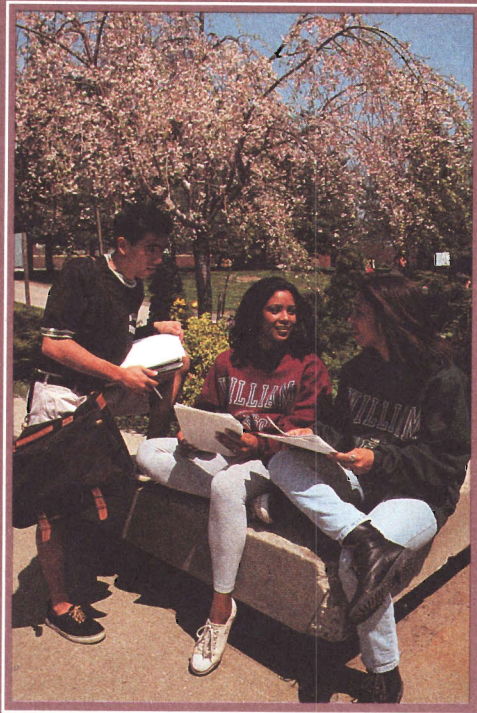


# WILLIAM PATERSON COLLEGE



## UNDERGRADUATE CATALOG 1994-96

William Paterson College does not discriminate on the basis of race, color, age, sex, religion, creed, national origin or handicap. College 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 College 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 College 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.

For additional information and applications, write or call:

Office of Admissions  
William Paterson College  
Wayne, New Jersey 07470  
(201)595-2125

**Dear Student,**

Every William Paterson College student is provided an *Undergraduate Catalog* upon enrollment. This is the only copy of the current catalog you will automatically receive during your studies at the College.

Should your copy become damaged, or should you misplace it, you may purchase a new copy at the WPC Bookstore, located in the Student Center.

**Always remember to bring your catalog to registration.**

Best wishes for success,  
Office of Admissions

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# WILLIAM PATERSON COLLEGE

## MISSION STATEMENT

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William Paterson College aspires to excellence through educational programs that challenge students to high levels of intellectual and personal development. This commitment to excellence is reflected in a carefully constructed and distinctive undergraduate curriculum that offers a broad foundation in the liberal arts and a wide variety of majors that help students prepare for productive lives in a pluralistic society and professional careers in a rapidly changing technological world. Graduate programs are designed to meet the needs of the surrounding region for in-depth preparation in fields of corresponding institutional strength.

The College believes that a measure of true educational excellence is the extent to which its students develop the abilities for and commitment to lifelong learning and contributing to the common good. In order to realize this excellence, the College seeks to involve students actively and personally in learning and to help them perceive connections: across disciplines and between classrooms, from individual experiences to those of fellow learners, from the campus to the larger world, and from the past and present to the future. It does this by involving faculty and students in a rich network of interconnected learning communities that extend throughout the campus and beyond. These are based on a distinctive educational philosophy that views learning as an active and collaborative process in which each member contributes to the intellectual and personal growth of others.

Through this emphasis on learning communities, the College seeks to help students become self-confident learners who take responsibility for their own learning and contribute to the learning of others; who are open to new ideas and experiences; who can both work collaboratively and accept leadership responsibilities; and who are effective listeners and communicators. The College further seeks to provide an educational experience that develops and refines intellectual skills and, equally important, ethical standards and an appreciation of the commonality and diversity of the human experience. This necessarily involves creative conflict that challenges habits, practices and assumptions and enriches the ability to participate with others while maintaining individuality and independence of judgment.

Because each member of the William Paterson College community contributes to the education of all, this education is enhanced by a membership that is drawn from diverse ethnic, cultural, socioeconomic and experiential

backgrounds. The College is working to create such a community and pledges a special effort to improve opportunities and programs for minority members, particularly Blacks and Hispanics, and for nontraditional students.

To achieve the educational excellence outlined above, the students, faculty, staff, administrators and trustees are committed to strengthening current learning communities and to building new ones; to continuing effort toward effective teaching and active involvement in learning; to maintaining a stimulating intellectual and scholarly life in which students are accepted as contributing members; and to providing effective and efficient support services. An integral part of these efforts is a commitment to ongoing assessment and a willingness to use the results of this assessment as the basis for making changes in order to achieve desired outcomes.

As a state-supported institution, William Paterson College recognizes a special obligation to serve the public. It fulfills this responsibility through its graduate and undergraduate courses and programs, by offering continuing education courses on topics of current interest, and by serving as a cultural center and educational resource for schools, social agencies, businesses and the general public. The College seeks to provide access, at a reasonable cost, to all in the surrounding region who can properly be served by its courses and programs.

William Paterson College is committed to participatory governance and will actively work to foster mutual respect and cooperation among its members. The College reaffirms rigorous adherence to its Affirmative Action and Non-Discrimination Policies. It is further committed to academic freedom as important to intellectual inquiry and the development of ideas.

Revised: Board of Trustees, September 19, 1983

Revised: Board of Trustees, June 5, 1989



Since its founding in 1855, William Paterson College has been educating the people of New Jersey. Their needs—and the College—have changed dramatically during the years, yet the commitment to education, to the future, to improving the quality of life where people live and work remains stronger than ever. Providing accessible education, the College is a primary resource for training the education, business, health care, science and art professionals of northern New Jersey.

At William Paterson College, students receive a first-class education at a fraction of the cost experienced by students at private colleges and universities. The College offers value in education—the value of our top-notch faculty, educational resources, facilities and services, and the value of a future unburdened by excessive debt.

More than a century of meeting diverse educational needs has given the College its rich texture and unique character. Its long history is everywhere symbolized on its 250-acre hill-top campus in Wayne. Even the shortest stroll around the grounds delights the eye with diversity—from the variety of faces, ages and interests of our 10,000 students to the very fiber of the physical institution as well. Here radio and television transmitters vie with towering pines; modern architecture shares the hillside with historic landmarks; and students pass from parking lots to wooded lanes to reach their destinations. And a location only 20 miles west of the cultural and cosmopolitan resources of New York City adds to the

richness of the weave.

The College's diversity of programs is perhaps the best evidence of the strides made since its founding. Degree offerings other than those leading to a teaching career were added in 1966; ranging from the traditional to the contemporary, they provide students the education most suited to their interests and needs. Today, 30 undergraduate and 15 graduate degree programs are offered in the College's four schools: Arts and Communication; Education; Humanities, Management and Social Sciences; and Science and Health.

Supported by the citizens of New Jersey, William Paterson College is one of nine in the state college system. It operates under the policy direction of the State Board of Higher Education (as of May 1994, legislation is pending that may change the State's governance structure for higher education). Governed by a local board of trustees, the College is accredited by the Middle States Association of Colleges and Secondary Schools.

A long tradition of weaving the needs of the people of New Jersey into the fabric of the College has made William Paterson the vital and flexible institution it is today. The challenge for the future is the continued strengthening of our intellectual, economic and cultural development. This responsiveness and commitment ensures William Paterson's place among the best state colleges in New Jersey.

# ACADEMIC CALENDAR

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## Summer Session I 1994

### MAY

26	Thursday	Summer session I registration
30	Monday	Memorial Day, College closed
31	Tuesday	First day of classes, last day for 100% refund for withdrawal from summer session I

### JUNE

8	Wednesday	Last day for 50% refund for withdrawal from summer session I
13	Monday	Last day for withdrawal from summer session I courses
29	Wednesday	Summer session I ends

## Summer Session II 1994

### JUNE

30	Thursday	Summer session II registration
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### JULY

4	Monday	Independence Day, College closed
5	Tuesday	First day of classes, last day for 100% refund for withdrawal from summer session II
19	Tuesday	Last day for 50% refund for withdrawal from summer session II
21	Thursday	Last day for withdrawal from summer session II courses

### AUGUST

15	Monday	Summer session II ends
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## Fall 1994

### SEPTEMBER

1	Thursday	First day of classes
5	Monday	Labor Day, College closed
13	Tuesday	Last day for 100% refund for withdrawal from fall semester

### OCTOBER

10	Monday	Columbus Day celebrated, College open, classes in session
12	Wednesday	Last day for 50% refund for withdrawal from fall semester
26	Wednesday	Last day for withdrawal from fall semester courses

### NOVEMBER

8	Tuesday	Election Day, College open, classes in session
11	Friday	Veterans' Day, College open, classes in session
24	Thursday	Thanksgiving Day, College closed
25	Friday	College open, classes canceled
26	Saturday	College closed, classes canceled

### DECEMBER

19-24	inclusive	Examination period
24	Saturday	Fall semester ends, winter break begins
25	Sunday	Christmas
26	Monday	Christmas celebrated, College closed

## Spring 1995

### JANUARY

1	Sunday	New Year's Day
2	Monday	New Year's Day celebrated, College closed
16	Monday	Martin Luther King's birthday celebrated, College closed
20	Friday	First day of classes
27	Friday	Last day for 100% refund for withdrawal from spring semester

### FEBRUARY

13	Monday	Lincoln's birthday, College open, classes in session
20	Monday	Washington's birthday celebrated, College closed, classes canceled

### MARCH

2	Thursday	Last day for 50% refund for withdrawal from spring semester
16	Thursday	Last day for withdrawal from spring semester courses
19-25	inclusive	Spring break, College open, classes canceled

### APRIL

14	Friday	Good Friday, College closed, classes canceled
15	Saturday	College closed, classes canceled

### MAY

16-22	inclusive	Examination period
22	Monday	Spring semester ends
23	Tuesday	Commencement
24	Wednesday	Commencement rain date

## Summer Session I 1995

### MAY

25	Thursday	Summer Session I registration
29	Monday	Memorial Day, College closed
30	Tuesday	First day of classes, last day for 100% refund for withdrawal from summer session I

## JUNE

7	Wednesday	Last day for 50% refund for withdrawal from summer session I
12	Monday	Last day for withdrawal from summer session I courses
28	Wednesday	Summer session I ends

## Summer Session II 1995

### JUNE

29	Thursday	Summer session II registration
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### JULY

4	Tuesday	Independence Day, College closed
5	Wednesday	First day of classes, last day for 100% refund for withdrawal from summer session II
19	Wednesday	Last day for 50% refund for withdrawal from summer session II
24	Monday	Last day for withdrawal from courses for summer session II

### AUGUST

15	Tuesday	Summer session II ends
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## Fall 1995

### SEPTEMBER

4	Monday	Labor Day, College closed
5	Tuesday	First day of classes
12	Tuesday	Last day for 100% refund for withdrawal from fall semester

### OCTOBER

9	Monday	Columbus Day celebrated, College open, classes in session
10	Tuesday	Last day for 50% refund for withdrawal from fall semester
31	Tuesday	Last day for academic withdrawal from fall semester courses

### NOVEMBER

7	Tuesday	Election Day, College open, classes in session
10	Friday	Veterans' Day celebrated, College open, classes in session
23	Thursday	Thanksgiving Day, College closed
24	Friday	College open, classes canceled
25	Saturday	College closed, classes canceled

### DECEMBER

18-23	inclusive	Examination period
23	Saturday	Fall semester ends
25	Monday	Christmas, College closed, winter break begins

## Spring 1996

### JANUARY

1	Monday	New Year's Day, College closed
15	Monday	Martin Luther King's birthday celebrated, College closed
16	Tuesday	First day of classes
23	Tuesday	Last day for 100% refund for withdrawal from spring semester

## FEBRUARY

12	Monday	Lincoln's birthday, College open, classes in session
19	Monday	Washington's birthday celebrated, College closed, classes canceled
20	Tuesday	Last day for 50% refund for withdrawal from spring semester

### MARCH

5	Tuesday	Last day for academic withdrawal from spring semester courses
10-16	inclusive	Spring break, College open, classes canceled

### APRIL

5	Friday	Good Friday, College closed
6	Saturday	College closed, classes canceled

### MAY

6-11	inclusive	Examination period
11	Saturday	Spring semester ends
13	Monday	Commencement
14	Tuesday	Commencement rain date

## Summer Session I 1996

### MAY

15	Wednesday	Summer session I registration
16	Thursday	First day of classes, last day for 100% refund for withdrawal from summer session I
27	Monday	Memorial Day, College closed
29	Wednesday	Last day for 50% refund for withdrawal from summer session I

### JUNE

4	Tuesday	Last day for academic withdrawal from summer session I courses
25	Tuesday	Summer session I ends

## Summer Session II 1996

### JUNE

26	Wednesday	Summer session II registration
27	Thursday	First day of classes, last day for 100% refund for withdrawal from summer session II

### JULY

4	Thursday	Independence Day, College closed, classes canceled
11	Thursday	Last day for 50% refund for withdrawal from summer session II
17	Wednesday	Last day for academic withdrawal from summer session II courses

### AUGUST

8	Thursday	Summer session II ends
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## Fall 1996

### SEPTEMBER

2	Monday	Labor Day, College closed
3	Tuesday	First day of classes
10	Tuesday	Last day for 100% refund for withdrawal from fall semester

**OCTOBER**

8	Tuesday	Last day for 50% refund for withdrawal from fall semester
14	Monday	Columbus Day celebrated, College open, classes in session
22	Tuesday	Last day for academic withdrawal from fall semester courses

**NOVEMBER**

5	Tuesday	Election Day, College open, classes in session
11	Monday	Veterans' Day, College open, classes in session
28	Thursday	Thanksgiving Day, College closed
29	Friday	College open, classes canceled
30	Saturday	College closed, classes canceled

**DECEMBER**

16-21	inclusive	Examination period
21	Saturday	Fall semester ends
23	Monday	Winter break begins
25	Wednesday	Christmas, College closed

**Spring 1997**

**JANUARY**

1	Wednesday	New Year's Day, College closed
13	Monday	First day of classes
20	Monday	Martin Luther King's birthday celebrated, College closed
21	Tuesday	Last day for 100% refund for withdrawal from spring semester

**FEBRUARY**

12	Wednesday	Lincoln's birthday, College open, classes in session
17	Monday	Washington's birthday celebrated, College closed, classes canceled
18	Tuesday	Last day for 50% refund for withdrawal from spring semester

**MARCH**

4	Tuesday	Last day for academic withdrawal from spring semester courses
9-15	inclusive	Spring break, College open, classes canceled
28	Friday	Good Friday, College closed, classes canceled
29	Saturday	College closed, classes canceled

**MAY**

5-10	inclusive	Examination period
10	Saturday	Spring semester ends
12	Monday	Commencement
13	Tuesday	Commencement rain date

**Summer Session I 1997**

**MAY**

14	Wednesday	Summer session I registration
15	Thursday	First day of classes, last day for 100% refund for withdrawal from summer session I
26	Monday	Memorial Day, College closed
27	Tuesday	Last day for 50% refund for withdrawal from summer session I

**JUNE**

3	Tuesday	Last day for academic withdrawal from summer session I courses
24	Tuesday	Summer session I ends

**Summer Session II 1997**

**JUNE**

25	Wednesday	Summer session II registration
26	Thursday	First day of classes, last day for 100% refund for withdrawal from summer session II

**JULY**

4	Friday	Independence Day, College closed
9	Wednesday	Last day for 50% refund for withdrawal from summer session II
15	Tuesday	Last day for academic withdrawal from summer session II courses

**AUGUST**

7	Thursday	Summer session II ends
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## GENERAL INFORMATION



## CAMPUS FACILITIES

In 1990, the William Paterson College Board of Trustees adopted a comprehensive three-stage facilities master plan that identifies and prioritizes the College's need for new and expanded facilities for the next 20 years.

The College has implemented a significant portion of Phase I of the facilities master plan that included the extensive expansion and renovation of Hobart Hall. This was completed in August, 1993; the construction of a 250-bed, three-story dormitory on Mills Drive which opened in August, 1993; and a major renovation to Wightman Memorial Gymnasium which was completed in the spring of 1993. During the fall 1993 semester, construction work began on the expansion and renovation to the Sarah Byrd Askew Library. In the summer of 1994, construction of a new academic building overlooking Pompton Road will begin. Also planned for new construction during the spring of 1994, is a new athletic locker facility which will be located adjacent to an existing athletic locker facility at the Wightman Athletic Field Complex.

During construction, the major buildings that house and support the programs offered by the College's four schools include the following:

**Academic Support Center** is located between the Coach House and Raubinger Hall. The Center provides tutoring and workshops for individuals seeking assistance in coursework and basic skills. The College plans to relocate the Center to the third floor of Hunziker Wing in 1994.

**The Sarah Byrd Askew Library** is currently undergoing a major expansion and renovation which will be completed by spring of 1995. During this construction period, the various services offered by the Library have been temporarily relocated to Wayne Hall, Hobart Hall and Hunziker Wing. The existing Library building will continue to house the Lending Services, Reference and Curriculum Materials Departments and the general circulating collection. It is hoped that our main public services

area-Reference, Circulation, AV, Periodicals and Curriculum Materials, will be located in the newly renovated first floor of the Library by August, 1994.

When completed, the two-and-one-half story building will contain lecture rooms, 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. A 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 reader/printers and photocopy machines are available for use at minimal cost.

**The Bookstore** is located in the Student Center and is open when the College is in session. Regular hours are Monday through Thursday, 8:30 a.m. to 7:30 p.m.; Friday from 8:30 a.m. to 4:00 p.m., Saturday from 10:00 a.m. to 1:00 p.m. The Convenience Store hours are Monday through Thursday from 8:00 p.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.

**Campus Police Building** is located near the Maintenance Building on Mills Drive and contains the Campus Police Department and the Parking Violations Bureau.

**The Coach House** accommodates the College's administrative computer facilities, academic computing offices and labs and the Office of Minority Education. For further information on computer facilities, see the section on Academic and Institutional Support Services.

## GENERAL INFORMATION

**College Hall** In 1993, the College purchased the unfinished office building located at entrance number 5 (the intersection of Hamburg Turnpike and Mills Drive) for the purpose of relocating certain administrative departments to this location. Under consideration for relocation are Administration and Finance, Affirmative Action, Human Resources, Bursar, Registrar, Payroll, Business Services, Administrative Computing, Administrative Services and Telecommunications, Institutional Research and Planning, Continuing Education and College Relations. Relocation to College Hall will begin in late 1994.

**Heritage Hall**, air-conditioned and complete with furnishings and appliances, provides, along with Pioneer Hall, apartment-style living for 530 students.

**Hillside Hall** located on College Road near the Towers residential facility, is a new three-story, air-conditioned residential facility for 250 undergraduate students. Complete with modern furnishings, each room houses two students. The facility is designed with two rooms connected by a bathroom. Hillside Hall opened in August, 1993.

**Hobart Hall** located on Pompton Road across from the main campus and accessible by a pedestrian footbridge, houses the Communication Department, WCRN-AM and WPSC-FM, the campus radio stations, and WPC-TV, the television center; the communication facilities for interactive teleconferences; electronic journalism labs; film production and screening facilities; the cable distribution control center; and the Office of the Dean of the School of The Arts and Communication.

**Hobart Manor** is one of the two original structures on campus, the other being the Coach House. Hobart Manor, a national and historic site, was once the home of the family of Garret Hobart, the twenty-fourth vice president of the United States. Hobart Manor houses the Admissions Office, Alumni Affairs, Community Affairs and External Relations Offices. The Office of the President will be relocated to Hobart Manor in 1995. The Manor is the symbolic and actual center of the College's interaction with the Northern New Jersey region.

**Hunziker Hall** houses the Theatre Department, its offices, scenic design and costume shops, Hunziker Theatre and a theatre box office. Also included here are the Office of Field Laboratory Experiences and a number of classrooms.

**Hunziker Wing** contains classrooms, the Nursing, Community Health and Communication Disorders Departments and a learning resource center. The Child Care Center and Speech and Hearing Clinic are located in the Wing. Until the completion of the Askew Library expansion program in 1995, the Library's Technical Services and Collection Development Departments will be housed on the third floor in Hunziker Wing. In 1994, the Center for

Academic Support will be relocated to the third floor of Hunziker Wing. The Center will provide tutoring and workshops for individuals seeking assistance in coursework and basic skills. Six air-conditioned modular units located outside Hunziker Wing will provide additional classroom space for the College during this period of intense construction.

