., Pennsylvania State University. Appointed September 1980.

Frank Petrozzino, Assistant Director, Campus Events Services. B.A., Montclair State College. Appointed August 1988.

Eswar G. Phadia, Professor, Mathematics. B.A., Osmania University; M.A., Karnatak University; M.S., Ph.D., Ohio State University. Appointed September 1973.

Richard Plank, Professor, Marketing and Management. B.S., St. Peter's College; M.B.A., Seton Hall University; Ph.D., City University of New York. Appointed September 2004.

Deborah Pluss, Librarian, Cheng Library. B.A., University of Massachusetts; M.T.S., Harvard University; M.A., University of Chicago. Appointed October 1994.

Lou M. Poandl, Director, Physical Plant Operations. B.S.I.E., Newark College of Engineering; M.B.A., Fairleigh Dickinson University. Appointed January 2000.

Janet S. Pollak, Professor, Anthropology. A.B., Douglass College; M.A., Temple University; Ph.D., Rutgers University. Appointed September 1977.

Geoffrey Pope, Associate Professor, Anthropology. B.A., University of California, Los Angeles; M.A., Ph.D., University of California at Berkeley. Appointed September 1992.

Donna Potacco, Director, Science Enrichment Center. B.S., M.S., Rutgers University; M.B.A., Fairleigh Dickinson University. Appointed 1988.

Leonard Presby, Professor, Marketing and Management Sciences. B.A., M.S., Yeshiva University; M.S., Columbia University; Ph.D., New York University. Appointed September 1975.

Lily Prince, Assistant Professor, Art. B.F.A., Rhode Island School of Design; M.F.A., Bard College-Milton Avery Graduate School of the Arts. Appointed September 1992.

Michael Principe, Professor, Political Science. B.A., Whitman College; J.D., University of Washington; Ph.D., University of California. Appointed September 1998.

Enrique Pumar, Assistant Professor, Sociology. B.A., Rutgers University; M.A., University of Chicago; M.Ph., Columbia University; Ph.D., American University. Appointed September 2000.

Kara Rabbitt, Assistant Professor, Languages and Cultures. B.A., University of California; M.A., Ph.D., Cornell University. Appointed September 1997.

Hanadee Ramadan, Assistant Director, Office of Certification. B.A., M.S., State University of New York at Buffalo. Appointed September 2002.

Taghi Ramin, Associate Professor, Economics, Finance and Global Business. B.S., National University of Iran; B.S., University of Tehran; M.A., Long Island University; Ph.D., New York University. Appointed September 1984.

Lori Ramos, Assistant Professor, Communication. B.A., Sarah Lawrence College; M.A., Ph.D., New York University. Appointed September 1998.

Jose Rebimbas, Head Coach, Men's Basketball. B.S., M.A., Seton Hall University. Appointed September 1995.

Kathleen Redmon, Instructor (half time), Nursing. B.S., M.A., Florida State University. Appointed September 1997.

David Reid, Professor, Marketing and Management. A.A.S., Clinton Community College; B.S., M.B.A., Ph.D., State University of New York at Plattsburgh. Appointed September 2004.

Melissa Reynolds, Assistant Director, Campus Activities. B.A., Bowdoin College; M.S., Central Connecticut State University. Appointed September 2004.

John Rhodes, Associate Professor, Communication. A.B., Occidental College; M.A., New York University. Appointed September 1990.

Cinzia Richardson, Director, International Students and Scholars. B.A., Andres Bello Catholic University, Venezuela; M.A., William Paterson University. Appointed September 1990.

Susan Rienstra, Assistant Director of Financial Aid. B.A., William Paterson College. Appointed October 1992.

Lance S. Risley, Associate Professor, Biology. B.S., Sam Houston State University; M.S., University of Tennessee; Ph.D., University of Georgia. Appointed September 1990.

Steve Rittler, Assistant Professor, Art. B.F.A., The University of the Arts, Philadelphia; M.F.A., Pratt Institute. Appointed September 2002.

Louis J. Rivela, Professor, Chemistry and Physics. B.S., Rutgers University; M.S., Ph.D., University of North Carolina. Appointed September 1969.

George C. Robb, Associate Professor, History. B.A., University of Texas; Ph.D., Northwestern University. Appointed September 1993.

Jeanie Robertson, Director, Professional and Organizational Development. B.A., College of William and Mary; M.S., Georgia State University. Appointed March 2002.

Denise Robinson-Lewis, Assistant Director, Human Resources. B.S., Kean College of New Jersey. Appointed October 1996.

Ricardo Rodriguez, Athletic Equipment Manager. A.A.S., Middlesex County College. Appointed August 1988.

Diane Falk Romaine, Associate Professor, Music. B.A., Montclair State College; M.A., Columbia University; Ed.D., Teachers College, Columbia University. Appointed September 1992.

Madeline Rosar, Assistant Professor, Mathematics. B.S., M.S., Fordham University; M.S., Ph.D., Courant Institute of Mathematical Sciences, New York University. Appointed September 1999.

Robert Rosen, Professor, English. B.S., Massachusetts Institute of Technology; M.A., Ph.D., Rutgers University. Appointed September 1978.

Shawn Ross, Assistant Professor, History. B.A., Whitman College; M.A., University of Washington, Seattle. Appointed September 2001.

Terry Ross, Senior Writer/Web Coordinator, Marketing and Public Relations. B.A., William Paterson College. Appointed September 1996.

Paula Rothenberg, Professor, Philosophy. B.A., M.A., New York University. Appointed September 1969.

Margaret Rothman, Associate Professor, Art. B.A., Oberlin College; M.A., Ph.D., University of Michigan. Appointed September 1974.

Yvonne Roux, Librarian, Curriculum Materials, Cheng Library. B.S., Trenton State College; M.L.S., Rutgers University; M.Ed., William Paterson University. Appointed July 1992.