**Matelson Hall** houses the office of the dean of Student Services and component units of the School of the Humanities, Management and Social Sciences, including offices for the following departments: English, languages and cultures, history, philosophy and African, African-American and Caribbean studies. Also located here are the Office of Career Services, the Athletic Office, Counseling Services, the Bilingual Education Program, Freshman Life and Student Programs Offices. The College plans to reconvert Matelson Hall back to a dormitory in 1996.

**Morrison Hall** includes the office of the President of the College and other central administration offices: academic affairs, administration and finance, affirmative action, business services, external relations, personnel and purchasing.

**Pioneer Hall**, a student residential hall, is described under Heritage Hall.

**Raubinger Hall** contains offices for the dean of the School of Education and the following departments: curriculum and instruction, educational leadership and special education and counseling. The office of the vice president for Enrollment Management and Student Services, the Registrar, Financial Aid, Graduate Services, Assessment and Institutional Research and Planning are located here.

**Rec Center**, serving as the focal point for physical recreational activities, is available for use by WPC students, faculty and staff with a current/valid WPC 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); 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.

**Residential Facilities** The campus of William Paterson College contains five modern living quarters which provide accommodations for a total capacity of 1,800 students. Housing options include single, double rooms and apartment suites in traditional residence halls. Students residing in the apartments, unlike the residence hall students, are not required to participate in the meal plan but may elect to do so. Specific rules and regulations governing the residence halls are published and made available each year in the *Student Handbook*.

**Science Hall** houses the office of the dean for the School of Science and Health, and the following departments/programs are located here: anthropology, biology, chemistry and physics, mathematics, environmental science and geography, psychology, political science and sociology. Sophisticated laboratories, research facilities and two large lecture halls, containing modern audiovisual instructional equipment, extensive computer labs and two greenhouses complete the complex.

**Ben Shahn Center for the Visual Arts** features a central, two-story glass-walled and domed courtyard, art galleries, studios, classrooms, a filmmaking laboratory and the office of the chairman of the Art Department. The Center for Computer Art and Animation houses an advanced IRIS computer lab.

**Shea Center for Performing Arts** features a 900-seat theatre and the Shea Box Office; individual band, orchestra and choral practice rooms; classrooms the offices of the Music Department, a small recital hall and a 16-track recording studio.

**The Shuttle Bus System** of the College ties into the various parking lots 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 the relaxing ride and tour of the campus while riding to class. The College's shuttle bus system is known as the **Pioneer Shuttle** and operates free of charge to all WPC students, faculty, staff and guests.

Currently, the shuttle bus operates from 7:30 a.m. to 5:00 p.m. approximately 15 minutes apart. Maps and other information can be obtained from Campus Police and the information desk in the lobby of the Student Center building.

**Student Center**, serving as a focal point for campus activities, including a dining room, meeting rooms, a snack bar, restaurant and Billy Pat's Pub. Also housed here are game room, performing arts and visual art lounges, the College bookstore, a print shop, an automatic cash dispenser and a ballroom. The Student Development Office is located here, as are the offices of the SGA, various student organizations and the College newspaper, the *Beacon*. Pioneer Gear, a store specializing in clothing that bears the WPC name, logo and the College colors of orange and black, is in the Center. It is open Monday through Friday, 10:00 a.m. to 4:00 p.m.

**The Towers** is a four-winged dormitory facility, which accommodates 1,033 students. Complete with modern furnishings, each room houses two students. Two rooms, connected by a bathroom, comprise a suite. The Office of Residence Life is located here.

**Wayne Hall** houses the Advisement Center and the primary food service facilities for resident students. Until the Askew Library expansion program is completed in 1995, the Library's administrative offices and other activities will be located there.

**White Hall** contains offices for the dean of the School of Humanities, Management and Social Sciences and the school's component units: accounting and law, computer science and quantitative analysis, economics and finance, and marketing and management sciences. White Hall also houses the Center for Continuing Education, Department of College Relations and the Student Health Center. During 1995, the College plans to reconvert White Hall back to a dormitory.

**Wightman Field** is a light-equipped athletic complex with fields for baseball, field hockey, football, soccer and softball. Eight tennis courts, a permatrack and locker facilities are among the additional athletic facilities used by both athletes and intramural activities.

**Wightman Memorial Gymnasium** contains the Exercise and Movement Sciences Department, a gym, dance studio, athletic training and exercise physiology labs, an Olympic-sized swimming pool, classrooms and weight room.

# **ADMISSION**

William Paterson College invites applications from all qualified students. Students seeking undergraduate admission, whether full or part time, degree or nondegree, must submit a completed application form, all of the required transcripts and documents and a \$20 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. Although we have established deadlines, the College may choose to close earlier if enrollments appear to jeopardize the quality of services and programs offered to our undergraduates. Please review the admissions information for specific instructions regarding your level (freshman, transfer, readmit, second degree, nondegree).

## All Applicants

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

In the Priority Service Program, students applying for admissions by April 1 for the fall semester and October 1 for the spring semester, will receive priority service from participating offices. While 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:

Fall-May 15      Spring-November 1

Transfer, Second Degree, Readmit:

Fall-May 15      Spring-November 1

Note: 1. The College may stop accepting and reviewing applications prior to these dates if enrollment projections go beyond our budgetary restraints and negatively affect the quality of the College's services and programs. 2. 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 \$50.00 deposit is required of all students by the Office of Admissions. This deposit is non-refundable and non-transferable. Upon acceptance of admission, these funds are applied to the student's tuition and fees and are not refundable upon withdrawal from the College.

## Proof of High School Graduation

In order to comply with state and federal regulations regarding immunization and 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.

## 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, or you may contact the Art Department at (201)595-2404.

All freshmen, transfer and second baccalaureate degree students selecting music (except musical studies) as their major must audition as part of the admissions criteria. Information regarding the audition will be sent to you upon receipt of your application, or you may contact the Music Department at (201)595-2315.

Acceptance to the art and music programs is based not only on the recommendation of the respective departments, but also on meeting the appropriate academic criteria for admission.

## Freshmen

### Admissions Requirements

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

### High School Record

Admission to WPC is selective. Students must complete a minimum of 16 Carnegie Units and have demonstrated strong academic ability. Your record must show the following courses:

Subject Area	Unit	Requirements
English	4	Composition, literature
Mathematics	3	Algebra I, II, geometry
Laboratory science	2	Biology, chemistry, physics
Laboratory science requirements may be chosen from biology, chemistry, physics, earth science or anatomy/physiology.		
Social science	2	American history, world history, political science
Additional college preparatory subjects	5	Advanced math, literature, foreign language, social science

Certain departments have specific requirements beyond those listed above.



1. Students who plan to major in mathematics or science are expected to have taken more than the minimum courses in those areas.
2. Nursing students need a full year of both biology and chemistry.
3. GED—If you have a high school equivalency diploma recognized by New Jersey, this may be presented in place of the above requirements.

### SAT/ACT Requirements

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

### Advanced Standing Students

(Transfer, Readmit, Second Baccalaureate Degree Students)

#### Priority Service

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

#### Transfer Students

William Paterson College 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); business administration and nursing majors must have at least a 2.5 GPA. Applicants who have completed fewer than 12 college-level credits must also submit a high school transcript.

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 WPC, 24 of these must be earned on the main campus; 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 College, regardless of achievement. More details on transferring credits can be obtained from our admissions staff.

Please follow these steps when applying for admission:

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

2. They fit into the requirements or curriculum selected;
3. All post high school work carries at least a 2.0 (C) cumulative grade point average on a four (4) point scale;
4. A minimum grade of C is achieved for the course.

D. 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.

- E. Applicants admitted with 60 credits must declare a major and be accepted by a major department.
- F. If you have completed fewer than 12 transferable credits, you must submit SAT scores and an official high school transcript.

**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 WPC as matriculated (degree) students and who withdrew or took an unofficial leave of absence must file an application for readmission. If college courses have been completed at another college or university, an official copy of the transcript(s) must be forwarded to the WPC Admissions Office. On receipt of the application, a Readmit Option Policy Form will be sent to you and must be returned whether you wish to take advantage of this policy or not.

Your application file will remain incomplete until the form and transcripts are received. Certain college policies may require you to complete additional forms and/or supply further information resulting in a delay of the admissions process. Please submit your application and all required documents as early as possible.

WPC students who exited the college in poor academic standing may be required to file an appeal with the Counseling Office prior to the deadline. If you are uncertain of your prior academic history, please contact the Counseling Office or request a student copy of your transcript.

### Second Baccalaureate Degree

Students who already hold a baccalaureate degree and a minimum 2.0 grade point average (a 2.5 average for business) may obtain a second baccalaureate degree in any nonteaching program. Applicants are considered upper-level division students and pay undergraduate fees. All credits earned through this program appear as undergraduate credits on the student's transcript. Students accepted into this program register as undergraduates and are subject to all requirements affecting undergraduates. Students must complete all major requirements and collateral courses. A minimum of 30 credits must be completed at WPC while enrolled in this program. Nursing students must have completed the freshman requirements in order to be eligible for sophomore status in nursing.

## Full-Faith-and-Credit Policy

William Paterson College recognizes and abides by the New Jersey Full-Faith-and-Credit Policy.

Policy of the Board of Higher Education: Full-Faith-and-Credit Transfer and Articulation Between the Public Community Colleges, Edison College and the State Colleges of New Jersey.

A. Graduates of approved transfer programs in New Jersey county colleges and Edison College:

1. Graduates shall be guaranteed admission to a state college, although not necessarily to the college of their first choice. A uniform reply date for all transfer applications should be established.
2. Graduates shall be considered to have met all general education requirements of the state college normally expected of their own students in the freshman and sophomore years.

**General education credits earned by graduates of approved transfer programs shall be accepted in their entirety toward the general education requirement at the state college.**

Each state college shall apply the same rules concerning acceptability of D grades of graduates which it applies to its own students.

The following is an interpretive statement from the state of New Jersey Transfer Advisory Board:

The first sentence [of the immediately preceding paragraph] merely states that all general education credits from the county college will be accepted. Since the state colleges require more total credits in general education (approximately 60) than do the county colleges (45), additional credits in general education might appropriately be required.

The second sentence of the (aforementioned paragraph) is also straightforward; if the state college allows a non-transfer student to graduate with a "D" grade in a course, then a "D" in the same course requirement from a county college graduate is also acceptable.

Some interpretations of this statement have limited its application to general education courses. Since it is highly unlikely that the state colleges require their own students to achieve higher than "D" grades in general education courses, but more likely in courses in the major, the Board interprets this statement to include all courses in the curriculum. That is, wherever a "D" is acceptable in a state college course, it is also acceptable as such for a graduate, whether in the major, general education or free electives.

3. A state college may not require graduates to successfully complete more than an additional 68 credits in order to be eligible to receive the baccalaureate degree, unless such students change their major into an area for which their county college preparation may not have been appropriate.
4. While admission to a state college is guaranteed, admission to a specific curriculum shall be determined by the college based upon the criteria which it imposes upon its own students.

B. Nongraduates of approved transfer programs in New Jersey county colleges and Edison College:

1. Normally, county college students shall be encouraged to complete the associate degree prior to transfer. However, state colleges may admit nongraduates under the same conditions which it imposes upon any transfer student except as provided below. Acceptability for admission and acceptance of credits shall be at the discretion of the state college.
2. Students who earn sufficient credits to graduate from a community college transfer program, but have not completed a specific course requirement, should be treated as if they were graduates provided that the missed requirement is not a requirement of the receiving state college.

C. Graduates and nongraduates of nontransfer programs at New Jersey county colleges and Edison College:

1. State colleges may admit graduates or nongraduates of nontransfer programs and decide on the transferability of credits at their discretion, except as further provided below.
2. When a state college establishes a program which has as one of its major purposes the enrollment of graduates of specific programs which are not formally designated as approved transfer programs, then such students shall be entitled to guaranteed enrollment in such a program under the same conditions as if they were graduates of an approved transfer program.
3. When a state college finds that large numbers of graduates of specific programs are applying for admission as transfer students to a state college program other than those indicated in C-2 above, the institutions involved shall jointly determine and publish a standard listing of courses and conditions which are accepted by the state college for transfer credits.

## Special Admission

### Educational Opportunity Fund Program (EOF)

The Educational Opportunity Fund Program (EOF) is a special admissions and support program for students who are educationally underprepared and financially disadvantaged. The program is designed to provide financial support and a broad range of educational and counseling assistance for all eligible students.

The program offers students the opportunity to begin their college experience in a summer program organized to assist students to become familiar with the academic demands of higher education, to strengthen basic skills, and to gain exposure to the campus and college life. The EOF program also assists students in their personal and social adjustment to college.

To be eligible, students must have been residents of New Jersey for the past year, have a gross family income that meets criteria and demonstrate potential for academic success. Additional information can be received by contacting the EOF Office directly.

## Early Admission

This program is available for highly motivated and academically exceptional students who have completed their junior year of high school and seek college admission. They may submit an application for early admission provided they meet the following criteria: (1) minimum combined SAT scores of 1,000 (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 College 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. Most attend on a part-time basis with classes in the day, evening, or on Saturday.

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. The Center for Continuing Education works in conjunction with other administrative offices to provide support services for these students. For further information, call (201) 595-2436.

## Adult Learner Assistance Network

The Adult Learner Assistance Network provides adult students who are entering college for the first time or returning to higher education after a lapse of several years with academic counseling and guidance and access to services. Through the network, adult students will have access to academic advising, tutoring and other specialized support services while gaining the knowledge necessary to succeed in college. For information, call (201) 595-2521.

## International Students

Applicants from other countries are welcome at William Paterson College. Admissions is based on a review of the appropriate educational documents as well as proficiency in the English language as measured by the Test of English as a Foreign Language (TOEFL). All foreign documents must be evaluated by World Educational Services or other recognized agency and must meet the established admissions criteria. All non-native English speakers must score a minimum of 550 on the TOEFL test. Finally, all nonresidents/foreign nationals must submit certified bank/financial statements showing liquid assets/balances of \$18,000 to cover educational and living expenses for one year.

## 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 College participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB). In this program, high schools offer accelerated or honors courses on a college level to students 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 College accepts scores of 3, 4 or 5 and awards credit and, if desired, placement in intermediate courses according to the achievement demonstrated.

## Nondegree Students

### Undergraduate Nondegree Students

Adults may attend William Paterson College on a nondegree basis. Such students may register for a maximum of six credits per semester. 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 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.

3. Please refer to the non-degree application for the **deadlines** for each semester.

**Special Note:** Non-degree students are not eligible for state or federal financial assistance of any kind.

### The William Paterson College Program for High School Students

William Paterson College 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 are applied to their college records.

## GENERAL INFORMATION

Students must submit a nondegree application with a \$20 application fee, the results of the SAT with a minimum score of 1,000 (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 College's summer sessions. Students enrolling in this program cannot take any math or English courses unless they have taken the New Jersey College Basic Skills examination.

### **Visiting Students**

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

The letter must state 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 nondegree application for you to receive registration information. No exceptions are permitted.

### **Senior Citizens**

Senior citizens, age 65 or over, who wish to take courses on a tuition-free, space-available basis must submit the nondegree application along with proof of age (driver's license photocopy). The \$20 application fee is waived.



# 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 College 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.

## Undergraduate Tuition and Fees

New Jersey resident (per credit) .....	\$71.00
Out-of-state resident (per credit) .....	100.00
General service fee (per credit) .....	9.00
Student activity fee (per credit) .....	2.25
Student athletic fee (per credit) .....	2.00
Student Center fee (per credit) .....	7.25
Orientation fee .....	25.00
Laboratory course fee .....	30.00
(Applicable courses only, maximum charge of \$90 per semester)	
Music practice room fee .....	30.00
(Music majors only)	
Student teaching fee .....	100.00
(Applicable courses only)	
(Each incoming full-time freshman who enrolls in September must pay the orientation fee.)	
Late fee (nonrefundable) .....	50.00
Bad check fee (nonrefundable) .....	15.00
Added course fee (nonrefundable, per course) ....	15.00
Partial payment fee (nonrefundable) .....	15.00

**Refund Policy** Students withdrawing from a course must give written notice to the Registrar's Office. The date the Registrar's Office receives the written notice of withdrawal is used to determine any refund due. This does not apply to nonrefundable fees.

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 in the *Master Schedule of Courses* each semester/session.

Tuition and fees are refunded in full when classes are canceled by the College.

Tuition and fees pertain to academic year 1993-94 and are subject to change.

## Fees

**Late Fee** Students paying tuition or fees late are assessed a late payment fee of \$50.

**Orientation Fee** Each new full-time freshman who is entering the College is required to pay a \$25 orientation fee.

**Added Course Fee** Students requesting program changes are required to pay an added course fee of \$15 for each course added after the regularly scheduled program adjustment. Students who were enrolled in the previous

semester and who register late are charged an added course fee of \$15 for each course for which they register.

**Partial Payment Plan** Students previously enrolled may defer tuition during the first third of the semester. Students not previously enrolled may defer 50 percent of the tuition. Students granted a deferral are assessed a partial payment fee of \$15. Fees are not deferrable and an initial payment must be made for all fees, including the \$15 partial payment fee. Students who do not pay deferred tuition by the end of the first third of the semester are assessed an additional \$50 and their accounts will be placed on "HOLD". In order to be eligible for subsequent registration, the entire balance must be paid including the \$50 late payment fee.

**Student Parking** The parking fee for automobiles is \$15 for the school year. The motorcycle fee is \$1. The fee is nonrefundable. Student cars and motorcycles without current decals permanently affixed are not permitted to park on campus.

**Student Medical Insurance** New Jersey state law requires students to maintain medical insurance. The current cost of mandatory student accident and sickness insurance is \$53 per year for full-time students effective from August 15 to August 14. Coverage can also be purchased for a spouse or dependents, or for a half-year (spring semester) for \$32.

**Music Instrument Fee** A music fee of \$5 per semester is charged for music instrument courses. The fee is nonrefundable.

**Room and Board** The current annual charge for residing on campus is \$2830 in the Towers and Hillside Hall, and \$3030 in the apartments per semester. Students residing in the Towers and Hillside Hall, are required to purchase a food plan. Students living in the apartments, 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 1993-94 and are subject to change.

## Financial Aid

The responsibility of paying college expenses rests primarily with the student and his or her parent(s) or guardian(s). WPC understands, however, that many of the parents, who are interested in having their children study at WPC, cannot manage the full cost of fees without some type of financial assistance.

## Application Process

To officially apply for need-based financial aid and WPC scholarship programs, a student is required to fill out and submit a **Free Application for Federal Student Aid (FAFSA)**. FAFSA's are available from high school guidance offices or directly from the College. Transfer students must submit a financial aid transcript from their previous institution.

GENERAL INFORMATION

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

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

Requirements for Receiving Federal and State Aid

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

- A. Be a citizen of the United States or a permanent resident
- B. Usually have financial need
- C. Have a high school diploma or General Education Degree Certificate
- D. Have a social security number
- E. Register with Selective Service, if required
- F. Sign a statement of updated information; a statement of educational purpose/certification statement on refunds and default
- G. Be accepted as a full-time/half-time matriculated student at WPC.

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

- H. Be in a program of academic study leading to a bachelor's degree
- I. Maintain satisfactory academic progress according to federal, state and institutional guidelines
- J. Submission of required documentation in a timely manner.

**Note:** 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.

Applicants for financial aid must have been admitted to WPC before an award can be given.

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

Cost of Attendance/Student Budgets

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

Commuter Costs		Resident Costs	
Tuition and Fees	\$2928	Tuition and Fees	\$2928
(32 credits per year)		(32 credits per year)	
Books and supplies	\$450	Books and supplies	\$450
Total	\$3370	Room	\$2900
		Meal Plan	\$1605
		Total	\$7748

Tuition and fees for out-of-state students is \$3856.  
All charges (tuition, room, board, fees) pertain to academic year 1993-94 and are subject to change by Board of Trustee approval.

Scholarships and Awards

Recognizing and reinforcing the College's commitment to excellence, the College 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 Department of Higher Education.

Freshman Scholarships/Awards

**William Paterson College 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 or Asian/Pacific Islander.

**Paul P. Vouras Minority Student Scholarships** are awarded to academically outstanding freshman minority students majoring in African, African-American and Caribbean Studies. The award amounts may vary.

**C. Kent Warner Scholarships** award a minimum of \$500 to full-time biology majors who demonstrate an excellent academic record.

Freshman and Transfer Student Scholarships/Awards

**William Paterson College Scholarships for African-American and Hispanic Students** are granted to minority students on the basis of academic profile and extracurricular activities in high school or college. Selected students receive \$1000 from William Paterson College.

**Academic Excellence Scholarships** grant ten \$1000 awards and seven \$750 awards based on academic achievement and extracurricular activities. One scholarship is reserved for a music or art major, alternating each academic year.

**William Paterson College Distinguished Scholars** are awarded a \$1000 matching scholarship based upon selection as a Bloustein Scholar for demonstrated high academic achievement as indicated in their high school record and SAT scores.

**Music Department Talent Scholarship** grants full in-state tuition to one incoming music major each year who demonstrates outstanding musical talent in performance audition. Students who apply for the scholarship are automatically considered for smaller music department awards, which are typically in the amount of \$300-\$500.

Upperclass Student Scholarships/Awards

**Academic Achievement Awards** are granted to full-time students enrolled for at least one term based on a minimum GPA of 3.45 and evidence of academic accomplishment and contribution to the community. The award amounts vary. Part-time students are eligible to apply only if they will be enrolled as full-time students for the following fall semester.

**Alumni Scholarships** are awarded based on academic achievement, extracurricular activities, service to the college or community and on financial status. Applicants must be in the process of completing a minimum of 30 credits.

**Thad Jones Memorial Scholarships** are awarded to full-time majors in the Jazz Studies program for demonstrated outstanding jazz performance. Each scholarship

will be no less than the tuition for 6 credits and more than 30 credits for the academic year.

**Enid Hoffman Scholarships** award \$2000 to female full-time accounting majors who demonstrate an excellent academic record.

**Hoffmann-LaRoche Nursing Scholarships** are awarded to nursing majors who meet criteria established by the nursing department and have earned a minimum of eight credits within the discipline. The award amounts vary.

**Harry Leahey Scholarship Fund** awards are available to full-time guitarists in the jazz program, typically in the amount of \$500.

## New Jersey State Scholarships

**Edward J. Bloustein Distinguished Scholars Program** awards \$1000 each year to full-time students demonstrating the highest level of academic achievement based upon high school record and SAT scores. Financial need is not an eligibility factor.

**Garden State Scholarship (GSS)** awards \$500 each year to full-time students demonstrating high academic achievement based upon their high school record and SAT scores.

**Paul Douglas Teacher Scholarship** awards up to \$5000 to high school seniors and undergraduate students currently enrolled in college. Recipients must teach on a full-time basis in any state for not less than two years for each year the scholarship is received. Candidates must rank in the top 10 percent of their high school graduating class. Undergraduate candidates must be enrolled full-time at a New Jersey college or university and attain a minimum GPA of 2.5.

## Grants, Loans and Student Employment (Federal and State Programs)

Students may also be eligible for need-based financial aid available through state and federal programs. These awards generally come from more than one source and are called financial aid "packages." They 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 money that must be repaid with interest, after the student graduates or is no longer enrolled at the College.

Student employment consists of campus jobs and provides an excellent opportunity for students to meet and work with faculty, staff and fellow students while learning skills that could impact positively on their future.

Beginning with the 1994-95 Academic Year (July 1, 1994), WPC will be participating in the Federal Direct Student Loan Program. This new program consists of Federal Direct Stafford Loans (subsidized and unsubsidized) and the Federal Direct Plus loans. The U.S. Department of Education is the lender (rather than a bank or credit union) and delivers loan proceeds directly to WPC.

The William Paterson College Financial Aid Office utilizes the Gateway/ALPS System to insure expediency in approving grants and loans 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 Office of Student Assistance.

## State Grants\*

**Tuition Aid Grants (TAG)** are awarded to students with a minimum of 12 earned credits or who are or intend to be full-time undergraduates. Applicants must demonstrate a need for college student aid. Grants for the 1993-94 academic year ranged in value from \$400 to \$2,272 per academic year.

**Educational Opportunity Fund Grants (EOF)** are awarded to students from educationally disadvantaged backgrounds with demonstrated financial need. Grants for undergraduates range from \$550 to \$1000 per academic year.

**Public Tuition Benefits Program** awards dependents of emergency service personnel and law enforcement officers killed in the line of duty, who are enrolled in a New Jersey college or university on at least a half-time basis, the actual costs of tuition up to the highest tuition charged at a New Jersey college or university.

## Federal Grants\*\*

**Federal Pell Grants** are awarded to undergraduate students who are enrolled at least half-time and demonstrate financial need. Grants range from \$400 to \$2,300 per academic year.

**Federal Supplemental Educational Opportunity Grants (FSEOG)** are awarded to undergraduate students who demonstrate financial need and are enrolled at least half-time. Grants may range from \$100 to \$4000 per academic year.

## Educational Loans\*\*\*

**Federal Direct Student Loans** (Formerly the Guaranteed Student Loan-GSL). Direct Loans are available to full- and half-time students whose eligibility is determined by filing the FAFSA. The loan may not exceed \$2,625 per academic year for freshmen; \$3,500 for sophomores; and \$5,500 for juniors and seniors. The interest rate is variable, with a maximum annual rate of 8.25%. Repayment begins six months after graduation or withdrawal from school.

**Federal Direct Plus Loans (Parental Loan to Assist Undergraduate Students)** are available to parents of eligible dependent undergraduate students enrolled at least half-time making satisfactory progress toward a degree or certificate. Parents may borrow up to the cost of attendance minus other financial aid per eligible dependent student per academic year. Repayment must begin within 60 days after disbursement at variable interest rate, with a maximum annual rate of 9%. Parents will need to fill out a separate application for a Direct Plus loan.

**Perkins Loan** (Formerly National Direct Student Loan-NDL). These loans are available to students with financial need. Students may borrow \$4,500 for the first two years of undergraduate study up to a maximum of \$9,000 for undergraduate study. Repayment at five percent in-

terest begins six to nine months after the borrower ceases to be at least a half-time student with up to 10 years to repay.

**The New Jersey College Loans to Assist State Students (NJCLASS)** The NJCLASS Loan Program is a loan program designed to assist middle-income New Jersey families in financing higher education. It is available to full- and half-time graduate and undergraduate students or their parents. Families with an income no greater than \$95,000 may apply for loans up to \$5,000 per grade level. A Financial Aid Form must be submitted and an application for A Stafford Loan is necessary before applying for the NJCLASS funds.

**Work-Study**

Federal 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 Student Programs Office at (201) 595-2491.

- \* Applicants must be legal New Jersey residents for at least 12 consecutive months prior to receiving grants.
- \*\* Applicants must be citizens or eligible noncitizens of the United States.
- \*\*\* The loan when added to any other financial aid/resources may not exceed the total cost of education for that academic year.

**Note:** The total amount of scholarship and financial assistance may not exceed the cost of attendance at WPC.

**Meeting Satisfactory Academic Progress for Financial Aid**

Maintaining satisfactory academic progress (SAP) is one of many criteria examined in determining a student's eligibility for continued receipt of financial aid. In order to be considered as making "satisfactory academic progress" a student must earn a minimum number of credit hours and maintain a minimum cumulative grade point average. Grades of "Incomplete" or "F" result in *unsatisfactory* academic progress.

Students who continue enrollment in the College, but who fail to maintain the minimum grade point average during any period of enrollment, will be ineligible for financial aid.

**Federal Financial Aid Academic Progress Policy**

A student shall be considered to be maintaining SAP for the purpose of *federal*\* financial aid upon the successful completion of ten (10) semester hours per semester during the first year of enrollment.

During the second and third year of enrollment the student must successfully complete twelve (12) semester hours per semester.

Thereafter, the successful completion of fifteen (15) credit hours per semester will constitute satisfactory progress. In addition, each student must maintain the minimum grade point average to be considered for federal financial aid (see list above right).

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

**Financial and Satisfactory  
Academic Progress Chart 1993-94**  
(Credit Hours to Be Successfully Completed  
After Full-Time Enrollment Each Semester)

Semester	Federal	State	EOF
1	10	-	9
2	10	12	9
3	12	12	9
4	12	12	9
5	12	12	12
6	12	12	12
7	15	12	12
8	15	12	12
9	15	12	12
10	15	12	12
11	-	-	12
12	-	-	12



# **ACADEMIC AND INSTITUTIONAL SUPPORT SERVICES**

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## Academic Support Programs

Priscilla Orr, Director

Mary Ann Spatz, Assistant Director

Drop-In Hours/No Appointment Necessary

Academic Support Center 595-3324

Supplemental Instruction 595-3325

Science Enrichment Center 595-3340

Writing Center 595-2633

"When the going gets tough, the tough get going to the Academic Support Center." At the Academic Support Center, you'll find tutors to help you make sense of those troublesome assignments in your general education courses. For nursing students we offer an advanced speed reading course to improve general reading ability (LEAP). The Center also offers workshops that teach test-taking skills and techniques to reduce exam anxiety.

Supplemental Instruction (SI) is a special program that focuses on certain high risk general education courses. SI schedules regular out-of-class study sessions, directed by trained SI group leaders, in which students work together to get a better understanding of the course content. Students learn how to take good notes, how to read a college textbook, and how to prepare for exams.

Housed in the Science Building, the Science Enrichment Center (SEC) provides a variety of services for the science student. Anatomical models, science reference books, study guides, computer programs and a test bank are available as study aids. Workshops that teach science study and test-taking techniques are given each semester. Individual tutoring and/or the opportunity to join a study group (SWAT) are also available.

Do you need help writing a paper? Are you puzzled by a poem or short story? Tutors at The Writing Center can help you with assignments in writing and literature. They can also show you how to use a word processor. Just find your way to the Coach House and be sure to bring your own disk.

For hours of operation, please call the appropriate number listed above. All Academic Support Services are offered free of charge to William Paterson students and operate on a first-come, first-served basis.

## The Advisement Center

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

1. The need for an information and referral service for students with general academic questions and problems
2. The need for more personalized advisement services for students who have not yet decided on a major, or are not happy with their current major
3. The need for evaluation services and advisement for new transfers, second degree and readmitted students.

## Academic Information Services

Students who need answers to routine academic questions can 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 daily to students on a drop-in basis during the day and in the evening.

In addition to having their questions answered, students can obtain the following materials from the Advisement Center: catalogs, curriculum control sheets for 31 different majors, schedule of classes booklets, academic department brochures and fliers and many other items of interest.

## Advisement Services

Undeclared students and students who are searching for alternate majors may need more in-depth advice than that supplied at the Academic Information Counter. These students may schedule an appointment to see one of the faculty advisor volunteers, who regularly donate time in the center to assist students with the major exploration process.

As transfer, readmitted and second degree students are accepted by the College, their transcripts are sent to the Advisement Center for evaluation. Every student is then given a copy of this evaluation, which contains the transferred credits and their equivalents at WPC.

## Advisor Assignments

Upon admission to the College, each student in a major is assigned a faculty advisor to provide assistance with curriculum planning appropriate to the major course of study. Freshman students who are not in a declared major receive advisement from their Freshman Seminar instructors. Transfer students and upperclassmen who are undeclared majors receive advisement from faculty and staff in the Advisement Center.

## Declaration/Change of Major

Students may declare or change one or more majors after completing at least one semester at William Paterson College. 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 a decision. Students are notified, in writing, of the chairperson's decision and are assigned an advisor in the new major upon acceptance.

The Office of Career Services 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 college careers. The office is open Monday, 8:00 a.m.-7:00 p.m., and Tuesday-Thursday, 8:00 a.m.- 5:00 p.m. The office can be reached at 595-2282.

## Alumni Association

Every student who earns a degree from William Paterson College is automatically a member of the Alumni Association. The association maintains contact with alumni; informs alumni about college developments; produces the alumni newspaper; coordinates alumni events, such as Homecoming Weekend and reunions; sponsors the Athletic Hall of Fame, Distinguished Alumni Awards and the Student Awards Assembly; awards dozens of scholarships each year; and promotes the interests of the College.

Upon graduation, all alumni receive identification cards, enabling use of many college facilities that were available to them as students.

Alumni may attend athletic events and use recreational facilities, have library borrowing privileges, may attend student events, have access to the Student Center and much more.

The Alumni Association is financed through an annual fund drive, which solicits contributions from all alumni. The association's annual phonathon is one of the annual fund drive activities.

## Campus Ministry

In recognition of the various religious backgrounds that form the college community, the Interfaith Council has been formed to address the needs of students, faculty and staff. The council members are the advisers to the Student Government Association's chartered religious clubs: Catholic Campus Ministry, Christian Fellowship and the Jewish Students Association. All three groups may be contacted on campus at the Student Center. The Catholic Campus Ministry Center is located next to gate #1 and is open to members of the WPC community (201-595-6184).

## Career Services

The Office of Career Services 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 college careers. Services include:

**Personalized 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 equipped 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, in-

terview techniques, job search strategies, careers in federal and state government, versatility of a teaching degree and many others.

**Credential Services** Graduates may establish, maintain and update their own reference file.

**Recruiting** On-campus interviews are scheduled for graduates with employers from government, education and industry each year.

**Career Column** A biweekly column appears in the college newspaper describing the office's activities, services and current career information.

**Career Conferences and Job Fairs** Programs are scheduled periodically for students to meet and discuss career-related information and opportunities with regional employers.

**Job Location and Development Program (JLD)** A counselor assists students in securing part-time, summer and temporary off-campus employment. Primary emphasis is on development of career-related positions and paid internships.

**Career Library** An up-to-date resource center contains an extensive selection of career books and literature, job hunting directories, full-time, part-time and summer job listings, company literature, local, state and federal job opportunities, graduate school information and salary surveys.

**Audiovisual Equipment** Instructional videocassettes on various career-related topics enable students to explore and learn at their own pace. Interview training may be enhanced with videotaping equipment.

**Computer Technology** An easy-to-use computerized guidance system aides students in the career decision making process. Graduate school test review software helps students prepare for various entrance exams. Resume printing services are also available.

## Child Care Center

The WPC Child Care Center, located in Hunziker Wing, Room 35, provides an affordable and balanced preschool program for children and grandchildren of WPC 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 2 1/2 and 6. Registered students may use the center for as many hours per week as needed, regardless of class schedule, from 7:45 a.m.-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. Please visit the center, or call the director at 595-2529 for fees and further information.

## Computer Facilities

The College provides a wide variety of microcomputers for student use. At the Coach House about 80 IBM or IBM compatible 486 or 386 microcomputers are available for any student when not in use for scheduled classes. These systems provide access to typical productivity software such as word processors, data bases,

spreadsheets, graphics packages and statistical software. Additional IBM systems and Macintosh systems are available in the Science Building for students in programs within the School of Science and Health. A variety of other computer systems and laboratories are tailored to specific needs of various disciplines. For example, state-of-the-art computer graphics and computer animation facilities are available for art students in Ben Shahn. The College is connected to major national and international computer networks (e.g., Bitnet, Internet, NSFnet).

## Counseling Services

The Office of Counseling Services offers a wide range of counseling services to students. Staff members trained in clinical and counseling psychology are available to meet with any student who requests personal counseling.

Counseling interviews are private and totally confidential. Initial interviews are arranged within a few days of a student's request. Emergency situations, of course, are handled immediately.

A psychologist or counselor is available, without charge, to discuss any deep personal conflicts that may be preventing a student from moving forward and achieving goals. Both short-term individual and group psychotherapy are offered.

## Disabled Student Services

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

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

The Office of Student Programs 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 College cooperate to ensure an equally accessible educational environment. A pamphlet outlining the services available and large print and access maps are available from the Office of Student Programs.

There are a limited number of specially equipped rooms for students with disabilities in the Towers residence life complex. Students wishing to live on campus must be self-sufficient, and 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 college specialists.

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

If a student experiences difficulty because a program or class is housed in a facility that is inaccessible, the Office of Student Programs should be contacted to facili-

tate the relocation of that class, program or service to an accessible area.

The director of student programs 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 Office of Student Programs 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 College requests that all students with disabilities file their schedules with the Campus 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 College can more effectively assist students with disabilities are welcomed and should be addressed to the Director of Student Programs. General questions pertaining to accessibility and accommodations of students should be directed to the Office of Student Programs, Matelson Hall 106, 595-2491.

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.

## Freshman Life

The Freshman Life Office serves the needs of all freshmen, regardless of age. The director assists students with the complexities of making the transition into college life. This is done either through personalized, confidential counseling, by referral to a campus support service, or by means of a variety of programs and services that the office administers either directly or indirectly (orientation leader training, August orientation, Freshman Seminar and June registration). Our freshman commuters receive specialized assistance from their orientation leaders throughout the fall and spring semesters.

## Freshman Seminar

The Freshman Seminar is a one-credit course designed for all freshmen. It is administered jointly by the director of freshman life and two faculty members.

The goals of the Freshman Seminar are to introduce freshmen to the academic demands and social aspects of college life and to ease their transition into a new environment. Freshmen meet with their instructors twice a week for eight 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 college support services.

## Health Services/Insurance

The Health Office in White Hall, which is open Monday through Friday from 8:30 a.m. - 11:00 p.m. and is staffed by three full-time nurses and a part-time physician, serves the medical needs of students. Each student is required to submit a self-evaluation medical history form prior to entry. An examination by the college physician may be

required of any student at any time to determine whether the student's physical condition warrants continuing in college.

Students are urged to enroll in the College's insurance plan. The policy offered is in force, regardless of family policies, 24 hours a day, 12 months a year. Instructions for enrollment may be obtained at the Bursar's Office.

## International Student Advisor

The director of student programs serves as designated official to the U.S. Immigration and Naturalization Service and assists international students in maintaining their status while in the United States. International students should contact the Office of Student Programs upon their arrival in the United States or when they have transferred from another college in the United States to ensure that their credentials are in order. A separate brochure introducing the student to American customs and I.N.S. regulations is available upon request.

## Library

The Sarah Byrd Askew Library is open days, evenings and weekends during the fall, spring and summer sessions. Exact hours are posted.

Although the Library is undergoing construction for an addition to the current building and renovation of the existing facility, which will last approximately two years, our collections and services will remain the same. We have a staff of twenty highly trained librarians and an equal number of clerical and other support staff whose primary job is to help you. We consider our staff to be the single most important resource we have to offer you and hope that you will take full advantage of the rich information services which are available at your request.

The best place to begin your search for information is at the reference desk, which is located on the second floor of the existing Library building during construction. Librarians are stationed at the desk whenever the Library is open. They can get you started on any project, large or small.

Other vital resources, quite apart from the staff, are books, periodicals, audiovisual (AV) materials and computer services, which are available to all members of the College community.

The Library has an excellent collection of some 300,000 volumes, close to 1,500 periodical subscriptions, hundreds of periodical indexes, databases on compact disc read-only-memory (CD-ROM), and a variety of films, video cassettes, audio tapes, records and microcomputer software.