Martin Rudnick, Associate Professor, Accounting and Law. B.S., M.A., University of Alabama; C.P.A. Appointed September 1978.

Darlene Russell, Assistant Professor, Secondary and Middle School Education. B.A., Hunter College, CUNY; M.A., Ed.D., Teachers College, Columbia University. Appointed September 1995.

Orlando E. Saa, Professor, Languages and Cultures. B.A., Camillas University; B.A., St. Mary's University; M.A., Spring Hill College; M.A., Ph.D., Tulane University. Appointed September 1974.

Susan Sabatino, Librarian, Cheng Library. B.A., College of the Holy Cross; M.L.S., Rutgers University. Appointed October 1994.

Jacqueline Safont, Coordinator, Disability Services; Assistant Director, Employment Equity and Diversity. B.A., Seton Hall University; J.D., Syracuse University. Appointed January 1999.

Mukesh Sahni, Assistant Director, Safety Compliance Officer, Science and Heath. M.Sc., Meerut University; Ph.D., University of Jodhpur. Appointed September 1996.

Jill Santana, Nurse Practitioner, Health and Wellness Center. B.S., Villanova University; M.S., Seton Hall University. Appointed August 2003.

Donna Santaniello, Assistant to the President and Board of Trustees. B.S., Thomas Edison State College; M.S., College of St. Elizabeth. Appointed January 2002.

Dennis Santillo, Director, External Relations. B.A., Seton Hall University. Appointed July 1972.

Arlene Holpp Scala, Associate Professor, Women's Studies. B.A., M.A., William Paterson College; Ph.D., Columbia University. Appointed September 1986.

Alan Schaefer, Production Manager, Shea Center. B.A., Kean College. Appointed September 1990.

Marc Schaeffer, Executive Assistant to the President and Board of Trustees. B.A., Queens College, CUNY; M.A., Hunter College, CUNY; Ed.D., Teachers College, Columbia University. Appointed December 1989.

Gordon James Schmidt, Professor, Exercise and Movement Sciences. B.E., McGill University, Canada; M.S., Ph.D., Indiana University. Appointed September 2001.

Raymond Schwartz, Librarian II, Cheng Library. B.F.A., College of Art and Design; M.A., New School for Social Research; M.A., Columbia University. Appointed September 2004.

Robin Schwartz, Assistant Professor (three-quarter time), Art. B.A., William Paterson College; M.F.A., Pratt Institute. Appointed September 1997.

Gladys Scott, Assistant Professor, Languages and Cultures. B.A., Instituto Nacional Superior del Profesorado en Lenguas Vivas "Juan Ramon Fernandez," Buenos Aires; M.A., M.S., Ph.D., Purdue University. Appointed September 2004.

Kathleen Scura, Associate Professor, Nursing. B.S.N., Jersey City State College; M.S.N., Hunter-Bellevue School of Nursing, CUNY; Ed.D., University of Sarasota. Appointed September 1997.

Robert Seal, Executive Assistant to the Provost and Executive Vice President; Assistant Professor, Educational Leadership. A.B., M.Ed., Ed.S., Ed.D., The College of William and Mary. Appointed February 1997.

Michael J. Sebetich, Professor, Biology. B.S., Duquesne University; M.A., College of William and Mary; Ph.D., Rutgers University. Appointed September 1977.

Shari B. Selke, Production Stage Manager, Performing Arts. B.A., Brooklyn College. Appointed January 1990.

Holly Seplocha, Assistant Professor, Elementary and Early Childhood Education. B.A., New England College; M.A., Wheelock College; Ed.D., Rutgers University. Appointed September 2001.

Chernoh M. Sesay, Provost and Executive Vice President; Professor, Political Science. B.S., Morningside College; M.A., Iowa State University; Ph.D., Carleton University, Ottawa, Canada. Appointed February 1996.

Susan Sgro, Biotechnology Technician, College of Science and Health. B.S., Cook College. Appointed September 1993.

Stephen R. Shalom, Professor, Political Science. B.S., Massachusetts Institute of Technology; M.A., Northeastern University; Ph.D., Boston University. Appointed September 1977.

David J. Shapiro, Professor, Art. B.A., M.A., Clare College; Ph.D., Columbia University. Appointed January 1981.

Gurdial Sharma, Professor, Chemistry and Physics. M.S., Ph.D., Panjab University. Appointed September 1980.

Erin Shaughnessy, Head Coach, Women's Basketball. B.S., William Paterson College. Appointed October 1992.

Peter Shaw, Assistant Football Coach, Site and Weight Room Supervisor. B.S., State University of New York College at Cortland; M.A., Western Kentucky University. Appointed September 1995.

Carole J. Sheffield, Professor, Political Science. B.S., Eastern Connecticut State College; M.A., Ph.D., Miami University, Ohio. Appointed September 1973.

William Siegrist, Assistant Director of Physical Plant. B.S., New Jersey Institute of Technology. Appointed May 1989.

Sam Silas, Professor, Exercise and Movement Sciences. B.S., M.S., Ph.D., Southern Illinois University. Appointed July 1985.

Katherine Silgailis, Associate Professor, Exercise and Movement Sciences. B.S., Skidmore College; M.S., Iowa State University; Ph.D., Florida State University. Appointed September 1990.

Uldis Silgailis, Assistant Director, Auxiliary Services. B.A., William Paterson College. Appointed July 1989.

Barry Silverstein, Professor, Psychology. B.A., City College of New York; M.A., Teachers College, Columbia University. Appointed September 1969.

John Sims, Director, Employment Equity and Diversity. B.A., University of Pennsylvania; J.D., University of South Carolina. Appointed July 2000.

David Slaymaker, Assistant Professor, Biology. B.S., Kansas State University; Ph.D., University of California, Riverside. Appointed September 2001.

Darryl R. Smith, Assistant Director, EOF Program. B.S., Upsala College. Appointed March 1995.

Polly Ashton Smith, Assistant Professor, Sociology. B.F.A., New York University; M.Div., Union Theological Seminary; Ph.D., City University of New York. Appointed September 2002.

Tricia Coxwell Snyder, Assistant Professor, Marketing/International Business. B.S., Florida State University; Ph.D., University of Tennessee. Appointed September 2000.

Arnold Speert, President; Professor, Chemistry and Physics. B.S., City College, CUNY; Ph.D., Princeton University. Appointed September 1970.

Kanzellar Sprague, Bursar. B.S., Southern Vermont College; M.S., University at Albany. Appointed November 2000.

Phillip Sprayberry, Media Relations Coordinator, Marketing and Public Relations. B.A., Lipscomb University; M.A., New York University. Appointed February 2001.

Peter Stein, Professor, Sociology. B.A., City College CUNY; M.A., Ph.D., Princeton University. Appointed September 1979.

Eric Steinhart, Assistant Professor, Philosophy. B.S., Pennsylvania State University; M.A., Boston College; Ph.D., S.U.N.Y. Stony Brook. Appointed September 1997.

David Stern, Assistant Professor, Environmental Science and Geography. B.S., State University of New York College of Environmental Science and Forestry; M.S., Rutgers University; Ph.D., City University of New York. Appointed September 2002.

Barbara Stomber, Development Associate. B.S., William Paterson College; M.A., Montclair State College. Appointed January 1990.

Denise Stone, Assistant Professor, Special Education and Counseling. B.A., Kean College; M.A., William Paterson College; Ed.D., Teachers College, Columbia University. Appointed September 1998.

Janis Strasser, Assistant Professor, Elementary and Early Childhood Education. B.S., College at New Paltz, State University of New York; M.S., Bank Street College; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1998.

Elizabeth Stroppel, Assistant Professor, Communication. B.A., Fairleigh Dickinson University; M.A., University of South Carolina; Ph.D., University of Texas at Austin. Appointed September 2000.

Bogong Su, Associate Professor, Computer Science. B.S., Tsinghua University, PRC; Ph.D. equivalency, Spantran Services. Appointed September 1995.

Barbara Suess, Assistant Professor, English. B.A., Muhlenberg College; M.A., Ph.D., University of Connecticut. Appointed September 2001.

Feng Sun, Instructional Designer. B.A., Shaanxi Teacher's University, PRC; M.A., California State University at Fresno; Ed.S., Ph.D., University of Alabama at Birmingham. Appointed September 2002.

Karen Swanson, Assistant Professor, Environmental Science and Geography. B.S., Worcester Polytechnic Institute; M.S., University of Pennsylvania; Ph.D., Pennsylvania State University. Appointed September 1995.

Paul Swanson, Associate Professor, Economics, Finance, and Global Business. B.A., Iowa State University; M.A., M.Phil., Ph.D., Columbia University. Appointed September 1982.

Janine Swingle, Assistant Professor, Psychology. B.A., Rutgers University; M.A., Ph.D., Nova Southeastern University. Appointed September 2002.

Louis Szucs, Director of Payroll. B.S., Montclair State University. Appointed September 2000.

Maria Tajcs, Assistant Professor, Languages and Cultures. B.S., M.A., Ph.D., Rutgers University. Appointed September 2002.

Joseph Tanis, Assistant to the Vice President, Institutional Advancement. B.A., M.A., William Paterson College; M.A., Montclair State College. Appointed November 1975.

Susanna Tardi, Associate Professor, Sociology. B.A., Kean College of New Jersey; M.A., Ph.D., New York University. Appointed September 1992.

Virginia Taylor, Associate Professor, Marketing and Management. B.S., Thomas Edison State College; M.B.A., Monmouth University; Ph.D., Temple University. Appointed September 1998.

Frank Tedesco, Associate Director, Network and Hardware Services. B.A., William Paterson College. Appointed January 1991.

Jinn-Tsair Teng, Professor, Marketing and Management Sciences. B.S., Tamkang University, Tamsui, Taiwan; M.S., National Tsing-Hua University, Taiwan; Ph.D., Graduate School of Industrial Administration, Carnegie-Mellon University. Appointed September 1992.

Lorraine Terraneo, Executive Director of Marketing and Public Relations. B.A., M.A., Northeastern University. Appointed September 1986.

Aaron Tesfaye, Assistant Professor, Political Science. B.A., M.P.A., California State University; Ph.D., Claremont Graduate University. Appointed September 2004.

Pamela Theus, Assistant Director, Collections and Resource Management, Cheng Library. B.S., West Chester University; M.L.S., Drexel University; M.A., City College, CUNY. Appointed May 1988.

Philip Thiuri, Associate Professor, Environmental Science and Geography. B.A., St. Michael's College; M.Sc., Cornell University; Ph.D., Syracuse University. Appointed September 1992.

Michael Thompson, Instructor, Political Science. B.A., Rutgers University. Appointed September 2004.

Isabel Tirado, Dean, College of Humanities and Social Sciences; Professor, History. B.A., M.A., Hunter College, CUNY; Ph.D., University of California at Berkeley. Appointed September 1985.

Kathleen Torsney, Assistant Professor, Psychology. B.S., Georgetown University; M.Ed., Ph.D., Teachers College, Columbia University. Appointed September 2000.

Janet P. Tracy, Associate Professor, Nursing. B.S.N., University of Iowa; M.S., Ph.D., University of Colorado. Appointed September 1991.

Ousseynou Traore, Associate Professor, African, African American, and Caribbean Studies. B.A., Case Western Reserve University; M.A., University of Akron; D.E.A. (Diplome d'Etudes Approfondies) (M. Phil.), M.A., Ph.D., Université de la Sorbonne Nouvelle, Paris III; Ph.D., University of Wisconsin-Madison. Appointed September 1992.

Nina Trelisky, Associate Registrar. B.A., York College, CUNY. Appointed May 1980.