The basic public service areas—reference, circulation, periodicals and AV—are located in three different buildings during the renovation: reference and circulation on the second floor of the Library building; periodicals on the second floor of Wayne Hall; and AV in the Hobart Hall Annex. You will find photocopiers in all three areas and microfiche/microfilm reader-printers in the periodicals area. Until the new facility is completed, we hope to offer as much reading and study space as possible and know you will bear with us during this temporary disruption.

The most important thing for you to remember about the Library is that it is yours, and that the people who work here are working for you. The Library is a great resource for information, but you have to learn how to use it. The best way to do that is to spend some time in the Library and talk with our staff members.

## National Student Exchange

The National Student Exchange Program aims to provide students with educational alternates and academic exposure to environments that differ from those offered at WPC. Thus, without losing student status at WPC, and while incurring only slight increases in cost, participants are able to take advantage of resources available at other member institutions, as well as those inherent in the multicultural mosaic of the United States. The NSE program is offered through the Student Programs Office in Matelson Hall.

## Residential Facilities

Residential life at WPC 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 can

- 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 College provides three areas of housing for students: the Towers, Hillside Hall and Pioneer or Heritage Halls.

**Towers** 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 with student 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, television and vending facilities are also 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.

**Pioneer and Heritage Halls** Pioneer and Heritage Halls offer apartment-style living for upperclass students (juniors and seniors). Each apartment is designed to accommodate four students. Each apartment 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 and vending facilities are also available.

**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" responsible for the overall operation of the hall, supervises the resident assistant staff and 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 "RA" 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 College and its resources and are trained in counseling and advisement skills.

**Dining Services** Students living in the Towers and Hillside 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 college dining facilities are the Wayne Hall Dining Room and the Student Center Restaurant. Billy Pat's Pub is the focal point for campus entertainment and gatherings. Food is also available in the Student Center Cafeteria.

**Activities and Programs** The Residence Life staff together with students plan 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 Olympic-sized swimming pool and a basketball court. For jogging enthusiasts, a quarter-mile track rims the football field.

The Office of Campus Activities 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.

**Health Insurance and Medical Services** All residents are required to provide proof of health insurance. This can be done by submitting proof that a student is still covered under his/her parents' health plan or by purchasing the student health insurance available through the College. Proof of insurance must be provided before students are permitted to move into the residence halls.

The College also provides free medical services through the Student Health Center conveniently located next to the Towers complex. The Center is staffed by a part-time physician and full-time nurses.

**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 and Hillside 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.

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

WPC 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 WPC must contact the Office of Student Programs to complete the necessary forms. All students receiving veteran benefits must report to the Office of Student Programs 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 WPC.

The state of New Jersey has granted a waiver of tuition for active members of the New Jersey National Guard for up to 12 credits per semester. For further information on veteran benefits and the rules and regulations, and to apply for these benefits, please contact the Student Programs Office, Matelson Hall, 595-2491.

# STUDENT LIFE

Recognizing the need for the social and cultural, as well as the academic development of the individual, WPC 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 activities generally include Homecoming Weekend, Fall Fest, Spring Week, 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 Student Development 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 College students regardless of race, religion, sex, national origin, handicap or sexual orientation.

## Student Government Association

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 College. 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 WPC 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 college 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.

## Active Chartered Clubs and Organizations

Anthropology Club	Natural Science Club
<i>Beacon</i> Newspaper	Organization of Latin American Students
Black Student Assn.	O.M.S. (Organization of Minority Students)
Bowling Club	Outdoors Club
Brothers for Awareness	People for Peace
Business Student Assn.	Phi Beta Lambda (Future Business Leaders of America)
Caribbean Students Assn.	Philosophy Club
Catholic Campus Ministry Club	Pioneer Yearbook
Chinese Club	Political Science Club
Christian Fellowship	Psychology Club
Coalition of Lesbians, Gays and Friends	Sisters for Awareness, Black Leadership & Equality
Commuter Council	Sociology Club
Computer Society	Spanish Club
Early Childhood Club	Student Activities Programming Board
Equestrian Team	Student Art Association
<i>Essence</i> /English Club	Student Council for Exceptional Citizens (Special Education Club)
Feminist Collective	Student Environmental Action Coalition
Galen Society	Student Film Assn.
Greek Senate	Student Mobilization Committee
Health Professions	Towers Life Committee
Ice Hockey Team	United Asian American Students
International Student Assn.	WCRN Radio
Italian Club	WPC-TV
Jewish Students Assn.	
Math Club	
Music and Entertainment Industry Student Assn.	
N.A.A.C.P. (National Association for the Advancement of Colored People)	
National Organization for the Reform of Marijuana Laws	

## Media Organizations

The **Beacon** is the weekly college newspaper published by students whose aim is to present and interpret news of college activities and to serve as a medium for the expression of student opinion. It has been awarded first place in the college division of the Columbia Scholastic Press Contest several times.

The **Pioneer** yearbook is the college annual which provides an overall pictorial and editorial record of the activities of the college year and 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 Wayne Hall, is also carried on UA Columbia Cablevision.

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

### **Intercollegiate Athletics**

William Paterson College 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. All sports are Division III and offer aid on a need basis.

The College offers 14 intercollegiate varsity sports for men and women and coed cheerleading. In addition to these, there are a coed equestrian team and a men's ice hockey team organized on a club basis.

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

### **Greek Senate**

The Greek Senate is the umbrella organization for social fraternities and sororities at WPC. It sponsors campus-wide events and champions social responsibility among its member organizations. Currently, there are 20 social fraternities and sororities on campus.

### **Position on Hazing**

Hazing and aggravated hating are crimes punishable under the provisions of Title 2C of the Statutes of the State of New Jersey. William Paterson College and the Greek Senate define hazing as any action taken, created or situated intentionally (on or off campus) to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities and situations include paddling in any form, creation of excessive fatigue, physical and psychological shocks, wearing apparel which is conspicuous and not normally in good taste in public, engaging in public stunts and buffoonery and any other morally degrading games and activities.

### **Honor Societies**

Alpha Kappa Delta - Gamma Chapter: Sociology  
Alpha Psi Omega: Theatre  
Kappa Delta Pi - Zeta Alpha Chapter: Education  
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

### **Student Center**

The Student Center serves as the campus focal point for social and cultural activities for the entire college community. Students, faculty, staff, community members and alumni congregate here for a wide range of events and use the Student Center services and facilities.

Located in the Center are recreational areas where you may play billiards, ping pong and video games; an art gallery lounge and a ballroom, the ID Center; eating areas including the cafeteria, restaurant and outdoor dining terraces and Billy Pat's.

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

### **Rec Center**

Designed for student recreational activities, the Rec Center 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 (one equipped for wallyball), large weight and fitness rooms equipped with free weights, a Nautilus circuit, Lifecycles, stair climbers, rowing machines, Nordic Track 900 and treadmills. There is a multipurpose/dance room, as well as saunas and whirlpools in the locker rooms. The Rec Center is also a TicketMaster outlet, where you can purchase tickets for your 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. The Center is here as a place to get together with friends to have fun, get in shape and relieve stress.

Recreational Services provides a wide variety of recreational opportunities and programs such as aerobics, self-defense, fitness clinics and special one-day events including Double Dare Sports and Timex Fitness Week.

Recreational Services supervises the open swim program, which takes place in Wightman Pool. Recreational Services also provides intramural activities, such as leagues for football, tennis, basketball, volleyball, racquetball, softball, floor hockey, indoor soccer and wallyball. WPC also participates on an extramural level against other institutions' intramural sport teams in football.

### **Women's Center**

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. Counseling and crisis services are available on a drop-in basis. In addition, 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 co-sponsors a variety of cultural, activist and information 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.

# POLICIES AND PROCEDURES

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Students should consult other regular college publications for policies and announcements not included in the undergraduate catalog. These publications include, but are not limited to the student handbook and master schedule.

## Alcohol and Drug Policy

The College believes that the measure of true educational excellence is the extent to which its students develop the abilities for and commitment to lifelong learning and contributing to the common good. In order to realize this excellence, the College seeks to involve students actively and personally in learning, and to help them perceive connections—across disciplines between classrooms, from individual experiences to those of fellow learners, from the campus to the larger world, and from the past and present to the future. Therefore, all members of the college community are expected to exercise mature and responsible judgment regarding the use of alcohol and to conform to any regulations established.

In accordance with federal, state and local laws, use of illegal or controlled drugs or other substances and misuse of prescription drugs are prohibited on the WPC campus. The entire Alcohol and Drug Policy is published in the *Student Handbook*.

## 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. WPC 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 college community. Above all, we train all members of the college community to have 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 which do not disrupt the regular and essential operation of the College.

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

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

The College shall attempt to address disciplinary matters privately, informally and expeditiously before resorting to formalized procedures or the use of outside agencies. The complete Student Disciplinary Code is published in our Student Handbook.

### Institutional Authority to Ensure Fulfillment of the College's Mission

The authority to discipline students for violations of college policies, rules and regulations is assigned by the President to the Office of the Dean of Students for implementation by the Dean of Students or his/her designee. Disciplinary action may be taken against students for violation of college 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 College 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 college policies, rules or regulations. Charges should be brought to the attention of the Office of the Dean of Students. The entire Student Disciplinary Code is published in the *Student Handbook*.

## Discrimination Complaint Procedure for Students

The College 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*.

## Extracurricular Activities

Extracurricular activities are hereby defined as participation in any clubs, fraternities, sororities, athletics or organizations recognized by the College or any of its agencies which 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 he or she may have been readmitted on appeal.

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; (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 College 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 Students 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 WPC 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.
4. A diploma from a New Jersey high school is also acceptable proof of immunization.

## 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 you are unable to be immunized for medical reasons, it will be necessary for you to obtain a note to this effect from your physician.

All documentation should be submitted to the Student Health Center, White Hall.

## 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 college policy. In order to protect the relationship of trust that must exist if the William Paterson College environment is to foster independent and creative learning, the College considers that sexual harassment is inappropriate and not consistent with the highest standards of professional conduct for any member of the academic community.

The College has promulgated both informal and formal procedures for resolving student complaints of discrimination. The complete Discrimination Complaint Procedure is published in the *Student Handbook*.

# 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, including their cumulative and major grade point average, number of credits completed and their progress toward meeting the specific graduation requirements for their chosen degree.

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 College reserves the right to introduce changes in the rules regulating admission, programs of instruction and graduation. Changes go into effect when 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 College 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 school. 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 College and to a major program, students are given a curriculum control sheet outlining particular requirements and recommending the sequence in which they should pursue those requirements. (Note: In the near future these control sheets are scheduled to be replaced by reports produced by the College's ON COURSE computer-assisted advising program). It is the students' responsibility to maintain the curriculum control sheet, 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 curriculum control sheet may obtain a new copy from the Advisement Center. If a transcript of grades is needed to complete the new copy of the curriculum control sheet, students may obtain this transcript from the Registrar's Office for a nominal fee.

## 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 Honors** Students who have completed at least 64 credits at William Paterson College 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

## Academic Integrity Policy

### I. Standards of Academic Conduct

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

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

Members of the college 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 will include, but not be 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 will also include 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 College's advisor, registrar, admissions counselor, professor etc., for any academically related purpose.

**E. Other concerns** which 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 possibly 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 following penalty could be imposed:

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. Impose other appropriate penalties with the consent of the student
  6. Recommendation to the president of suspension or expulsion from the College
  7. With any of the above, the faculty member may 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 which 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 school convene the Department Executive Council (or other appropriate department committee). The Department Executive Council/Committee will submit its decision to the chairperson (or school 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 school to bring the matter to the School 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 School Council's decision will constitute the College's final decision regarding the substantive nature of the case.** Future appeals based on violations of due process are permitted to the limit of the law.
  5. Each step in the procedure must be initiated within 10 (ten) working days of the faculty, chairperson, department or school 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 School 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.

- 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.

## Academic Standing

William Paterson College 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**

- Students who have earned lower than a 2.0 GPA after attempting the first 12 credits will be placed in the status of **Jeopardy of Probation**.
- Students in the **Jeopardy of Probation** status will have one semester to achieve the 2.0 GPA. Those who

fail to do so will be placed in the status of **Probation** for one semester.

- Students who fail to raise the GPA to 2.0 by the end of the **Probation** semester will be placed in the status of **Jeopardy of Dismissal** for one semester.

- Students who fail to raise the GPA to 2.0 after the **Jeopardy of Dismissal** semester will be automatically dismissed from the College.

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**

- Students who have attempted 60 credits or more and who fail to earn a GPA of 2.0 or above will be placed in the status of **Jeopardy of Dismissal** for one semester.
- 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 will be automatically dismissed from the College.

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 and has a GPA below 2.0 at the end of any semester after attempting 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 College'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:

- Register for no more than 12/14 credits in the following fall or spring semester, no more than one course in the first summer session, and no more than two courses in the second summer session.
- 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 College 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 College 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 freshman and sophomore students ample time to adjust to the demands of college 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 attempting 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 School for majors, and to the Associate Vice President for Academic Affairs and Associate Provost for all undeclared students.
2. Appeals will be heard **only once a year** and must be filed no later than July 8 of the academic year in which the student is dismissed. Dismissed students are no longer entitled to the rights and privileges of a student of William Paterson College upon due notice of dismissal.
3. It is the responsibility of the student to provide additional information or documentation which 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 College. 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 College 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 School/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**.

### 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. The instructor will 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 not made explicit on the course syllabus.

In the event of a prolonged absence, a student is advised to consult with the Office of the Dean of Students.

### 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 college 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 Registrar's Office 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:	0-23 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 requires 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 who register for the four-week summer session I may not carry more than one course, (usually 3 credits) during the session. Students who register for summer session II may register for a maximum of three courses (usually 9 credits). This policy of maximum load applies equally to all students.

## Course Repeat Policy

- A. Effective Fall 1987, only a currently enrolled\* undergraduate, first degree student may repeat once, any course in which a grade of D+ or D is received. A course in which a failing "F" grade is received may be repeated until a passing grade is obtained. (Those students who have previously repeated a course prior to the effective date may not do so again.)
- B. Only the last grade will be computed in the GPA.
- C. All grades will be shown on the transcript.
- D. Courses taken under the repeat grade policy will be noted accordingly on the transcript.
- E. The course being repeated cannot be taken on a pass/fail basis unless they were initially taken pass/fail.
- F. Course substitutions are not permitted.
- G. Students must be registered and paid for the course to be repeated before an application can be completed in the registrar records office.

\*In order to be considered enrolled, a student must register, pay tuition and fees and be in attendance.

**You must complete the appropriate form in the Registrar's Office before the repeat course application deadline for the semester in which you are repeating the course. This date coincides with the final date to withdraw from a course. This requirement applies to any course repeat, whether of a failing grade or of a passing grade lower than C-. Refer to the Master Schedule for the specific date for each semester.**

**Note:** A student may be precluded from repeating courses in instances in which this policy conflicts with other academic College policies or licensing requirements by outside agencies.

## Course Withdrawal

A student withdrawing from a course must give written notice to the Office of the Registrar. 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 Exam 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 college program in this way. When credit by examination is awarded by the College, 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.

College 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 (ninety-eight). 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. The various testing options are discussed more fully below.

### CLEP

The College-Level Examination Program is a nationally recognized series of general and subject examinations that tests primarily 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.

The general examinations consist of tests in the five following areas: English, humanities, mathematics, natural sciences and social studies/history. The College 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. Some subject examinations are equivalent to single-semester, 3-credit courses; others to two-semester, 6-credit sequences. The College recognizes and grants credit for a satisfactory performance in these examinations for a minimum standard score of 45.

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

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

When applicable to the student's major program, such examinations in CLEP may be taken only with the prior permission of the major department and the appropriate dean and only prior to the completion of 90 credits. Such permission must be received by the registrar in writing prior to the student's application for CLEP subject examinations.

Prior to the completion of 90 credits, subject examinations may be taken for elective or general education credit. Special permission is not required.

The Center for Continuing Education maintains a list of CLEP exams and their course equivalencies at WPC.

### TECEP and CPEP

The College 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.

WPC 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 WPC. 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 WPC.

### Credit for Veterans

Following the recommendations of the American Council of Education (ACE), the College awards credit to qualified veterans for military and academic experiences. Each veteran who has served at least one complete year in service is awarded 3 credits for military service. 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 College adheres strictly to the minimum recommendation for credit by ACE and USAFI.

### Air Force ROTC

William Paterson College 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 WPC. For information on the conditions, benefits and procedures of the program, contact the Office of the Registrar.

## 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 College. The College 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 WPC, 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. Some majors may require a major GPA greater than 2.00 for admission and/or retention in the major.

Degree requirements are normally composed of the following components:

### 1. College Basic Skills Program

On March 18, 1977, the New Jersey Board of Higher Education mandated a basic skills program to test all entering students in state public colleges and to provide remediation in reading, writing and mathematics for those students whose performance on tests in these areas is unsatisfactory according to current college standards. Although the state mandate has been eliminated, assessment of basic skills at William Paterson College continues to be conducted through administration of a Basic Skills Placement Test, which consists of the following: essay, reading comprehension, sentence sense, computation and elementary algebra.

Tests are required by the College for all students who are accepted as new freshmen, for transfer students who have not taken these tests or completed equivalent English/mathematics courses, for international students and for nondegree students registering for the 12th credit.

Students needing remediation are placed in appropriate courses to develop essential academic skills during the first semester. These courses are required and are prerequisite to all other English and mathematics courses, as well as some GE courses. Basic skills courses appear on the student's transcript, but do *not* count toward the credits required for a baccalaureate degree. Credits earned in remedial courses are included in determining students'

classification (e.g., sophomore, junior, senior) and in defining full-time student status. To continue at the College, students must either achieve satisfactory scores on the basic skills placement test or complete assigned remedial courses successfully before enrolling for their 46th credit. Students who fail a basic skills course twice, or fail two different basic skills courses, will be reviewed by the appropriate academic authority.

Before students may enroll in ENG 110, Writing Effective Prose, or advanced mathematics courses, they must pass any required basic skills courses in the appropriate areas. All students must earn a grade of C or better in ENG 110, Writing Effective Prose. Normally, students meet this requirement in the freshman year and must meet it before start of the junior year. Students whose first language is not English, as determined by the Test of English as a Foreign Language (TOEFL) score, must pass ESL 101 and ESL 102, English as a Second Language, before enrolling in either regular or specially designated sections of ENG 110, as determined by a professor's evaluations or placement tests.

### 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 develop an appreciation of literature and the arts, an understanding of the natural world and knowledge of our own and other societies and cultures.

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 two parts: the basic general education requirements (53-54 credits) and general education electives (6 credits). Specific courses must be selected in fulfillment of the following general education areas. Refer to the *Master Schedule* for the specific courses permissible in each category.

BASIC GENERAL EDUCATION REQUIREMENT		59-60 CREDITS
<b>A. Arts and Communication</b>		<b>6 credits</b>
Art		
Communication		
Music		
Theatre		
(No more than 3 credits may be taken in any department.)		
<b>B. Humanities</b>		<b>21 credits</b>
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. Other** 6 credits  
 1. A course in health or movement science 3  
 2. A course dealing with racism and/or sexism in America 3
- F. GE 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.
- G. Non-Western Culture**

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

**Important Note:** Some departments require that certain 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 requirements.

### 3. The Major

Each student must pursue a discipline or 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 various 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 can select a second major course of study. Upon successfully completing an additional major, the student is awarded a single degree. Notation of completed major courses of study are made on the student's official transcript. The student determines the primary major, but is counted as a full major in each program.

### 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 Education (only for students seeking teacher certification)

Students seeking certification to teach in the public school system must complete a specific program of study determined according to the type of certification pursued. Refer to the section of this catalog describing the **School of Education** and the **Department of Curriculum and Instruction** 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 WPC experience.

Waivers from college 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.