Marion P. Turkish, Professor, Elementary and Early Childhood Education. A.B., George Washington University; M.A., Teachers College, Columbia University; Certificate of Advanced Study in Education, New York University; Ph.D., Fordham University. Appointed February 1972.

Thomas Uhlein, Assistant Professor, Art. B.A., Pennsylvania State University; M.F.A., Temple University. Appointed September 2003.

Kathleen Unger, Director, Recreational Services. B.S., Niagara University; M.A., Montclair State College. Appointed October 1987.

John Urinyi, Director, Capital Planning, Design, and Construction. B.S., M.S., Stevens Institute of Technology. Appointed March 1993.

Stephen Garrett Vail, Professor, Biology. B.A., Carleton College; M.S., University of Maryland; Ph.D., University of California, Davis. Appointed September 1993.

Joseph Van Putten, Assistant Professor, Art. B.F.A., M.A., William Paterson College; M.F.A., Pratt Institute. Appointed September 1992.

Donald R. Vardiman, Professor, Psychology. B.A., Texas Technological College; Ph.D., University of Oklahoma. Appointed September 1970.

Kris Vassilev, Associate Professor, Languages and Cultures. B.A., M.A., Middlebury College; Ph.D., Rutgers University. Appointed September 1999.

Amanda Vasquez, Director, Scholarships. B.A., Manhattanville College; M.S., Lehman College, City University of New York. Appointed September 2004.

Hank Robert Verbeek, Graphic Artist, Marketing and Public Relations. A.A.S., New School for Social Research/Parsons School of Design; B.F.A., William Paterson College. Appointed August 1983.

Ronald Verdicchio, Assistant Professor, Elementary and Early Childhood Education. B.A., William Paterson College; M.A., Montclair State College; Ed.M., Ed.D., Columbia University Teachers College. Appointed September 2000.

Maria de Lourdes Villar, Associate Professor, Anthropology. B.S., University of Puerto Rico; M.S., State University of New York; Ph.D., Indiana University. Appointed September 1997.

Kurt Wagner, Head of Librarian Services, Cheng Library. B.A., Fort Lewis College; M.L.S., University of Arizona; M.A., William Paterson University. Appointed September 1994.

Victoria Heenan Wagner, Librarian, Cheng Library. B.A., Dickinson College; M.A., University of Birmingham, England; M.L.S., Rutgers University. Appointed September 1998.

Miryam Wahrman, Professor, Biology. B.A., Hunter College, CUNY; Ph.D., Cornell University. Appointed September 1984.

Carey Waldburger, Assistant Professor, Biology. B.S., M.S., University of Wisconsin; Ph.D., University of Southern California. Appointed September 2004.

Gabe Tiande Wang, Associate Professor, Sociology. B.A., Yunnan University; M.S., Ph.D., Brigham Young University. Appointed September 1996.

Hideo Watanabe, Assistant Professor, Language and Cultures. B.A., Meiji Gakuin University, Japan; M.A., Keio University, Japan; M.A., Ph.D., University of Pittsburgh. Appointed September 2001.

Roland Watts, Associate Dean of Student Development. B.A., Richmond College; M.A., Cambridge College. Appointed July 1986.

Christopher Weaver, Assistant Professor, English. B.A., University of Rochester; Ph.D., SUNY Stony Brook. Appointed September 1999.

Linnea Weiland, Associate Professor, Elementary and Early Childhood Education. B.A., Vassar College; M.S., University of Chicago; Ph.D., New York University. Appointed September 2004.

Nancy Weiner, Librarian, Cheng Library. B.A., Montclair State University; M.L.S., Rutgers University. Appointed September 2002.

Martin Weinstein, Professor, Political Science. B.A., Columbia College; M.A., Ph.D., New York University. Appointed September 1971.

David Weisberg, Assistant Professor, Music. B.A., M.A., Ph.D., Rutgers University. Appointed September 2001.

Burton Weltman, Assistant Professor, Elementary and Early Childhood Education. B.A., University of Wisconsin; M.A., Rutgers University; J.D., Seton Hall Law School; Ed.D., Rutgers University. Appointed September 1997.

Jean M. Werth, Professor, Biology. B.S., Nazareth College; M.S., Ph.D., Syracuse University. Appointed September 1972.

Rachel Wetzsteon, Assistant Professor, English. B.A., Yale University; M.A., Johns Hopkins University; M.A., M.Ph., Ph.D., Columbia University. Appointed September 2001.

Patricia Whiteman, Associate Director, Residence Life. B.A., M.Ed., Elmira College. Appointed October 1987.

Hilary Wilder, Assistant Professor, Elementary and Early Childhood Education. B.A., Douglass College, Rutgers University; M.S., New Jersey Institute of Technology; Ed.M., Harvard Graduate School of Education; Ed.D., Teachers College, Columbia University. Appointed September 2002.

James Wilkerson, Associate Professor, Accounting and Law. A.B., M.A., Seton Hall University; J.D., Rutgers University. Appointed September 1981.

Bruce Williams, Associate Professor, Languages and Cultures. B.A., M.A., University of Pennsylvania; M.A., Ph.D., University of California-Los Angeles. Appointed September 1993.

Chriss Williams, Assistant Professor, Communication. B.S., Montclair State University; M.F.A., New York University. Appointed September 2000.

Martin Williams, Director, Office of Sponsored Programs. B.A., Montclair State College; M.A., New York University. Appointed February 1995.

Patricia Williams, Assistant Director, Employment Equity and Diversity. B.A., William Paterson College. Appointed September 1998.

Pamela Winslow, Budget Director, Business Services. B.A., Rutgers University; M.B.A., Fairleigh Dickinson University. Appointed August 1994.

Robert Wolk, Librarian, Cheng Library. B.A., M.A., Brooklyn College; M.L.S., Pratt Institute; M.A., Cooperstown Graduate Program, SUNY Oneonta. Appointed December 1989.