### 7. Academic Residency Requirement

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

### 8. 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 school dean.

### Extracurricular Activities

Academic policies and related procedures governing extracurricular activities are enumerated in College 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 College or any of its agencies and which 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 extracurricular 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 College 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 WPC 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
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
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

Grades of Incomplete (IN) must be removed from the record within the 30-day period immediately following the beginning of the succeeding fall or spring 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. For purposes of dismissal policy, extracurricular participation and financial aid, such an Incomplete shall be treated as an F grade. It shall be treated as an IN for these purposes only if the student receives a written statement from the professor or chairperson of the academic department requesting a continuation.

### Pass/Fail Option

1. Students are allowed to register for maximum of one course (3-4 credits) per semester and no more than a total of 4 courses during their academic career. To exercise this option, students must complete a Pass/Fail Contract form within the **First ten days of the semester** in Raubinger Hall, Room 104. The Pass/Fail Option may be requested the first day of the 2nd Quarter Session for 2nd Quarter courses. The decision to take a course on a pass/fail basis cannot be reversed once the form has been submitted.

2. The pass/fail option may be used for free elective courses and general education courses, except Writing Effective Prose. It may not be used for major or minor courses or directed electives. (This count does not include any general education, elective or major courses which can only be taken pass/fail.)
3. A grade of P shall count in the number of credits earned, but not in the cumulative grade point average. A grade of F counts in the grade point average. Students who wish to exercise the pass/fail option are reminded of certain limitations in the concept and of potential difficulties which they may encounter. Not only are grades of P not counted in the student's grade point average, but also the student may find that grades of P are not transferable to other colleges and may not be recognized by some graduate schools.
5. Each step in the procedure must be initiated within 10 working days of the faculty or department response. Dated, written statements are required at each step. Likewise, at each level, the faculty member(s), chairperson or Department Executive Council (or other appropriate department committee) must complete a review of all pertinent written materials prior to rendering their decision, in writing, within 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 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.

### **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:

1. Speak directly to the faculty member within 10 working days of the receipt of grade or incident related to student academic performance. If, after repeated attempts, a student is unable to reach the faculty member within 10 working days, the student must notify the department chairperson in writing within that 10 working-day period.
2. If, after discussion with the faculty member, the student is dissatisfied with the outcome, the student should contact the department chairperson presenting a dated, written statement describing the specific basis for the complaint. The written material must include any pertinent documentation to substantiate the student's 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 should request that the department chairperson convene the Department Executive Council (or other appropriate department committee) to hear the appeal, consult with the faculty member concerned, then submit a decision to the department chairperson. When the faculty member involved is the chairperson, the student may request that the dean of the school convene the Department Executive Council (or other appropriate department committee).
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 school to bring the matter to the School Council for a decision by the department chairpersons of the school concerned. This will constitute the College's final decision. The chairperson of the department concerned will not take part in the final vote.
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 this procedure, has read it and understands it before the appeal can proceed.

### **Independent Study**

The purpose of the undergraduate independent study program at William Paterson College 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 school. The completed application must be submitted by the dean to 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 which 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**

### **Leave of Absence**

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 of absence.

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 College (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.

All sophomores, juniors and seniors can obtain the forms for a leave of absence from the Counseling Center, Matelson 109, 595-2257. All leave of absence forms for freshmen can be obtained through the Freshman Life Office, Matelson 161, 595-2219.

### **Withdrawal from College**

A withdrawal from the College 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.

Nonattendance in classes does not constitute a withdrawal from the College. For matriculated sophomores, juniors or seniors, a withdrawal from college must be officially processed through the Counseling Center, Matelson 109, 595-2257. Matriculated freshmen seeking withdrawal must contact the Freshman Life Office, Matelson 161, 595-2219. Nonmatriculated students who wish to withdraw from the College during the school year are required to complete the appropriate form available at the Registrar's Office.

Students who withdraw from the College (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.

## **Outcomes Assessment**

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

## **Registration and Obligation of Payment**

Once students have submitted a course request card to the registrar or otherwise completed a registration transaction, students have entered into an agreement with the College 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 "never having attended classes" or that "no tuition payment had been made." Any student who registers and later decides not to attend the College must contact the Dean of Students Office no later than the close of the sixth day of classes for fall and spring semesters.

## **Undeclared Students**

Students who exercise their option not to select a major program when first enrolling in the College are classified as undeclared students. Such students should normally attempt to complete the general education requirement during the first two years and should normally apply for admission to a major program during the sophomore year. 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 PROGRAMS

## Pre-Medical Programs

Students interested in careers in medicine, osteopathy, podiatry, dentistry or veterinary medicine should see **Pre-Professional Programs** under the School of Science and Health, ahead.

## Pre-Law Preparation

Although there is no prescribed pre-law curriculum, students are generally advised to concentrate on a course of study to develop effective methods of study, communication and thought. The selection of a major may be based on the student's individual interests and talents. Courses in advanced English composition, accounting, economics, mathematics, philosophy, science, social science and humanities are generally useful in developing the aptitude to think analytically and logically and are often recommended. The student is advised to plan an undergraduate course of study with the advice of an advisor and in consultation with the various law school catalogs available in the Office of Career Services. Applications for the Law School Aptitude Test (LSAT) may be obtained at the Academic Information Counter in Wayne Hall.

## Office of Minority Education

The Office of Minority Education (OME) was created to meet the special needs of the institution in recruiting and retaining minority students. The office reports to the academic vice president and provost and has academic as well as student services responsibilities. The office is responsible for tracking the academic progress of minority students, working with faculty to enhance student performance, supporting efforts to attract more minority students, supporting minority student organizations and enhancing the minority students' academic and social life on the campus. Inquiries should be directed to Office of Minority Education, Coach House, 595-3103.

## The Educational Opportunity Fund Program

The Educational Opportunity Fund program (EOF) is a special admissions and support program for students who are educationally underprepared and financially disadvantaged. The program is designed to provide financial support and a broad range of educational and counseling assistance for all eligible students.

The program offers students the opportunity to begin their college experience in a summer program organized to assist students to become familiar with the academic demands of higher education, to strengthen basic skills and to gain exposure to the campus and college life. The EOF program also assists students in their personal and social adjustment to college. To be eligible, students must have been residents of New Jersey for the past year, have a gross family income that meets state criteria and dem-

onstrate potential for academic success. Inquiries should be directed to the EOF program, Raubinger Hall, 595-2181.

## Continuing Education

The Center for Continuing Education offers a variety of continuing professional education and special programs that serve the external and campus communities. Programs range from leadership training for high school students to Elderhostel for senior adults.

Conferences, workshops, seminars and short courses for professionals are reflective of the academic departments of the College, and are developed with the faculty to respond to the need to remain current in one's field. The latest methods, techniques, theories and ideas in various areas are explored in these programs by members of the William Paterson College faculty and national and local specialists.

The majority of continuing education programs are scheduled on Fridays and/or Saturdays and are offered for upper-level undergraduate or graduate credit and/or noncredit (continuing education units may be earned). Many participants come from outside of the College with WPC students, faculty and staff encouraged to attend offerings that are of special interest to them.

Credit for prior learning is available through the College Level Examination Program (CLEP) currently administered through the Center. For further information, students may contact the Center for Continuing Education.

The Center administers summer sessions and off-campus credit courses. Further information is available from the Center for Continuing Education.

## Summer Sessions

The College offers two separate sessions comprised of day and evening courses during the summer months. An extensive program schedule includes courses that serve regularly enrolled and visiting students, and intensive seminars and institutes designed for special audiences. Information about both sessions is available upon request from the Center for Continuing Education.

## Semester Abroad

Semester Abroad, a 15-credit program, is open to students above the level of freshman and involves directed study and individual research at selected institutions in Denmark, Great Britain, Israel, Australia, Greece and Spain. To qualify as an applicant, a student must have a minimum 2.5 GPA on a 4.0 scale and must be approved by a review committee selected from the College staff. 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 from the Office of Student Development.

## Honors Programs

**Biopsychology** The honors program in biopsychology draws on discoveries in such fields as behavior genetics, neuroanatomy, brain chemistry, neurophysiology, 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 program. As with all honors programs at WPC, biopsychology is not a major, but a distinctive cluster of courses that adds breadth to, and reinforces students' chosen majors.

Open to majors in psychology, biology, chemistry, sociology and nursing, this program is highly recommended for students planning graduate study including premedical/dental/veterinary/graduate nursing students and, in general, those students interested in clinical or research careers. As an honors program, biopsychology is designed for highly motivated individuals seeking opportunities both to learn and to demonstrate excellence.

Interested students begin with a set of foundation courses carefully selected to provide a firm basis for the study of more advanced disciplines. Foundation courses begin in the freshman year. 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.

**Humanities** The Humanities Honors Program provides a humanistic focus on a student's course of studies. Drawing upon literature, art, philosophy, history and religion, the program examines a wide variety of human ideals, goals and values from the classical to the modern era.

Students majoring in the humanities, the social or physical sciences, business or the professions can benefit from the perspective afforded by the humanistic disciplines. Courses are team taught by faculty members of the humanities departments who discuss the evolving patterns of human self-awareness in the great writers of the classical, medieval, early modern and contemporary worlds. The program makes ample use of guest speakers, films and special events to enhance regular classes. Students also have the opportunity to work independently on private projects.

**International Management** International Management students of exceptional ability and interest become eligible for the International Management Honors Program during the first semester of the sophomore year. The program combines both regular and special honors section courses in economics, business administration, political science and accounting with foreign language and area studies such as history, geography and anthropology in Latin American, Far Eastern or European affairs. Students graduate with a bachelor's degree in their major, with honors in international management.

There are eight model curricula for students majoring in either business administration, economics, accounting, political science, history, geography, sociology or foreign languages. This program has been made possible, in part, by a grant under the Foreign Language and Area Studies title of the National Defense Education Act and was selected by the Council on Learning as one of 50 exemplary programs of international education in the United States.

## Graduate Programs

The College offers graduate programs leading to the master of arts, master of science, master of education and master of business administration degrees.

Detailed information about programs, course offerings and admission requirements may be obtained by contacting the Admissions Office.

## Freshman Seminar

### WPC 101 - Freshman Seminar (1 credit)

A required course for all students admitted as freshmen. This academic course is designed to introduce students to the William Paterson College experience and includes the following course goals:

1. To make students aware of and feel comfortable with College 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.

# CURRENTLY ACTIVE DEGREE PROGRAMS

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## SCHOOL OF THE ARTS AND COMMUNICATION

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Art (B.A.)  
Communication (B.A.)  
Dramatic Arts (B.A.)  
Fine Arts (B.F.A.)  
Liberal Studies (B.A.)  
Music (B.A.)  
Music (B.M.)

## SCHOOL OF EDUCATION

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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 schools within the College. A complete list of  
these majors is found on page 72 of the catalog.*

## SCHOOL OF HUMANITIES, MANAGE- MENT AND SOCIAL SCIENCES

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Accounting (B.S.)  
African, African-American and Caribbean Studies (B.A.)  
Business Administration (B.S.)  
Economics (B.S.)  
English (B.A.)  
History (B.A.)  
Liberal Studies (B.A.; Humanities or Social Sciences)  
Philosophy (B.A.)  
Political Science (B.A.)  
Psychology (B.A.)  
Sociology/Anthropology (B.A.)  
Spanish (B.A.)

## SCHOOL OF SCIENCE AND HEALTH

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Biology (B.S.)  
Biotechnology (B.S./M.S.)  
Chemistry (B.S.)  
Community Health/School Health Education (B.S.)  
Computer Science (B.S.)  
Environmental Science (B.S.)  
Geography (B.A.)  
Liberal Studies (B.A.)  
Mathematics (B.A.)  
Nursing (B.S.)  
Physical Education (B.S.)  
Speech Pathology (B.A.)







# SCHOOL OF THE ARTS AND COMMUNICATION

## George E. McCloud, Dean

### Office: Hobart Hall, 206

The School of the Arts and Communication offers degree programs in art, communication, dramatic arts, music and liberal studies (see theatre section for details on the liberal studies program) for students interested in professional careers in these disciplines, including teaching, or in developing avocational interests.

The school sponsors exhibits of student works and professional artists in the Ben Shahn Gallery; dramatic and musical presentations in Shea Center, Hunziker Theatre and Wayne Recital Hall; and television programs produced at the college studios—all of which are open to the college community and the public. Students have ample access to the facilities in each major and enjoy a close relationship with the faculty.

## DEPARTMENT OF ART

**Professors:** D. Haxton, A. Lazarus (chairperson), K. Lunde, L. Paris, R. Reed, G. Schubert, D. Shapiro

**Associate Professors:** J. Brown, M. Fay, C. Magistro, W. Muir, M. Rothman, S. Smith

**Assistant Professors:** L. Farber, J. Golojuch, H. Heller-Ramsay (half time), D. Horton (half time), L. Prince, J. Sadler

**Instructor:** J. VanPutten, G. Telfer

**Gallery Director:** A. Einreinhofer

The Department of Art at William Paterson College is located in the 50,000 sq. ft. Ben Shahn Center for the Visual Arts. Situated in the same structure are the Ben Shahn Galleries, well known for excellence in exhibitions and lectures and a vital component of the department and the College.

The department offers the bachelor of fine arts (B.F.A.) and bachelor of arts (B.A.) degrees in a wide variety of areas. Within the B.F.A. concentrations are computer as an art medium, painting, printmaking, sculpture, photography, ceramics, textiles, graphic design and furniture design. Within the B.A. concentrations are art history and studio art. Certification in teaching is also offered.

The B.F.A. degree is oriented to those students whose objectives are inclined toward liberal arts training within a most rigorous professional studio arts program.

The B.A. and B.F.A. degrees are planned to enhance visual perception, cultivate independent thinking and prepare students for a variety of careers that require a keenly developed sensitivity in the visual arts.

Faculty members and guest lecturers are selected with great care. Each has a solid background professionally and educationally. The faculty is dedicated to the most rigorous standards of scholastic and artistic endeavor, yet realize that students work best within a pleasant, warm supportive atmosphere. Small classes provide the individual attention so necessary for each student to reach their utmost potential.

Fully equipped studios in all concentrations provide the resources necessary for the actualization of a wide range of 2- and 3-dimensional art areas. The department's computer graphics lab is equipped with the most up-to-date hardware and software. The animation component is recognized as a leader nationwide.

Close proximity to New York City enables our students to take advantage of its exciting number of galleries, museums, plays, dance performances and more. Tours of the city, visits to agencies and artists' studios and guest lecturers complement the programs of study.

The Department of Art conducts a mandatory sophomore and junior review of all B.F.A. candidates. This review is held to assess the achievement level of a student's

work and to aid an awareness of individual strengths and weaknesses. It is also an opportunity to discuss artistic and intellectual objectives as they relate to the student's chosen career. The objective of this review is to prepare candidates for their senior thesis review in each area of visual arts.

Regular student exhibitions are held in the Student Center galleries and a yearly juried student exhibition is held in Ben Shahn Center for the Visual Arts. Students are encouraged to participate in both college and public exhibitions. The department reserves the right to hold student works for the purpose of exhibitions for up to two years.

Applicants for admission to the B.F.A. program must submit a portfolio of their work.

**Portfolio** should include sketch books, finished and unfinished drawings, paintings, watercolors, graphic designs, slides where appropriate. Select works that best represent you.

The first page should include a typewritten essay that discusses the applicant's educational objectives and why acceptance to the art department at William Paterson College will assist the applicant in attaining these objectives. Also include awards or citations received.

CURRICULUM

<b>B.F.A. MAJOR REQUIREMENTS</b>			<b>99 CREDITS</b>
<i>Art History</i>			<i>15 credits</i>
ARTH 110	Western Art I		3
ARTH 210	Western Art II		3
ARTH 215	Modern Art I		3
ARTH 315	Modern Art II		3
ARTH	Art History elective		3
<i>Studio Foundations</i>			<i>18 credits</i>
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
<i>Art Electives</i>			<i>15 credits</i>
(By Advisement)			
<i>Fine Arts Studio 200 Level Select</i>			<i>15 credits</i>
ARTS 215	Wood Materials and 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		3
ARTS 280	Computer Paint		3
ARTS 290	Gallery Workshop		3
<i>Fine Arts Studio 300 Level Select</i>			<i>18 credits</i>
ARTS 305	Illustration Fine Arts and Design		3
ARTS 310	Advanced Sculpture		3
ARTS 315	Wood Material 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 Design	3
ARTS 370	Photo Lighting and Techniques	3
ARTS 371	Advanced Photography	3

**Concentration Studio Major** **15 credits**  
(By Advisement)

**Studio Major-Portfolio Required** **3 credits**  
ARTS 495 Senior Thesis Project 3

**B.A. MAJOR REQUIREMENTS**  
**STUDIO CONCENTRATION** **39 CREDITS**

*Art History* *9 credits*  
ARTH 101 Approaches to Western Art 3  
ARTH 201 Approaches to Modern Art 3  
ARTH Art History Elective 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 courses by advisement

**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 majors may elect any nine upper-level art history courses by advisement.

**MINOR REQUIREMENTS: STUDIO ART**  
Choose five of the following courses:  
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

**MINOR REQUIREMENTS: ART HISTORY**  
ARTH 101 Approaches to Western Art 3  
ARTH 201 Approaches to Modern Art 3  
ARTH Art History Electives 6

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

Please see chairperson in the Department of Curriculum and Instruction for 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 arts of painting, sculpture and architecture; develops visual sensitivity and makes the vocabulary of art history meaningful.

#### ARTH 110 Western Art I

Art of the prehistoric period to 1400. A study of 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

A study of 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. A study of 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 315 Modern Art II

A study of American and European painting, architecture and sculpture from 1910 to the present.

Prerequisite: ARTH 215

#### ARTH 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.

#### ARTH 320 History of Design

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. 3,000-500 B.C.) in Malta, England, Ireland, Germany and Scandinavia are studied. Ancient Egyptian art 3,500-300 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

A study of 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 300 A.D. 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

A study of architecture, painting and sculpture in the Eastern Mediterranean, the Balkans and Italy from 315 to 1453 A.D. Byzantine art is interpreted as one of the preservers 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

A study of 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

A study of 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

An examination of 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 327 Art of the Book

A study of the art of the book from fifth-century manuscript illumination to early twentieth-century book illustration. Special emphasis is placed on the relationship of patrons such as Charlemagne to their manuscripts, on some outstanding cycles of manuscript illustrations such as the Apocalypse and the Bestiary and on the contribution of William Morris and the Kelmscott Press.

#### ARTH 328 17th and 18th Century Art

A study of 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**

A comprehensive survey of the major architectural monuments from the end of the eighteenth century to the present; 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**

A study of photography, beginning with the camera obscura to the present day. Investigations of 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**

Screening of 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**

A survey of the major European films from World War II to the present and their aesthetic, social and technical importance.

**ARTH 335 History of Nonfiction Film**

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**

The study of film as a non-narrative 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 of 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 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. A study of 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 and to be arranged.

1-6 credits

**Art Studio Courses****ARTS 105 Drawing**

Study of 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**

An investigation in visual perception of two dimensional media. Various color 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

**ARTS 206 Graphic Delineation**

Basic course in graphic and instrument drawing techniques. Lettering and graphic presentation, free hand and instrument studies in orthographic, isometric and perspective projections. Outside assignments required.

**ARTS 210 Sculpture**

This course is designed to assist the student in the development and production of sculpture projects. Instruction in a variety of materials and their fabrication, clay, cardboard, moldmaking and construction.

Prerequisite: 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.

Prerequisite: ARTS 105, 110

**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.

Prerequisite: ARTS 105, 120

**ARTS 230 Printmaking**

Introduction to printmaking and techniques as they relate to fine art theory, black, white and color edition printing. Outside assignments required.

Prerequisite: ARTS 105, 120

**ARTS 240 Ceramics**

Physical properties of clay and methods of hand-construction and wheelthrowing. Complete processing through firing and glazing. Outside assignments required.

Prerequisite: 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.

Prerequisite: ARTS 105, 110, 120, 205

**ARTS 251 Typography Form and Application**

The study of typography as a form of communication. Typeface style, etc., proportion and character of type. Application to books, posters, newspapers, etc. Emphasis on original ideas.

Prerequisite: ARTS 250

**ARTS 260 Textiles and Design**

An introduction to fiber media through manipulated processes of wrapping, weaving, felting, stitching, knotting, twining and surface design. Historical and contemporary approaches to both relief and three-dimensional fiber construction.

Prerequisite: ARTS 105, 120

**ARTS 261 Introduction to Weaving**

Four harness loom weaving explores the techniques in loom controlled weaving. Application of color and pattern through interlocking structure employing design skills, an experimental approach to material is stressed.

Prerequisite: ARTS 260

**ARTS 270 Photography**

Experiences in the use of the camera, basic developing of black and white film, printing, enlarging, toning and experimental photography. Experimental photography as a means of visual expression. Major emphasis on creativity and design. Outside assignments required.

Prerequisite: 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.

Prerequisite: ARTS 105, 120

**ARTS 282 Introduction to Electronic Publishing**

Introduction to basic studies on PC systems, directed towards general publishing and design issues as they relate to the graphic arts design.

Prerequisite: ARTS 250, 251

**ARTS 285 3-D Computer Graphics**

An introduction to 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, 280

**ARTS 290 Gallery Workshop**

The procedures and problems of mounting exhibitions and conventional and alternative spaces with emphasis on details of preparation and installation.

Prerequisites: ARTH 101, 201

**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. Illustration as communication, print medium, story boarding and design.

Prerequisite: ARTS 205

Repeatable three times

**ARTS 310 Advanced Sculpture**

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

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

**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.

Prerequisite: ARTS 220

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.

Prerequisite: ARTS 205, 220

Repeatable three times

**ARTS 322 Color**

Intensive study of 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 330 Advanced Printmaking**

Continued development of student's selected techniques. Advanced intaglio, lithography, relief, silk screen and experimental techniques. Emphasis on color printing as

well as black and white. Other options available, depending on background and interest. Outside assignments required.

Prerequisite: ARTS 230

Repeatable once

### **ARTS 331 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.

Prerequisite: ARTS 230

Repeatable once

### **ARTS 340 Advanced Ceramics**

Studies in the creative possibilities of clay as a plastic medium. Emphasis on the development of the individual craftsman. Outside assignments required.

Prerequisites: ARTS 210, 240

Repeatable once

### **ARTS 350 Print and Publication**

This course is devoted to a study of all aspects of executing a graphic design project. Mechanical process, layout, storyboard, sketches, photo, electronic publishing etc. Emphasis on the development of presentation.

Prerequisites: ARTS 251, 282

### **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

### **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

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

Repeatable once

### **ARTS 371 Advanced Photography**

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.

Prerequisite: ARTS 270

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.

Prerequisite: ARTS 270

Repeatable once

### **ARTS 380 Advanced 2-D Computer Art Paint**

Advanced paint systems. The second in a series of paint system courses. 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.

Prerequisite: ARTS 280

Repeatable twice

### **ARTS 382 Advanced Electronic Publishing**

Advanced studies on PC computer platform directed towards advanced publishing and design issues. Extended design problems in book design type etc.

Prerequisite: ARTS 282

### **ARTS 385 Advanced 3-D Computer Graphics**

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.

Prerequisite: ARTS 285

Repeatable twice

### **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**

A study of the uses and meaning of drawing. Historical as well as contemporary drawing used as a basis for personal development of concepts. A variety of settings and materials.

Prerequisite: ARTS 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.

Prerequisite: ARTS 310

Repeatable three times

### **ARTS 415 Furniture Design Studio**

All the journey 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.

Prerequisite: ARTS 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.

Prerequisite: ARTS 320

Repeatable three times

**ARTS 430 Printmaking Studio**

A senior-level course. In-depth investigation of media and critical attention to ideas, concepts, and presentation are expected. Emphasis on personal development and self-discovery. Outside assignments required.

Prerequisite: ARTS 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.

Prerequisite: ARTS 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, 350

Repeatable once

**ARTS 451 Visual Communication Lab**

The visual communication agency is structured to work on a professional design group. This class produces a broad range of graphics for clients they develop. They problem solve, develop visual and written strategies, employ mixed media and deal with multi-sensory/multi-dimensional communication.

Prerequisite: ARTS 351

**ARTS 460 Experimental Textile Studio**

An advanced level course where 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.

Prerequisite: ARTS 360

Repeatable three times

**ARTS 470 Experimental Photo Studio**

A studio experience based upon individual exploration of photography as an art form. Students review theory, subject and various treatments of medium.

Prerequisite: ARTS 370

Repeatable three times

**ARTS 480 Computer Animation**

An introduction to computer animation, the course covers the fundamental principles, concepts and processes used to create computer animated sequences. Skills and knowledge gained in Advanced 3-D Computer Graphics are applied to the animation processes. Students concentrate on the use of mid-level computer animation software systems running on PC-based hardware. Class work includes the production of several short computer animated pieces that are output to video tape.

Prerequisites: ARTS 385

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 and to be arranged.

1-6 credits

# DEPARTMENT OF COMMUNICATION

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**Professor:** A. Maltese (chairperson), G. McCloud

**Associate Professors:** J. Chamberlain, B. Morganstern, I. Olaye, D. Peck

**Assistant Professors:** R. Bartone, D. Evans, K. Gold, L. Katz, T. Leshner, J. Nutter, G. Radford, J. Rhodes, R. Widdenaar

The Department of Communication offers a B.A. in communication with concentrations in interpersonal communication, radio and television broadcasting, journalism, film and media performance and design. A concentration in telecommunications is currently under development subject to the appropriate approvals.

The interpersonal communication concentration provides courses in the theory and practice of verbal and extraverbal communication in contexts including one-to-one, group, organization and public communication. The purpose is to prepare the student for a variety of career options involving personal skill and knowledge in communication arts.

The radio and television broadcasting concentration prepares the student for a career in the production, performance and criticism of communication through radio and television media. Students take courses in theory and practice of the mass communication arts to develop understanding and skill in media-based communication.

The journalism concentration offers courses in both print and broadcast media, designed with a two-fold purpose: (1) to prepare students for careers in the field, and (2) to make students more sophisticated readers-listeners-viewers of the news media. While emphasis is placed on writing, students learn all phases of the news-gathering and reporting process.

The film concentration offers courses in theory, production and analysis of film in its various genres and potential uses to acquaint students with the theory, practice and aesthetics of film as a communication art.

Media performance and design comprises an interdisciplinary concentration in communication and theatre. Students, with advisement, may elect performance courses such as interpretation, acting and announcing for radio, television, and film as well as staging, lighting and design for theatre, film and television. The integration and interdisciplinary nature of the major electives in this concentration require that the student seek close supervision and advisement.

A telecommunications component is being developed to provide students opportunities to investigate areas in voice, video and data transmission, including videotext, information systems and teleconferencing. The course sequence will introduce students to technologies such as satellite and phone systems, as well as to business communication skills. The program will prepare students for opportunities in the growing telecommunications industry, while examining the impact of telecommunications on human communication.

A variety of professional opportunities exist for communication majors. These include careers in journalism, including newspapers, magazines, radio news and television news; radio and television production, including announcing, station management, corporate and cable operations; films, including filmmaking, editing and criticism; and a variety of business, government, public and educational occupations such as public relations, personnel work, sales and supervision training, 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.

## CURRICULUM

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MAJOR REQUIREMENTS	39 CREDITS
COMM 110 Communication in Action	3
COMM 120 Mass Communication	3
COMM 444 Communication Research Foundations	3
Plus three of the following:	
COMM 220 Radio and Television	3
COMM 222 The Press in a Free Society	3
COMM 234 Film as a Medium	3
COMM 250 Journalism	3
COMM 260 Oral Interpretation	3
COMM 266 Dynamics of Communication	3

### *Major Electives* 21 credits

Choose 21 credits from any of the following areas:

#### *A. Interpersonal*

COMM 221 Introduction to Communication Theory  
 COMM 265 Foundations of Language  
 COMM 340 Intercultural Communication  
 COMM 360 Interpersonal Communication  
 COMM 361 Successful Business and Professional Communication  
 COMM 363 Public Speaking  
 COMM 364 Voice and Speech Production  
 COMM 365 Introduction to Rhetoric  
 COMM 463 Group Discussion  
 COMM 464 Debate

#### *B. Radio and Television*

COMM 225 Audio Production  
 COMM 321 Announcing  
 COMM 322 Advanced Announcing  
 COMM 323 Television Production  
 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 423 International Broadcasting Systems  
 COMM 424 Radio Production Workshop  
 COMM 425 Television Workshop  
 COMM 426 EFP and Video Editing



**C. 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 230 Filmmaking I  
 COMM 234 Film As A Medium  
 COMM 331 Filmmaking II, 16mm Filmmaking  
 COMM 332 Filmmaking III, Advanced Production  
 COMM 333 Film Animation I  
 COMM 334 Film Animation II  
 COMM 431 Screenwriting  
 COMM 432 Dramatic Film Production  
 COMM 434 Current Cinema  
 COMM 437 Film Editing  
 COMM 499 Independent Study

**E. Media Performance and Design**

With appropriate advisement and permission, the department accepts a limited number of related courses in performance and design integrated within the framework of the major program.

**F. Related Courses**

With permission of the advisor, the department accepts a limited number of related courses from other disciplines. Among these are:

ARTS 281 Intro to Electronic Publishing  
 ARTS 285 3-D Computer Graphics  
 ARTS 385 Advanced Computer Graphics  
 MUS 251 Audio Recording I  
 MUS 252 Audio Recording II  
 THEA 130 Scenery Construction I  
 THEA 230 Scenery Construction II  
 THEA 236 Lighting I  
 THEA 239 Scene Design I  
 THEA 274 Acting for Television I  
 THEA 336 Lighting II  
 THEA 339 Scene Design II  
 THEA 374 Acting for Television II  
 THEA 377 Directing for Stage and Media  
 THEA 474 Acting for T.V. Commercials

**COURSES**

Unless otherwise noted, all courses are 3 credits.

**COMM 110 Communication in Action**

A study of oral communication as an interpersonal and dynamic process. Students engage in communication experiences designed to develop understanding of and skill in interpersonal communication.

**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 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 221 Introduction to 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.

Prerequisite: COMM 110

**COMM 222 The Press in a Free Society**

A study of the relationship between the news media and society in the United States, with emphasis on the issues and principles that unite and divide the two. 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 several presidents. Particular attention is given to the presidential election campaign in progress (if any), the most recent campaign and the one forthcoming.

**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 productions.

**COMM 230 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 Super 8 film equipment, emphasis is 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.

**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-scene, editing and sound. This course is composed of lectures, screenings, discussions and shot-by-shot analysis of works by major directors.

#### **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.

Prerequisites: COMM 120 and ENG 110

#### **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.

Prerequisite: COMM 110 or permission of the instructor

#### **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.

Prerequisite: COMM 110

#### **COMM 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.

#### **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 nondramatic 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.

Prerequisites: COMM 321 and 364

#### **COMM 323 Television 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.

Prerequisite: COMM 225

#### **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: ENG 110

#### **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 323

#### **COMM 330 Television Internship**

Students are assigned to an off-campus facility for practical hands-on experience. Professional situations in broadcast and nonbroadcast organizations are utilized.

Prerequisite: Permission of the instructor

#### **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 16mm cameras, light meters, lenses, film stocks, sound equipment and professional editing techniques. Students also learn the conventions of both 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 230

#### **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 advanced production techniques such as sync sound filmmaking and advanced lighting, as well as post-production work such as 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 Film Animation I**

An introductory study of the history, theory and technique of animated film production. Emphasis is on the process of the production, rather than on a final product.

#### **COMM 334 Film Animation II**

An advanced study of the techniques of animated film production. Each student completes an animated film.

Prerequisite: COMM 333

**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 course goal is to provide students practical and theoretical knowledge and an understanding of intercultural communication in contemporary life situations (business, social, personal, political, musical, religious, educational, philosophical, artistic and literary contexts).

Prerequisite: COMM 110

**COMM 348 Public Relations**

Defines the functions of public relations and distinguishes it from regular journalism. While exploring the appropriate functions and outlets for public relations activity, the course also investigates the ethics of the function and develops an understanding of the basic tools used in handling public relations for various types of situations.

Prerequisite: COMM 250

**COMM 349 Radio News**

Instruction and practical experience in the basic techniques of radio journalism, including news writing, reporting, producing newscasts and writing copy for taped segments of the newscast. Analysis of radio news broadcasts and discussion of the major issues involved in radio journalism.

Prerequisite: COMM 250

**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.

Prerequisites: COMM 250 and 323

**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.

Prerequisites: ENG 110 and COMM 220

**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**

This is a course in interpersonal communication theory, research and application. Students study and apply the elements of dynamic communication within personal,

small group, corporate and intercultural contexts.

Prerequisites: COMM 110

**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.

**COMM 363 Public Speaking**

Students learn the theory and skills of preparing and presenting public speeches. Emphasis is on practice and criticism of classroom speaking experiences.

Prerequisite: COMM 110

**COMM 364 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, theatre, 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 365 Introduction to Rhetoric**

An examination of the development of persuasion. Emphasizes classical and contemporary theories of rhetoric which are related to contemporary standards and practice in current public address.

Prerequisite: COMM 221

**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 423 International Broadcasting Systems**

A comparative study of the national and international broadcasting systems of the world. Regional broadcasting systems and the structure and operations of present communication satellite systems.

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 noncommercial 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 326

**COMM 426 EFP and Video Editing**

An advanced 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 3/4 inch editing systems is required.

Prerequisite: COMM 326 or permission of the instructor

**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 adaption of literary or word-based ideas into cinematic forms; how to tell a story with images; as well as 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 of their own, which is developed within the context of the workshop.

Prerequisite: ENG 110

**COMM 432 Dramatic Film Production**

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 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 five 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 post-production 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 444 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. For senior communication majors only.

**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, from fact sheets and news releases to controlled communication through the broadcast media. 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 designed for graduating seniors, aimed at preparing them for work in broadcast news in either 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 enter-

prise. 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 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 permission only, with preference given to on-going work.

Prerequisite: Permission of the instructor

#### **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 our democratic society. Integration of traditional principles with recently developed concepts and approaches.

Prerequisite: COMM 110 or permission of the instructor

#### **COMM 464 Debate**

The application of the principles of argumentation by debating a selected topic in public and intercollegiate debate formats. Stresses both theory and performance in oral advocacy.

Prerequisite: COMM 363 or permission of the instructor

#### **COMM 499 Independent Study**

As approved and to be arranged through the student's department advisor.

1-6 credits

## DEPARTMENT OF MUSIC

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**Professors:** H. Aitken, R. DesRoches, R. Foley, N. Guptill-Crain, G. Kirkpatrick, J. Kresky, S. Marcone (chairperson), W. Woodworth

**Associate Professors:** S. Bryant, D. Demsey, D. Garcia, R. Reid, J. Weidensaul

**Assistant Professors:** D. Falk, P. Finney, V. Hill

**Instructor:** M. Colosimo (half time)

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 and music management; and a bachelor of arts (B.A.) degree in music with an option in musical studies. It offers a concentration in audio recording within the B.A. degree. Students can fulfill certification requirements for public school music teaching in New Jersey, grades N-12, through a carefully crafted program of study within the B.M. option in classical performance degree requirements. 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 non-music 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**

A performance audition is required of all applicants to the B.M. degree programs. The evaluation by the audition jury is focused on performance and an assessment of the applicant's ability in theory, keyboard and aural skills.

### **Entrance Requirements:**

#### **B.M. Music-Classical Performance Option**

#### **B.M. Music-Classical Performance/Music Education Option**

#### **B.M. Music-Music Management/Classical Performance Track**

**Piano** An invention by Bach, a first movement of a sonata by Haydn, Mozart or Beethoven (except op. 27 no. 2 in C sharp minor), a work by a romantic or contemporary composer. At least one selection must be played from memory. Major and minor scales and arpeggios included.

**Organ** Student must have a piano background of Bach two-part inventions and early Mozart or Beethoven sonatas. It is desirable for the student to play a composition of Bach, a romantic work and a modern work.

**Voice** Demonstration of vocal potential. Two art songs in any language, memorized.

**Strings** A sonata or concert piece of moderate difficulty. Major and minor scales and a chromatic scale covering the complete range.

**Woodwinds** A sonata movement or concert piece of moderate difficulty. Major and minor scales and a chromatic scale covering the complete range.

**Brass** A movement of a sonata, concerto or similar concert piece of moderate difficulty. Major, minor and chromatic scales, articulated and slurred.

**Percussion** Demonstration of snare drum rudiments. A basic technical knowledge of the mallet instruments. Elementary exercises for timpani.

**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 (ex. De Visee, Sanz, Milan, etc.), baroque (Bach, Weiss, etc.), or romantic Spanish (Tarrega, ex. "Adelita"; Llobet, ex. "El Testament D'Amelia").

**Keyboards** The applied area of keyboards is designed for the student who wants to be proficient on several keyboard instruments (piano, organ, synthesizer, harpsichord), rather than to specialize in one. The student receives applied lessons on all of the above instruments. The audition requirements for this applied major in the classical performance track are the requirements for piano in the B.M. music education emphasis and the B.M. music management program, with the submission of an optional cassette recording of original compositions on synthesizer.

**Note:** Students with previous college-level training may receive credit by examination and advanced placement in any music class. For example, most keyboard performance majors need not take four semesters of Functional Class Piano.

Entrance Requirements:

B.M. Music-Jazz Studies and Performance Option

B.M. Music-Music Management/Jazz Performance Track

A preaudition tape is required; contact the Music Department for details.

**Piano, Guitar, Mallets:** Major, minor and chromatic scales, 4 octaves (guitar, 2 octaves). Dorian, Mixolydian, Lydian modes. Basic 6th and 7th chords: major and minor 6th and 7th; dom. 7th; min. 7th b5; min. with maj. 7th; half dim. 7th; dim. 7th; aug. 7th. Sight read lead sheets. Three jazz standards with improvisation (one ballad, one medium-tempo tune, and one up-tempo tune). Blues in several keys and tempos.

**Single Line Instruments:** Major, minor and chromatic scales, Dorian, Mixolydian, Lydian modes. Basic 6th and 7th chords (arpeggiated): major and minor 6th and 7th; dom. 7th; min. 7th b5; min. with maj. 7th; half dim. 7th; dim. 7th; aug. 7th. Sight read ensemble parts. Three jazz standards with improvisation (one ballad, one medium-tempo tune, and one up-tempo tune). Blues: several keys (various tempos).

**Vocal:** Several pop/jazz standards (one slow-tempo ballad and one up-tune). Sight reading. Ear training. Must also demonstrate piano proficiency equivalent to completion of MUS 165.

**Percussion:** Several jazz standards with improvisation. (Play through the form and improvise chorus). Play time jazz waltz, bossa, swing, etc. Breaks in various meters. Sight read ensemble parts.

**Keyboards:** The applied area of keyboards is designed for the student who wants to be proficient on several keyboard instruments (piano, organ, synthesizer, harpsichord), rather than to specialize in one. The student receives applied lessons on all of the above instruments.

**Ear Training:** (all applicants) Aural identification of intervals, triads and basic 7th chord types (M7, Min. 7, dom. 7th, min. 7th b5, min. with maj. 7th; half dim. 7th; dim. 7th; aug. 7th).

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 and music education. The B.M. in music options in music education offers two concentrations: vocal and instrumental.