Stanley W. Wollock, Professor, Elementary and Early Childhood Education. B.S., Kutztown University; M.Ed., Western Maryland College; Ed.D., New York University. Appointed September 1962.

Brian Woods, Head Soccer Coach, Athletics. B.A., Trenton State College. Appointed August 1996.

Yuhong Wu, Assistant Professor, Marketing and Management. B.A., Peking University, PRC; M.A., University of Tulsa; Ph.D., University of Texas at Austin. Appointed September 2003.

Lianzan Xu, Professor, Accounting and Law. M.A., Xiamen (Amoy) University, PRC; M.B.A., Indiana University of Pennsylvania; Ph.D., University of Kentucky. Appointed September 1996.

Wei Xu, Instructor, Accounting and Law. B.A., Nankai International Business School, China. Appointed September 2004.

Melda Yildiz, Assistant Professor, Secondary and Middle School Education. B.A., Bogazici University, Turkey; M.S., Southern Connecticut University; Ed.D., University of Massachusetts at Amherst. Appointed September 2002.

Keumsil Kim Yoon, Professor, Languages and Cultures. B.A., Ewha University; M.A., Ph.D., University of Paris-Sorbonne. Appointed October 1985.

Joo-Kwang Yun, Associate Professor, Accounting and Law. B.B.A., Yonsei University, Korea; M.B.A. (Finance), Bowling Green State University; M.B.A. (Accounting), Ph.D., University of Wisconsin at Madison. Appointed September 2002.

Melkamu Zeleke, Assistant Professor, Mathematics. B.Sc., M.Sc., Addis Ababa University; Ph.D., Temple University. Appointed September 1998.

Mary Beth Zeman, Director of Public Relations, Marketing and Public Relations. B.A., Douglass College, Rutgers University. Appointed August 1986.

He Zhang, Assistant Professor, Art. B.A., Xinjiang University; M.A., Academy of Arts of China; M.A., University of Cincinnati; Ph.D., University of Texas. Appointed September 1998.

Emeritus Faculty

Ellsworth Abare

Associate Professor of Special Education and Counseling, Emeritus

Hugh Aitken

Professor of Music, Emeritus

Laura Aitken

Professor of Curriculum and Instruction, Emeritus

Sidney Berman

Associate Professor of Communication, Emeritus

Joseph Brandes

Professor of History, Emeritus

Grace Brown

Associate Professor of Reading and Language Arts, Emeritus

Sally Burk

Assistant Professor in the Library, Emeritus

Alpha Caliandro

Associate Professor of Early Childhood Education, Emeritus

Robert Callahan

Professor of Biology, Emeritus

Robert Capella

Professor of Biological Sciences, Emeritus

Vito Caporale

Associate Professor of History, Emeritus

Jerome P. Chamberlain

Associate Professor of Communication, Emeritus

Paul Chao

Professor of Sociology, Emeritus

Mary Jane Cheesman

Assistant Professor of Physical Education, Emeritus

Sanford Clarke

Professor of Secondary Education, Emeritus

Jesse Cooper

Librarian, Emeritus

Sam Cooper

Professor of School Personnel Services and Social Work, Emeritus

Nicholas D'Ambrosio

Associate Professor of Curriculum and Instruction, Emeritus

Elizabeth DeGroot

Professor of English, Emeritus

John Drabble

Professor of History, Emeritus

Ana Eapen

Professor of Economics, Emeritus

Herbert Lee Ellis

Professor of History, Emeritus

Leona Emrich

Professor of Biological Sciences, Emeritus

Joan Feeley

Professor of Curriculum and Instruction, Emeritus

Ruth Fern

Associate Professor of Secondary Education, Emeritus

Louise Fonken

Associate Professor of Physical Education, Emeritus

Donato Fornuto

Professor of Music, Emeritus

Anna Freund

Associate Professor of Communication, Emeritus

John Fulton

Associate Professor of English, Emeritus

- Molly Geller**
Associate Professor of Elementary Education,
Emeritus
- Timothy Gerne**
Professor of Curriculum and Instruction, Emeritus
- Adam Geyer**
Professor of Secondary Education, Emeritus
- Robert Goldberg**
Director of Library, Emeritus
- John Gower**
Professor of Educational Administration, Emeritus
- Virgie Granger**
Associate Professor of English, Emeritus
- Barbara Grant**
Professor of Curriculum and Instruction, Emeritus
- Judith Green**
Professor of Psychology, Emeritus
- Reginald Grier**
Associate Professor of Accounting and Law,
Emeritus
- Carole Gruber**
Professor of History, Emeritus
- Marietta Gruenert**
Professor of Special Education, Emeritus
- Sally Hand**
Professor of English, Emeritus
- Catherine Hartman**
Associate Professor of Secondary Education,
Emeritus
- Harold Hartman**
Professor of Educational Administration, Emeritus
- Wathina Hill**
Professor of Speech Pathology, Emeritus
- Leo Hilton**
Professor of Urban Education and Community
Affairs, Emeritus
- James Houston**
Professor of Psychology, Emeritus
- Patricia Huber**
Associate Professor, Exercise and Movement
Sciences, Emeritus
- Ann Hudis**
Associate Professor of Community Health,
Emeritus
- Lenore Hummel**
Professor of Special Education, Emeritus
- Ching Yeh Hu**
Professor of Biology, Emeritus
- Seymour C. Hyman**
President Emeritus and Professor of Chemistry,
Emeritus
- Herbert Jackson**
Assistant Professor of Communication, Emeritus
Posthumous
- Kenneth Job**
Professor of Elementary Education, Emeritus
- Angelo Juffras**
Professor of Philosophy, Emeritus
- Mark Karp**
Professor of Reading and Language Arts, Emeritus
- Milton Kessler**
Associate Professor of Secondary Education,
Emeritus
- Ruth Klein**
Professor, Special Education and Counseling,
Emeritus
- Martin Krivin**
Professor of Music, Emeritus
- Robert Kloss**
Professor of English, Emeritus
- Robert Latherow**
Professor of Music, Emeritus
- Martin Laurence**
Professor of Economics and Finance, Emeritus
- Kathleen Leicht**
Assistant Professor of Special Education, Emeritus
- Howard Leighton**
Professor of Art, Emeritus
- Adele Lenrow**
Associate Professor of Communication, Emeritus
- Robert Leppert**
Professor of Theatre, Emeritus
- Dun Li**
Professor of History, Emeritus
- Helen Maciorowski**
Associate Professor of Nursing, Emeritus
- Anthony Maltese**
Professor of Communication, Emeritus
- Susan McNamara**
Professor of English, Emeritus
- John McRae**
Professor of English, Emeritus
- Ashot Merijanjan**
Professor of Chemistry and Physics, Emeritus
- Raymond Miller**
Associate Professor of History, Emeritus
- Harriet Modemann**
Librarian, Emeritus
- Harold Moldenke**
Professor of Science, Emeritus
- Virginia Mollenkott**
Professor of English, Emeritus
- Marguerite Moreno**
Professor of Early Childhood Education, Emeritus
- Robert Nemoff**
Professor of Psychology, Emeritus
- Richard Nickson**
Professor of English, Emeritus
- Margaret O'Connor**
Associate Professor of Music, Emeritus
- Susan G. Radner**
Professor of English, Emeritus

Herbert Raymond

Associate Professor of Art, Emeritus

Soon Man Rhim

Professor of Sociology, Emeritus

Elizabeth Rinaldi

Associate Professor of Elementary Education,
Emeritus

Terence Ripmaster

Professor of History, Emeritus

Leonard Rosenberg

Professor of Political Science, Emeritus

John Rosengren

Professor of Biology, Emeritus

James Ruban

Associate Professor of Art, Emeritus

William Rubio

Professor of Foreign Languages, Emeritus

John Runden

Professor of English, Emeritus

Barbara S. Sandberg

Professor of Communication, Emeritus

Alvin Shinn

Professor of Biology, Emeritus

Toby Silverman

Professor of Psychology, Emeritus

Peter Spiridon

Vice President of Administration and Finance,
Emeritus

Louis Stoia

Professor of Special Education, Emeritus

Daniel Sugarman

Professor of Psychology, Emeritus

Myron Swack

Professor of Special Education, Emeritus

Marguerite Tiffany

Associate Professor of Art, Emeritus

Francis Tomed

Professor of Psychology, Emeritus

Gabriel Vitalone

Professor of Curriculum and Instruction, Emeritus

Jane Voos

Professor of Biology, Emeritus

Edith Wallace

Professor of Biology, Emeritus

Lina Walter

Professor of Elementary Education, Emeritus

Reinhold Walter

Professor of Mathematics, Emeritus

Aaron Weinstein

Assistant Professor of Accounting and Law,
Emeritus

David R. Weisbrot

Professor of Biology, Emeritus

Doris White

Professor of Curriculum and Instruction, Emeritus

Edward Willis

Professor of History, Emeritus

Mildred Wittick

Professor of Reading and Language Arts, Emeritus

Lois Wolf

Associate Professor of Political Science, Emeritus

Felix Yerzley

Professor of Physics, Emeritus

Marie Yevak

Professor of School Personnel Services and Social
Work, Emeritus

Jackson Young

Professor of Speech, Emeritus

William Younie

Professor of Special Education and Counseling,
Emeritus

Jonas Zweig

Associate Professor of Secondary Education,
Emeritus

How to Reach William Paterson University

*FROM ROUTE 23:

Take Alps Road exit (Wayne). (From Route 23 North: exit directly onto Alps Road. From Route 23 South: proceed to stop sign; make a right onto Alps Road.) Proceed approximately 2 miles to the traffic light at intersection of Alps and Ratzer Roads. Turn extreme right onto Ratzer and proceed approximately 2 miles to the traffic light at the intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer becomes Pompton Road. Proceed about 200 yards. University entry gates 4 through 1 are on left along Pompton Road.

FROM NORTHERN NEW JERSEY VIA GARDEN STATE PARKWAY: Take the Garden State Parkway South to exit 159, Route 80 West. Proceed to Route 23 North. *See directions from Route 23.

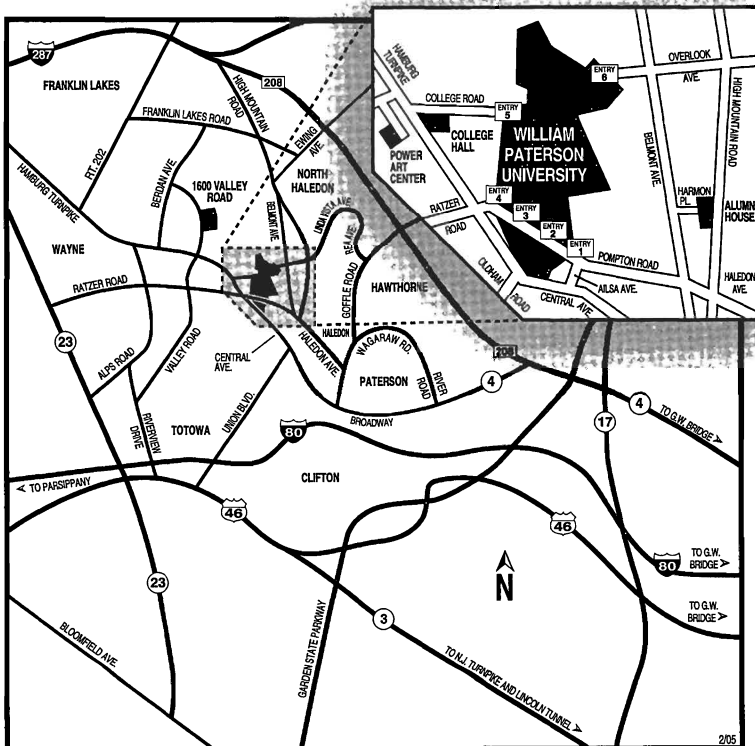
FROM NEW YORK CITY VIA GEORGE WASHINGTON BRIDGE OR LINCOLN TUNNEL, OR FROM EASTERN NEW JERSEY: Take either Route 46 West, 80 West or 3 West. Proceed to Route 23 North. *See directions from Route 23.