CURRICULUM

B.A. MUSIC (OPTION IN MUSICAL STUDIES) 35 CREDITS

Required Courses		23 credits
MUS 000	Recital Hour (8 semesters)	0
MUS 160	Freshman Comprehensive Musicianship I	3
MUS 161	Freshman Comprehensive Musicianship II	3
MUS 164	Functional Class Piano I	1
MUS 165	Functional Class Piano II	1
MUS 180	Freshman Ear Training I	1
MUS 181	Freshman Ear Training II	1
MUS 207	Music History and Literature I	3
MUS 208	Music History and Literature II	3
MUS 244	Practical Musicianship *	3
	Performing Groups	4

\*Students who are qualified to enter MUS 160 upon entrance do not take MUS 244 and enroll for an additional elective offering of three (3) credits.

Music Department Elective Courses		12 credits
MUS 253	Jazz History and Analysis I	3
MUS 254	Jazz History and Analysis II	3
MUS 255	Jazz Harmony	3
MUS 258	Electronic Music I	3
MUS 260	Sophomore Comprehensive Musicianship I	3
MUS 261	Sophomore Comprehensive Musicianship II	3
MUS 264	Functional Class Piano III	1
MUS 265	Functional Class Piano IV	1
MUS 280	Sophomore Ear Training I	1
MUS 281	Sophomore Ear Training II	1
MUS 301	Form and Analysis	3
MUS 302	Arranging	3
MUS 304	Studies in Music	3

MUS 317	History of American Popular Music since 1950	3
MUS 332	Music in the Late Renaissance and Baroque Periods	3
MUS 333	Music in the Rococo and Classical Periods	3
MUS 334	Music in the Romantic Period	3
MUS 340	Masterworks of Opera	3
MUS 401	Twentieth Century Music I	3
	Or any additional upper level course by advisement	

**B.A. MUSIC (OPTION IN MUSICAL STUDIES),  
CONCENTRATION IN AUDIO RECORDING**

The department houses a state-of-the-art electronic music studio and a state-of-the-art audio recording studio. Students receive the necessary technical training to pursue employment in the areas of audio engineering or audio producing, or enroll in a graduate program in audio recording/production. The activities allow for laboratory experience in the on-location recording of student recitals and jazz dialogue days, and in assisting experience for the Midday Artist Series, Jazz Room Series and other Shea Auditorium events.

Students should earn a B average in MUS 251, Audio Recording I, and MUS 258, Electronic Music I, to continue in the concentration.

**MAJOR REQUIREMENTS 36 CREDITS**

**Major Courses 19 credits**

MUS 000	Recital Hour (8 semesters)	0
MUS 160	Freshman Comp. Musicianship I	3
MUS 161	Freshman Comp. Musicianship II	3
MUS 164	Functional Class Piano I	1
MUS 165	Functional Class Piano II	1
MUS 180	Freshman Ear Training I	1
MUS 181	Freshman Ear Training II	1
MUS 207	Music History and Literature I	3
MUS 208	Music History and Literature II	3
MUS 244	Practical Musicianship or	
MUS 251	Audio Recording I*	3

**Performing Groups 4 Credits**

**Music Department Advanced Courses 13 credits**

MUS 258	Electronic Music I	3
MUS 251	Audio Recording I** or	
MUS 259	Electronic Music II	3
MUS 252	Audio Recording I	3
	One Advanced Recording Course	4

\*Substitute MUS 251 if MUS 244 not needed.

\*\*Substitute Electronic Music II if MUS 251 completed as a major course.

**Suggested Free and/or Upper Level Elective  
Courses Taken by Advisement**

MUS 125	Survey of Music and Entertainment Industry	3
MUS 358	Electronic Music III	3
MUS 270	Structure and Content of the Music Industry	3

MUS 260	Sophomore Comprehensive Musicianship I	3
MUS 261	Sophomore Comprehensive Musicianship II	3
MUS 307	Basic Conducting	3
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS	Any Upper Level Mus. Hist. Course or Theory	3
MUS 302	Arranging	3
MUS 499	Independent Study (Audio Recording)	1-6
PHIL 312	Metaphysics	3
LAW 251	Business Law I Contracts	3
ACCT 211	Financial Accounting	3
MGT 300	Principles of Management	3
COMM 220	Radio and Television	3
COMM 225	Audio Production	3
COMM 260	Oral Interpretation	3
COMM 323	Television Production	3
COMM 326	Advanced Television Production	3
COMM 353	Advanced Audio Production	3
COMM 361	Successful Business and Professional Comm.	3
COMM 363	Public Speaking	3
COMM 365	Introduction to Rhetoric	3
COMM 425	Television Workshop	3
PSY 260	Psychology in Business and Industry	3
MATH 161	Calculus II	4
CS 201	Computer Literacy: Microcomputer Applications	3

**B.M. MUSIC: CLASSICAL PERFORMANCE**

**OPTION REQUIREMENTS 81-84 CREDITS**

MUS 000	Recital Hour (8 semesters)	0
MUS 160	Freshman Comprehensive Musicianship I	3
MUS 161	Freshman Comprehensive Musicianship II	3
MUS 180	Freshman Ear Training I	1
MUS 181	Freshman 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 258	Electronic Music I	3
MUS 260	Sophomore Comprehensive Musicianship I	3
MUS 261	Sophomore Comprehensive Musicianship II	3
MUS 280	Sophomore Ear Training I	1
MUS 281	Sophomore Ear Training II	1
	Ensembles (8 semesters)	
	Applied Music Major (8 semesters)	
	MUS 190, 191, 290, 291, 390, 391, 490, 491, (4 cr. each)	32
MUS 300	Junior Recital (evening)	0
MUS 310	Junior Recital Performance I (midday)	0
MUS 380	Junior Ear Training I	1
MUS 381	Junior Ear Training II	1
MUS 400	Senior Recital (evening)	0

ARTS AND COMMUNICATION

MUS 464	Senior Recital Performance (1 semester)0	
	Functional Class Piano (4 semesters of	
	1 cr. each) (only 2 semesters for	
	keyboard majors)	2-4
	Performing Groups	8
	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 160	Freshman Comprehensive	
	Musicianship I	3
MUS 161	Freshman Comprehensive	
	Musicianship II	3
MUS 164	Functional Class Piano I	1
MUS 165	Functional Class Piano II	1
MUS 180	Freshman Ear Training I	1
MUS 181	Freshman Ear Training II	1
MUS 205	Applied Music Minor	1
MUS 206	Applied Music Minor	1
MUS 234	Sophomore Recital Performance	0
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 251	Audio Recording I	3
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 258	Electronic Music I	3
MUS 260	Sophomore Comprehensive	
	Musicianship I	3
MUS 261	Sophomore Comprehensive	
	Musicianship II	3
MUS 268	Functional Class Jazz Piano I	1
MUS 269	Functional Class Jazz Piano II	1
MUS 305	Applied Music Minor	1
MUS 306	Applied Music Minor	1
MUS 310	Junior Recital Performance I (midday)	0
MUS 311	Junior Recital Performance II (midday)	0
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 456	Applied Music Major	3
MUS 457	Applied Music Major	3
MUS 464	Senior Recital Performance	0
MUS 470	Jazz Arranging I	3
MUS 471	Jazz Arranging II	3

Jazz performing groups are 1 credit each. Take two per semester.

\*Number of credits varies according to major instrument selected:

Voice, piano and percussion differ from other instrumentalists as indicated below:

**Vocalists:** 3 years Jazz Piano Minor required; 2 years classical voice required; not required to take Improvisation III

**Percussionists:** 2 years Jazz Piano Minor required (may increase to 3 years in academic year 92-93); not required to take Improvisation III.

**Pianists:** 2 years Classical Piano Minor required.

Two years classical music required for pianists and vocalists. Three years Jazz Piano Minor required for vocalists. Two years Jazz Piano Minor required for percussionists.

**Recital Hour** (8 semesters; no credit)

**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 OPTION**  
**REQUIREMENTS AND COREQUISITES: 88 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 56 credits**

MUS 000	Recital Hour (8 semesters)	0
MUS 160	Freshman Comprehensive	
	Musicianship I	3
MUS 161	Freshman Comprehensive	
	Musicianship II	3
MUS 162	Applied Music Major	2
MUS 163	Applied Music Major	2
MUS 180	Freshman Ear Training I	1
MUS 181	Freshman Ear Training II	1
MUS 253	Jazz History	3
	or	
MUS 317	History of American Popular Music	
MUS 234	Sophomore Recital Performance	0
MUS 236	Western Art/Music	3
MUS 260	Sophomore Comprehensive	
	Musicianship I	3
MUS 261	Sophomore Comprehensive	
	Musicianship II	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 280	Sophomore Ear Training I	1
MUS 281	Sophomore Ear Training II	1
MUS 307	Basic Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
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	7
	Applied Music Minor or Functional	
	Class Piano	
	(4 semesters)	4
	Advanced Music Courses*	6

\*300 level or higher



**Music Management Courses 20 credits**

MUS 125	Survey of the Music and Entertainment Industry	3
MUS 270	Structure and Content of the Music Industry	3
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
Plus 7 credits chosen from the four courses below:*		
MUS 258	Electronic Music I	3
MUS 303	Music Management Internship	1
MUS 404	Music Management Honors Internship	6
MUS 450	Personal Management in Music	3

**School of Humanities, Management and Social Sciences Corequisites 12 credits**

ACCT 211	Financial Accounting	3
MGT 300	Principles of Management	3
LAW 251	Business Law I	3
MKT 310	Marketing	3

\*Production Concentration may substitute one sound recording course.  
Business Concentration must take MUS 450, Personal Management.

**B.M. MUSIC-CLASSICAL PERFORMANCE N-12**

**MUSIC CERTIFICATION OPTION**

Two concentrations are offered in this program. Students admitted as performance majors in keyboard, guitar or voice ordinarily choose the concentration in preparation for teaching vocal/general music in grades N-12. Students whose performance is on a standard band or orchestral instrument take the instrumental concentration.

Students are admitted to the 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 want 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 76-82 CREDITS**

MUS 000	Recital Hour (7 semesters)	0
MUS 101	Flute and Clarinet	1
MUS 103	Trumpet	1
MUS 105	Violin	1
MUS 107	Guitar	1
MUS 108	Percussion	1
MUS 160	Freshman Comprehensive Musicianship I	3
MUS 161	Freshman Comprehensive Musicianship 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 (not required of voice majors)	1
MUS 167	Voice Class II (not required of voice majors)	1
MUS 180	Freshman Ear Training I	1
MUS 181	Freshman Ear Training II	1
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 209	Vocal Seminar (six semesters-for voice applied majors only)	0-6
MUS 234	Sophomore Recital Performance	0
MUS 258	Electronic Music I	3
MUS 260	Sophomore Comprehensive Musicianship I	3
MUS 261	Sophomore Comprehensive Musicianship II	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 266	Functional Class Piano-Advanced (or MUS 264)	1
MUS 267	Functional Class Piano-Advanced (or MUS 265)	1
MUS 280	Sophomore Ear Training I	1
MUS 281	Sophomore Ear Training II	1
MUS 301	Form and Analysis or	3
MUS 302	Arranging	
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	Music for Children * (certification req.)	3
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2
MUS 400	Senior Recital (Evening) (half recital req'd.)	0
MUS 425	Music for Adolescents *	3
MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance Performing Groups	0 7

\*These courses must be taken in sequence.

**Additional Certification Requirements (N-12) 24 Credits**

Students interested in obtaining teaching certification should see the section on the School of Education, Department of Curriculum and Instruction, ahead, for further information.

**INSTRUMENTAL CONCENTRATION 79 CREDITS**

MUS 000	Recital Hour (7 semesters)	0
MUS 101	Flute and Clarinet	1
MUS 102	Double Reeds	1
MUS 103	Trumpet	1
MUS 104	Low Brass	1
MUS 105	Violin	1
MUS 106	Low Strings	1
MUS 107	Guitar	1
MUS 108	Percussion	1

ARTS AND COMMUNICATION

MUS 160	Freshman Comprehensive Musicianship I	3
MUS 161	Freshman Comprehensive Musicianship 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	Freshman Ear Training I	1
MUS 181	Freshman 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 258	Electronic Music I	3
MUS 260	Sophomore Comprehensive Musicianship I	3
MUS 261	Sophomore Comprehensive Musicianship II	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	Sophomore Ear Training I	1
MUS 281	Sophomore Ear Training II	1
MUS 301	Form and Analysis	3
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	Music for Children * (certification req.)	3
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2
MUS 400	Senior Recital (Evening) (half recital req'd.)	0
MUS 425	Music for Adolescents * (certification req.)	3
MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance	0
	Performing Groups	11

\*These courses must be taken in sequence.

ADDITIONAL CERTIFICATION

REQUIREMENTS (N-12) 24 Credits

Students interested in obtaining teaching certification should see the section on the School of Education, Department of Curriculum and Instruction, ahead, for further information.

MUSIC DEPARTMENT MINOR 18 CREDITS (For Non-Music Major)

MUS 160-161	Freshman Comprehensive Musicianship I and II	6
MUS 164-165	Functional Class Piano (2 semesters)	2
MUS 180-181	Freshman Ear Training I and II	2
MUS 207-208	Music History I and II	6
	Performance Ensembles	2

MUSIC MANAGEMENT MINOR 21 CREDITS (For Non-Music Major or B.A. Music Major)

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. They then complete the sequence outlined below. 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 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
	Music Elective*	3

\* 200 level or higher, excluding music management courses

COURSES

Unless otherwise noted, all courses are 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 (offered as determined by dept.)
MUS 202	College Chorus
MUS 203	Chamber Singers
MUS 204	Men's Glee Club
MUS 211	Concert Band
MUS 212	Preparatory Band
MUS 213	College Orchestra
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	WPC-NJ Percussion Ensemble
MUS 222	Jazz Ensemble
MUS 227	Collegium Musicum (offered as determined by dept.)
MUS 228	Tuba Ensemble (offered as determined by dept.)
MUS 229	Trombone Ensemble
MUS 230	Classical Guitar Ensemble
MUS 231	Twentieth Century Chamber Ensemble
MUS 232	Lab Jazz Ensemble (offered as determined by dept.)

- 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 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 Flute and Clarinet  
 MUS 102 Double Reeds  
 MUS 103 Trumpet  
 MUS 104 Low Brass  
 MUS 105 Violin  
 MUS 106 Low Strings  
 MUS 107 Guitar  
 MUS 108 Percussion  
 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 130 Symphonic Music**

A survey of representative European and American symphonies, tone poems and concertos from the eighteenth century to the present.

**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 156, 157, 256, 257, 356, 357, 456, 457**

**Applied Music Major: Jazz**

Individual instruction in piano, voice, percussion, band and orchestral instruments.

**MUS 160-161 Freshman Comprehensive Musicianship 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 interrelationships 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.

**MUS 162, 163, 262, 263, 362, 363, 462, 463**

**Applied Music Major**

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. Methods and materials for teaching. Not open to voice majors.

1 credit each

**MUS 180-181 Freshman 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 190, 191, 290, 291, 390, 391, 490, 491**

**Applied Music Major (B.M.) Performance**

Individual instruction in piano, organ, voice, guitar, percussion, band and orchestral instruments.

4 credits each

**MUS 205, 206, 305, 306, 365, 366, 465, 466**

**Applied Music Minor**

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 209 Vocal Seminar**

This is a six-semester sequential course for voice majors designed to provide students a working knowledge of foreign language diction for singing and an acquaintance with standard vocal literature.

1 credit each semester

**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.

**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 The Music of India, the Far East and Indonesia**

With approximately two weeks each on China, Japan and Indonesia, the course concentrates on the rich and ancient tradition of Indian music. Relevant aspects of language, thought, religion and art are introduced. Students are expected to attend several live concerts.

**MUS 244 Practical Musicianship**

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 251 Audio Recording I: Fundamentals of Sound**

A study of the fundamentals of sound, hearing and acoustics with focus on wave motion and sound generation. Emphasis on the physical principles of sound energy and its transfer through the recording chain. An introduction to the microphone and its role in the recording process. A special look at the roles and responsibilities of recording engineers and studio personnel.

Prerequisite: MUS 244 or ability to read music

**MUS 252 Audio Recording II**

A continuation of Audio Recording I with emphasis on microphones as a recording tool focusing on theory, characteristics, applications, design and placement techniques. An introduction to recording consoles and studio operations, including session preparation and procedures with an overview of the recording process.

Prerequisite: MUS 251

**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. Course emphasizes how each period developed both musically and historically, as well as in depth analysis of its major performers, arrangers and composers.

**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 261

**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 labtime.

Prerequisite: MUS 244 or ability to read music

**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.

Prerequisites: Music 258 or permission of instructor.

**MUS 260-261 Sophomore Comprehensive Musicianship I and II**

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 form the nucleus of this course.

**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.

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.

1 credit each

**MUS 268-269, 368-369 Functional Class Jazz Piano I, II, III, IV**

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 278 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 279 Composition Workshop IV**

A continuation of composition Workshop III

Prerequisite: MUS 278 or Permission of Instructor

**MUS 280-281 Sophomore Ear Training I and II**

More advanced work in sight-singing, dictation and rhythmic skills with special emphasis on the techniques required to perform twentieth-century music.

1 credit each

**MUS 299 Sacred Music Seminar**

A series of seminars dealing with all aspects of work within a sacred music field which cannot be covered within the applied lesson.

1 credit

**MUS 300 Junior Recital B.M. Performance (evening)**

B.M. performance majors take this with MUS 391.

0 credits

**MUS 301 Form and 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 between 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: MUS 261

**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 or 390.

0 credits

**MUS 311 Junior Recital Performance II (midday)**

Taken with MUS 357, 363.

0 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 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 Music for Children**

This course is designed to provide a basic understanding of the role of music in the lives of young children. Emphasis placed on social, emotional, physical and musical development of children of ages five through twelve. Traditional techniques of presenting a variety of musical activities are examined as well as the more contemporary systems of Orff, Kodaly, Dalcroze and Suzuki.

**MUS 331 Western Music Through Josquin**

A detailed study of Western music and its place in society through the death of Josquin des Prez.

**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.

**MUS 333 Music in the Rococo and Classical Periods**

A study of the music from the sons of Bach through Beethoven.

**MUS 334 Music in the Romantic Period**

An in-depth study of European music and its place in society during the nineteenth century.

**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 upper-class 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.

Prerequisites: MUS 120, MUS 207-208

**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 Audio Recording III: Mixing Consoles and Recording Media**

A detailed look at the concepts, designs, operation and maintenance of studio mixing consoles and tape machines. The course will include an intensive study of signal flow and the patchbay with special emphasis on trouble shooting and creative uses of patching. Also included will be an introduction to digital audio and recording media. Lecture and lab required.

Prerequisite: MUS 252 or permission of instructor

4 credits

**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: Electronic Music I and/or II or permission of instructor

**MUS 380-381 Junior Ear Training**

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 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 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. Resume critiquing and job entry suggestions.

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 indus-

try. Students put to practical use the skills learned in music management courses.

Prerequisites: Music management majors only, 3.2 GPA minimum, successful completion of interview with Music Management Honors Internship Screening Committee

6 credits

**MUS 407 Sacred Music Internship**

Through practical work situations, the student experiences first hand 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 Music for Adolescents**

This course is designed to provide a basic understanding of the role music plays in the lives of teenage youth. Emphasis is placed on musical study as an academic discipline encompassing the various vocal and instrumental activities in which youth normally participate during these years.

**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.

**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.

**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 260 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 260 and 470 or permission of the instructor

**MUS 499 Independent Study**  
As approved and to be arranged.  
1-6 credits

# DEPARTMENT OF THEATRE

**Professors:** W. Grant, B. Gulbranson (chairperson), J. Ludwig, B. Sandberg  
**Nonteaching Professionals:** E. Matthews, S. Selke, D. Sherman

There are two majors available to students through the Department of Theatre: liberal studies and dramatic arts.

## Liberal Studies Major

Students interested in several disciplines offered by the School of the Arts and Communication, but who do not wish to major in any one of them, may pursue a liberal studies major. With the assistance of an academic advisor, students select a total of 48 credits from at least three of the school's majors, taking no more than 18 credits in any one of them. Successful completion of this program results in a bachelor's degree in liberal studies: School of the Arts and Communication.