FROM SOUTHERN AND CENTRAL NEW JERSEY VIA GARDEN STATE PARKWAY: Take Garden State Parkway North to Exit 153B (on left), marked Route 3 and 46, West Paterson. Take Route 3 to Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

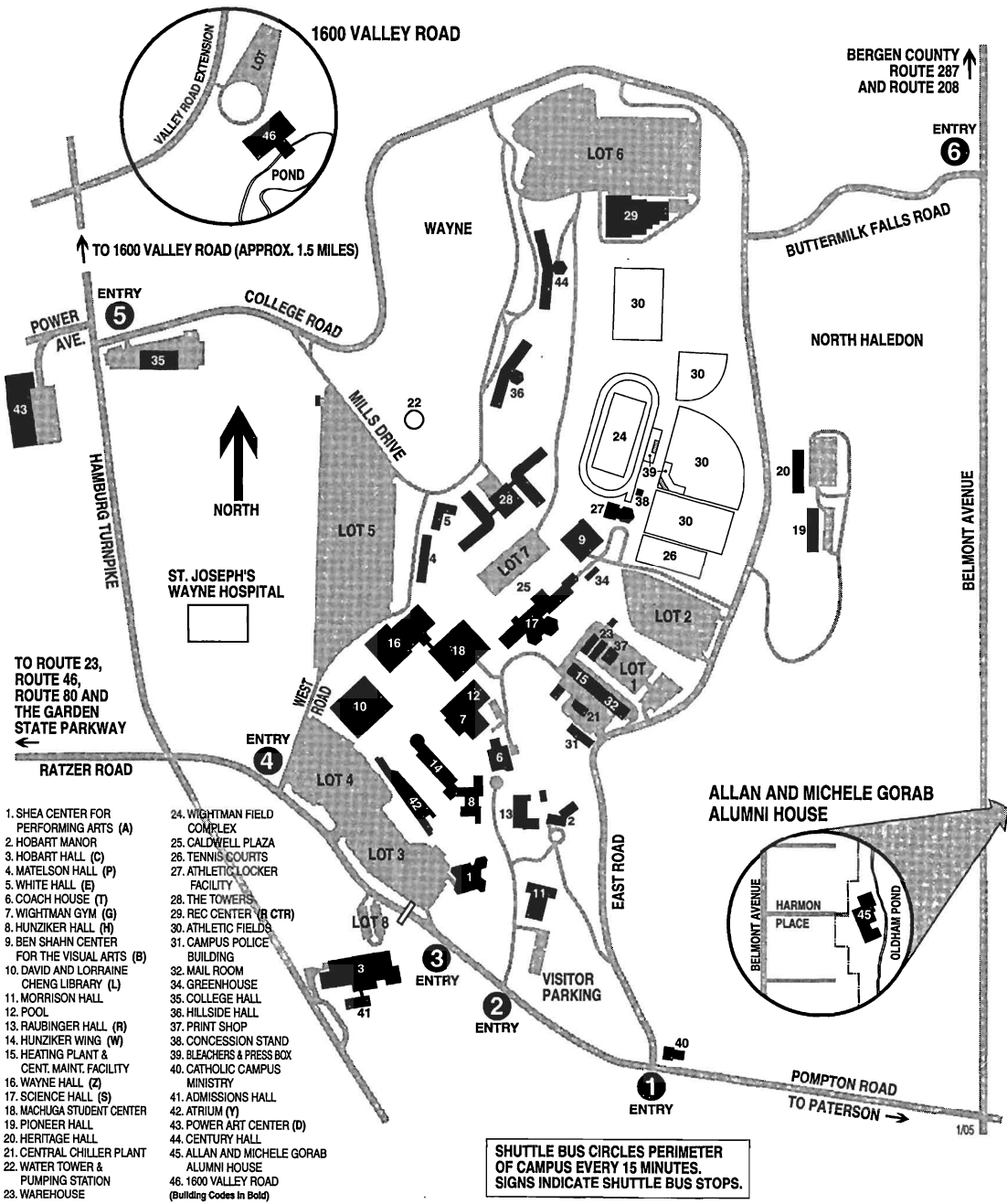
FROM WESTERN NEW JERSEY: Take Route 46 East to Route 23 North. Or, take Route 80 East to Exit 54 (Minnisink Road). Turn right to access Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

FROM ROUTE 208: Take Ewing Ave./Franklin Lakes exit. (From 208 North: proceed to stop sign, make a left onto Ewing. From 208 South: proceed to stop sign, make a right onto Ewing.) Proceed to end of Ewing Avenue. Turn left onto High Mountain Road. Continue approximately one mile to fork. Take right fork onto Belmont Avenue and proceed approximately two miles to second traffic light. Turn right onto Pompton Road. Proceed up hill approximately one-half mile. University entry gates 1 through 4 are on right along Pompton Road.

PUBLIC TRANSPORTATION: Public transportation to the University is available from surrounding areas. NJ Transit buses 746 and 744 run directly to the University. For further information on bus service, call 1-800-772-2222.



Campus Map



INDEX

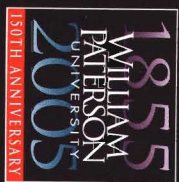
Academic Calendar	2	Computer Facilities	285
Academic Honors	46	Computer Science, Department of	285
Academic Integrity Policy	46	Continuing Education/Distance Learning	15
Academic Regulations	45	Counseling and Health and Wellness Center	34
Academic Standing	48	Course Credit Load	52
Academic Support Center	32	Course Repeat	52
Accounting and Law, Department of	118	Course Withdrawal	52
Accreditation	324	Credit by Examination	52
Acquired Immune Deficiency/HIV Policy	40	Curriculum Individualization	54
Activities	29	Degree Programs	66
Administration	331	Degree Requirements	54
Admissions	10	Demonstration Guidelines	41
Adult Students	13	Dining Services	38
Advanced Placement	14	Directions to William Paterson	358
Advanced Standing Students	11	Directories	331
Advisement Center	32	Disabled Student Services	35
Advisor Assignments	32	Disciplinary Code	40
Affirmative Action Policy	40	Dismissal	49
African, African American, and		Diversity Statement	8
Caribbean Studies, Department of	159	Dormitories	37
Alumni Association	33	Early Admission	13
Anthropology, Department of	166	Economics, Finance, and Global Business,	
Application Deadlines	10	Department of	121
Application Requirements	10, 11	Education, College of	137
Art, Department of	69	Education Enrichment Center	31
Arts and Communication, College of the	67	Educational Opportunity Fund	13
Asian Studies	170	Electives	56
Athletics	30	Elementary and Early Childhood Education,	
Attendance	51	Department of	142
Audit Course	52	Emeritus Faculty	355
Awards	18	English, Department of	179
Basic Skills	54	Environmental Science and Geography,	
Biology, Department of	261	Department of	290
Biopsychology Honors Program	65, 251, 318	ESL Program	197
Biochemistry	269	E*TRADE Financial Learning Center	114
Biotechnology	263	Exercise and Movement Sciences,	
Board of Trustees	331	Department of	299
Business, Christos M. Cotsakos College of	109	Extracurricular Activities	42, 57
Campus Map	359	Facilities	328
Campus Ministry	33	Faculty and Professional Staff	333
Career Development	33	Fees	16
Center for Research	258	Field Experiences	139
Certification, Teacher	139, 142, 143, 147	Financial Aid	16
Chemistry and Physics, Department of	268	First-Year Experience	36
Child Care Center	34	First-Year Seminar	36, 61
Class Standing	52	Foreign Language Requirement	196
CLEP	53	French and Francophone Studies	198
Clubs and Activities	29	General Education Requirements	55
Cognitive Science Honors	63, 252	General Information	9
Cognitive Science Laboratory	222	Grade Complaint Procedure	58
Communication, Department of	79	Grades	57
Communication Disorders, Department of	277	Grade Regulations	58
Community Health, Department of	279	Graduate Programs	61
Complaints-Grades/Student Academic		Grants (Student)	27
Performance	52	Greek Life	30
		Hazing	30
		Health Services	34

High School Student Program	15	Professional Sales, Department of	133
History, Department of	187	Psychology, Department of	234
Honors (Academic)	41	Readmit Students	12
Honor Societies	30	Rec Center	31
Honors Programs	62	Recreational Services	29, 30, 31
Honors Tracks	318	Refund Policies	16
Housing	37	Reinstatement	49
Housing, Off-Campus	38	Residence Life	37
Humanities Honors	62, 253	ROTC	54
Humanities Interdisciplinary Courses	255	Russ Berrie Institute for Professional Sales	116
Humanities and Social Sciences, College of the	157	Safety and Transportation	39
Immunization	10, 42	Satisfactory Academic Progress Policy	28
Incomplete Grades	58	Scholarships and Awards	18
Independent Study	59	Science and Health, College of	257
Insurance	17, 35	Science Enrichment Center	32
Instruction and Research Technology	36	Second Baccalaureate Degree	12
International Students	13, 37	Secondary and Middle School Education, Department of	147
Introduction	8	Semester Abroad	62
Languages and Cultures, Department of	196	Senior Citizens	15
Latin American Studies	202	Services, Support	32
Leave of Absence	60	Sexual Harassment Policy	43
Library	37	Shuttle Bus System	39
Life Science and Environmental Ethics Honors Program	64, 320	Small Business Development Center	114
Loans	27	Social Sciences Honors Track	65, 253
Majors	56	Sociology, Department of	240
Marketing and Management Sciences, Department of	127	Spanish	200
Mathematics, Department of	309	Special Admission	13
Medical Services	34	Special Education and Counseling, Department of	151
Memberships	324	Speech-Language Pathology Preparation	260
Military Credit	54	Sponsored Students	13
Mission Statement	6	Student Center	31
Multimedia Language Center	198	Student Exchange Programs	62
Music, Department of	90	Student Information and Referral Center	39
Music Honors	64, 107	Student Government Association	28
New Jersey Commission on Higher Education	331	Student Life	28
New Jersey Marine Sciences Consortium	291	Student Teaching	139
Nondegree Students	15	Study Abroad Program	62, 198
Nursing, Department of	314	Subject Field Certification	147
Nursing Honors Track	64, 321	Summer Sessions	52
Obligation of Payment	60	Transfer Admission	11
Outcomes Assessment	60	Tuition	16
Pass/Fail Option	58	Undeclared Students	60
Payment Plans	17	Urban Studies	250
Performing Arts Honors	65, 107	Veterans	28, 39
Philosophy, Department of	222	Vision Statement	7
Policies and Procedures	40	Visiting Students	15
Political Science, Department of	227	Waivers	56
Pre-Dental Preparation	259	Withdrawal	60
Pre-Engineering Programs	259, 270	Women's Center	31
Pre-Law Preparation	233	Women's Studies, Department of	246
Pre-Medical Preparation	259	Work Study	28
Pre-Physical Therapy Program	260	WPSC Radio	29
Pre-Professional Programs	61	Writing Center	32
Pre-Veterinary Medicine Preparation	259	Yearbook	29

WILLIAM PATERSON UNIVERSITY

OFFICE OF ADMISSIONS 100000-294000-30
WAYNE, NEW JERSEY 07470

www.wpunj.edu



~~Assoc VP~~ & IT
Not specified