## Dramatic Arts

The department offers a B.A. in dramatic arts. The goals of the dramatic arts program are as follows: to develop the individual's creative potential; to explore human situations and relations in an artistic context, thereby gaining insight into one's own life; and to understand and appreciate the dramatic arts in theory and practice.

The dramatic arts have long been recognized as an endeavor that combines all of the arts, most of the crafts and some of the sciences. For students who wish to increase their theatrical sensibilities, the dramatic arts major program is performance oriented and craftbased. The sequence of courses is designed to relate the ancient world to the present day, to bring critical appraisal into direct contact with creative experiment and to provide a fund of life experiences centered upon the comparison and clarification of values—morals, social and personal.

The major program prepares the student for advanced training at the graduate level and employment viability in the theatre, as well as in related areas such as arts administration, communication arts and public relations. A double major combining theatre and communication is available for interested students. For further information, contact the chairperson of either department.

# CURRICULUM

## MAJOR REQUIREMENTS 33 CREDITS

### Required Core 9 Credits

THEA 130	Scenery Construction for Stage and Media I	3
THEA 141	Theatre Management	3
THEA 170	Acting I: Improvisation	3

### Labs (three of the five must be taken) 3 credits

THEA 111	Audience Management	1
THEA 112	Stagecraft Lab	1
THEA 114	Costume Lab	1
THEA 115	Production Lab	1
THEA 117	Performance Lab	1

### Literature and History (choose one) 3 credits

THEA 261	Playscripts	3
THEA 360	History of Theatre	3
THEA 363	American Theatre and Drama	3

### Applied Courses (choose one) 3 credits

THEA 252	Broadway Matinees	3
THEA 289	Introduction to Drama Therapy	3
THEA 381	Drama for Children	3
THEA 454	Playwriting	3

### Major Electives 15 credits

Through advisement, the student elects 15 credits from either one or both of the following groups of courses:

#### Performance/Production

THEA 270	Acting II: Advanced Improvisation	3
THEA 272	Acting III: Principles of Characterization	3
THEA 274	Acting for Television I	3
THEA 275	Acting IV: Scene Study	3
THEA 374	Acting for Television II	3
THEA 375	Acting V: Advanced Scene Study	3
THEA 376	Acting: Musical Theatre Performance	3
THEA 377	Directing for Stage and Media	3
THEA 474	Acting for T.V. Commercials	3
THEA 479	Acting: Showcase	3
THEA 483	Children's Theatre	3



**Design/Technical Theatre**

THEA 230	Scenery Construction for Stage and Media II	3
THEA 236	Lighting for Stage and Media I	3
THEA 239	Scene Design for Stage and Media I	3
THEA 333	Stage Management	3
THEA 335	Scene Painting I	3
THEA 336	Lighting for Stage and Media II	3
THEA 339	Scene Design for Stage and Media II	3
THEA 435	Scene Painting II	3

**COURSES**

Unless otherwise noted, all courses are 3 credits. The first course, THEA 101, is specially designed to satisfy general education requirements.

**THEA 101 Introduction to Theatre**

An innovative study of the dramatic process covering all facets of play production. The course is approached from the appreciation point of view. Students may choose to satisfy requirements through experiential contractual learning. Purchase of tickets to see plays is required.

**THEA 102 Fundamentals of Acting**

A practical introduction to the contemporary skills and techniques of acting through exercises designed to develop the student's individual creative abilities and self-confidence.

**THEA 111 Audience Management Laboratory**

A practical application of the administrative aspects of audience management. May be repeated.  
1 credit

**THEA 112 Stagecraft Laboratory**

Supervised direction and practiced application of the principles involved in the technical aspects of producing a play. Provision is made for individual and group training in such areas as stage management, lighting, scenery, properties, makeup and sound. May be repeated.  
1 credit

**THEA 114 Costume Laboratory**

A laboratory in costume construction for theatre production with individual instruction in construction techniques. May be repeated.  
1 credit

**THEA 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

**THEA 117 Performance Laboratory**

A practical application in acting under faculty supervision. Work includes rehearsing and performing a play for public presentation. May be repeated for credit.  
Prerequisite: Audition  
1 credit

**THEA 130 Scenery Construction for Stage and Media I**

Fundamentals of scenery construction are considered in a practical situation. An introduction to the scenery shop and related facilities and equipment and their use within the production framework. The course includes instruction in the techniques of stagecraft and methods of production.

**THEA 141 Theatre 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 theatre personnel.

**THEA 170 Acting I: Improvisation**

Use of improvisation to explore group expression in a spontaneous mode. Emphasis on physicalization, mime and other nonverbal modes such as theatre games as personal development in the arts of acting.

**THEA 230 Scenery Construction for Stage and Media II**

Advanced problems in set and property construction are considered in laboratory and practical situations. This course also concerns itself with analysis of various construction problems.

**THEA 236 Lighting for Stage and Media I**

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.

**THEA 239 Scene Design for Stage and Media I**

Training in the problems of scenery design for production in various media. Color, line and movement are examined in the context of good design. Individual projects are required.

**THEA 252 Broadway Matinees**

By reading scripts and viewing plays and other theatrical events, the student develops an understanding of the forms and styles of theatre today and of theatre's role in our culture. Field trips to Broadway and off-Broadway theatres. Attendance at plays and other theatrical events is required.

**THEA 261 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.

**THEA 270 Acting II: Advanced Improvisation**

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.

**THEA 272 Acting III: Principles of Characterization**

An array of methods to discover and to perform characters from drama, including the use of costume and makeup as creative sources.

**THEA 274 Acting for Television I**

A course rooted in theory and principles, which introduces students to the nature of television and affords basic on-camera performing experience.

**THEA 275 Acting IV: Scene Study**

An advanced course in acting techniques with an introduction to various styles and approaches through group scene work.

**THEA 289 Introduction to Drama Therapy**

A course in the basic principles, methods and practices of the drama therapy process. Provides an overview of the process. Requires four hours of practicum per week in addition to regular classwork.

**THEA 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.

**THEA 333 Stage Management**

Introductory training in the duties of the manager in the normal process of producing a play. Audition, rehearsal period, performance and postperformance functions and procedures are examined.

**THEA 335 Scene Painting I**

A study of the basic styles of theatrical painting. Concentration on dry pigments and casein media. Develops in the student a basic ability to interpret the scenic designer's elevations and reproduce them for the stage.

**THEA 336 Lighting for Stage and Media II**

Advanced training in the problems of lighting design and control as related to their application to production in stage and the media. The use and application of sound effects and the development of sound tapes for theatrical productions are examined.

**THEA 339 Scene Design for Stage and Media II**

An advanced study of the problems of the scenic designer in theatre, 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.

**THEA 360 History of Theatre**

Explores the historical development of dramatic form, the physical theatre and technical theatre arts from ancient Greece to the present. Investigates the social and cultural forces that shaped the theatre and were shaped by the theatre and develops critical standards of theatre. The student is expected to attend representative theatre productions.

**THEA 363 American Theatre and Drama**

The study of the development of the American theatre and its drama from the colonial period to the present with emphasis on twentieth-century American drama.

**THEA 374 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.

**THEA 375 Acting V: Advanced Scene Study**

An advanced course centering on role preparation and performance of various modes of drama in the setting of theatre as a comprehensive art.

**THEA 376 Acting: Musical Theatre Performance**

A supervised study of the techniques appropriate to developing roles in musical theatre. Special attention is given to the interpretation of a musical selection.

**THEA 377 Directing for Stage and Media**

Principles and theory for the production of plays on stage and on television. Practical experience in guiding performers so that they turn scripts into plays.

**THEA 381 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 theatre) and informal drama (creative dramatics).

**THEA 385 Field Experiences in Drama and Theatre**

Students receive academic credit for guided experiences in drama and theatre 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.

**THEA 399 Selected Topics**

Topics not presently offered in other courses. Content changes each semester.

Prerequisites to be determined

1-6 credits

**THEA 435 Scene Painting II**

A continuation of the scenic artist's craft. Advanced techniques, concentrating on the use of aniline dyes, are explored.

**THEA 446 Theatre Workshop I**

Training and experience in the creative process of rehearsing and performing a play before an audience. Through audition, the student is assigned work in one of the following areas: acting, design, technical production or theatre management.

**THEA 447 Theatre Workshop II**

A continuation of THEA 446.

**THEA 448 Theatre Workshop III**

A continuation of THEA 446.

**THEA 454 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.

**THEA 474 Acting for Television Commercials**

Varied experiences rehearsing and performing television commercials.

**THEA 479 Acting: Showcase**

A directed independent practicum culminating in a public performance.

**THEA 483 Children's Theatre**

Study of the educational and artistic modes of contemporary children's theatre. Focuses on styles of presentation and children's dramatic literature.

**THEA 499 Independent Study**

An advanced performance project under faculty supervision.

Prerequisite: Approval of the chairperson

1-6 credits



# SCHOOL OF EDUCATION

## **Nancy E. Seminoff, Dean**

**Office: Raubinger 430**

The School of Education develops and administers the education components of the College's teacher education programs and related certifications.

By arrangement with the New Jersey State Department of Education, the school recommends its graduates for certification as teachers, administrators and counselors. These programs are generally acceptable in other states that recognize the standards of the National Council for Accreditation of Teacher Education (NCATE) or the National Association of State Directors of Teacher Education (NASDTEC) and Certification.

The School of Education makes every effort to relate student needs, program innovations and interdisciplinary offerings to the contemporary world. The school has been actively involved in all types of grant programs, especially those in special, bilingual, parent and early childhood education, technology and urban education.

## **Undergraduate Part-Time and Full-Time Students**

Teacher education certification programs are available to undergraduate students in the following fields: elementary education (nursery school through 8th grade), special education, physical education (see School of Science and Health) and a variety of subject matter fields (Nursery through 12th grade). A separate program in early childhood education is currently inactive.

Elementary education candidates must pursue study in an academic major in consultation with their academic advisors.

Regularly admitted part-time students interested in pursuing a teacher education certification program must indicate their choice early and apply for admission to a program. Their last two semesters must be spent in full-time practicum and internship in the area appropriate to the major.

## **Field Experiences**

The Office of Field Experiences (Hunziker Hall, Room 206) coordinates practica, which are preliminary observational and teaching experiences in the schools. The office is also charged with coordinating and processing student teaching applications and placements.

## **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, Hunziker Hall (205A). 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 a student who serves for one year under the Provisional Certificate and is recommended as "approved."

## **Prerequisites**

Prerequisites for EDUC 414 and EDUC 415, Senior Teaching Internships, include the following:

1. Admission to the appropriate department
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
  - a. A cumulative grade point average of 2.50 at the close of semester immediately preceding the initial practicum as a prerequisite for entry into

the required field experiences sequence, beginning with the initial practicum

- b. A cumulative grade point average of 2.50 in the academic major and in the teacher education sequence
  - 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 and problems (if any)
  - g. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. In addition, the student must:
- a. Have documentation of negative results on the Mantoux Test prior to the initial field experience
  - b. Apply to the Office of Field Experiences no later than March 1 preceding the academic year of the internship (i.e., March 5, 1995 for internships in the fall 1995 or spring 1996 semesters)
  - c. Pay a Student Teaching Fee, currently \$100, (in addition to tuition and fees) for the processing of the application and related costs.

### **Policies for the Internship**

1. Students are not permitted to contact cooperating schools or school districts directly, or otherwise attempt to effect their own placement.
2. An effort is made to place students within reasonable commuting distance of their homes, or the college dormitories, if applicable, with the following stipulations: (a) assignments are made primarily in northern New Jersey; (b) assignments are based on the availability of suitable school districts and cooperating teachers.
3. Students are assigned a placement in a community other than one in which they reside or in which they have attended school.
4. Students are assigned a placement at a site other than one at which they have fulfilled any practicum assignment.
5. Placements are made in the student's major field in a public (or approved private) school district.

## **COURSES**

### **CIEE 301 Practicum**

The practicum is designed to provide N-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 college supervisor who will make written assignments (logs) appropriate for the students level of professional development. By advanced application in Office of Field Experiences.

Prerequisite: CIEE 229

Corequisites: CIEE 320, CIEE 324, CIEE 325, CIEE 327, CIEE 328  
2 credits

### **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 Senior 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 weekly basis for discussion and reflection upon 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: See The Office of Field Experiences  
10 credits for elementary (N-8); 12 credits for subject field (N-12)

### **EDUC 415 Senior Teaching Internship**

For special education and physical education 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 college supervisor. Constant feedback and reinforcement is provided through a required parallel course approved by the department.

Prerequisites: See The Office of Field Experiences  
12 credits

**EDUC 465 In-Service Supervised Teaching Seminar I**

Meets the needs of the beginning teacher already employed on a full-time annual contract who has not met the student teaching requirement. Areas of attention include classroom management, individualized instruction, lesson planning, pupil evaluation, school-community relations, analysis of pupil behavior patterns and other problems related to the student's pupil behavior patterns and student's work experience. Incorporates biweekly seminar meetings and evaluation visits by the college supervisor to each student's classroom. Only open to students

enrolled in a certification sequence at William Paterson College. No credit is given for EDUC 465 unless EDUC 466 is completed.  
4 credits

**EDUC 466 In-Service Supervised Teaching Seminar II**

A continuation of EDUC 465.  
4 credits

**EDUC 499 Independent Study**  
As approved and to be arranged.  
1-6 credits

DEPARTMENT OF CURRICULUM AND INSTRUCTION

**Professors:** L. Aitken, A. Coletta, J. Feeley, T. Gerne, B. Grant, N. Seminoff, M. Turkish, D. White, S. Wollock  
**Associate Professors:** N. D'Ambrosio, M. Dougherty, J. Fitzsimmons, S. Wepner (chairperson)  
**Assistant Professors:** P. Applebaum, C. Carter, R. Kaplan, P. Malone, G. Martin, C. Rhodes, J. Rockman  
**Instructors:** K. Smith

The Department of Curriculum and Instruction offers teacher education programs leading to state certification in: (a) elementary education (nursery school - 8th grade); (b) subject field specializations (nursery school -12th grade).

All students seeking teacher certification at any level are required to have an academic major offered by other schools within the College. Lists of majors offered by the College and the corresponding teaching certificates appear below.

**Elementary Education Certification (N-8)**

For students seeking elementary education certification (N-8), the following academic majors are acceptable:

- African, African-American and Caribbean Studies
- Art (History, Studio)
- Biology
- Chemistry
- Communication
  - 1. Interpersonal
  - 2. Journalism
- Environmental Science
- English (Literature, Writing)
- Geography
- History
- Mathematics
- Mathematics/Applied
- Music (leading to B.A. in Music with option in Musical Studies)
- Philosophy
- Political Science
- Psychology
- Sociology/Anthropology
- Spanish
- Liberal Studies - Arts and Communication

- Liberal Studies - Humanities
- Liberal Studies - Social and Behavioral Science
- Liberal Studies - Mathematics and Natural Science

**Subject Field Certification (N-12)**

For students seeking certification (K-12) in a subject field, a list of majors offered by the College with a list of corresponding teaching certificates offered by the state of New Jersey follows:

College Majors	Subject Field Specialization
African, African-American and Caribbean Studies*	Social Studies
Art	Art
Biology	Biological Science
Chemistry	Physical Science
Communication	Speech Arts and Dramatics
English	English
Environmental Science	Earth Science
Geography*	Social Studies
History*	Social Studies
Mathematics	Mathematics
Music	Music
Political Science*	Social Studies
Sociology/Anthropology	Social Studies
Spanish	Spanish

\*This academic major needs to be carefully supervised to ensure that it meets state certification requirements for the subject field specialization.

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 College 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.

tion. Once a major is declared, students should obtain advisement in the academic major from the academic department offering that major.

**Eligibility for entering the professional certification programs** Students interested in seeking certification in the teacher certification areas offered by the College are urged to seek advisement regarding acceptance criteria from the Department of Curriculum and Instruction before enrolling in any courses in the professional preparation program.

**Certification Requirements** To be eligible for certification in elementary education (N-8) or in a subject field (K-12), 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). Information regarding this examination is available from the Office of Field Laboratory Experiences, Hunziker 206.

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 National Teacher Examination(s) will be issued certificates of eligibility with advanced standing that will permit them to seek employment in positions requiring instructional certification. This provisional certification will be made permanent after one year of successful teaching.

## CURRICULUM

### Certification in Professional Programs, N-12 and N-8

#### (A) Subject Field Certification (N-12)

In addition to the College's general education requirements, the academic major and the special courses that major departments may require of students seeking subject field certification, students must also complete the following professional preparation program to be recommended for teaching certification by the Department of Curriculum and Instruction.

Students are reminded that the program listed below is valid as of text submission and is being revised. Students should contact the Department of Curriculum and Instruction for the latest requirements.

COURSE REQUIREMENTS		27 CREDITS
CISE 290	Field Experience and Seminar I*	1
CIEE 310	Educational Psychology	3
CISE 320	Secondary Education I: Philosophy and Theory	3
CISE 351	Field Experience and Seminar II*	2
CIRL 330	Reading Strategies for the Content Areas	3

CISE 410	Secondary Education II: Management and Applications	3
EDUC 414	Senior Teaching Internship and Seminar*	12

\*These courses must be taken in sequence. Prior application required from the Office of Field Experiences. For further information, see section on field experiences elsewhere in this catalog.

#### (B) Elementary Education Certification (N-8)

In addition to general education requirements and an academic major, students must also complete the following professional preparation program to be recommended for teaching certification by the Department of Curriculum and Instruction.

COURSE REQUIREMENTS		30 CREDITS
CIEE 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 Math **	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 Intern/Seminar ***	10

\*These courses are to be taken before the practicum package. You need to be admitted to the program by the Department before you can take CIRL 229. See Department for specific entry requirements.

\*\*These courses must be taken in conjunction with Practicum, CIEE 301.

\*\*\*These courses must be taken in sequence. Prior application required from the Office of Field Experiences. For further information, see section on field experiences elsewhere in this catalog.

†This course is to be taken in conjunction with EDUC 414.

#### Curriculum and Instruction Practica

The Office of Field Laboratory Experiences coordinates practica, which are preliminary teaching and observational experiences in the schools. The office is located in Hunziker Hall, Room 206. The following prerequisite listing applies only to the professional sequences in the Curriculum and Instruction Department leading to elementary education (N-8) or subject field (N-12) specialization certification.

#### Prerequisites for Practica

##### CIEE 301, CISE 290, AND CISE 351

1. Completion of all requirements based on the freshman basic skills tests in reading, writing and mathematics, and the successful completion of all general education requirements prior to the practicum semester.

2. A minimum of 84 credits completed at the end of the semester preceding the appropriate practicum course. (CISE requires completion of only 64 credits.)
3. Completion of all required prepracticum professional program courses for the specific certification being sought. (Does not apply to CISE 290.)
4. A minimum cumulative grade point average of 2.50 in the academic major and in the introductory courses of the professional education program by the close of the semester immediately preceding participation in the practicum courses listed above.
5. A minimum overall cumulative grade point average of 2.50 at the close of the semester immediately preceding participation in the practicum courses listed above.
6. Admission to the appropriate professional program sequence in the department and approval of the individual applicant by the department's Program Review Committee.
7. Successful completion of additional criteria, specific to teacher certification programs. Consult the Department of Curriculum and Instruction for further information.
8. Documentation of negative results on the Mantoux test at the beginning of the practicum semester.
9. Applications must be completed and delivered to the Office of Field Laboratory Experiences during the semester preceding the practicum. Specific deadlines to be announced by the Office of Field Laboratory Experiences.

## COURSES

Unless otherwise noted, all courses are 3 credits.

### CIEE 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, multicultural education and the role of reflection in teaching. Students will conduct observations in N-8 classrooms and assess their own abilities in relation to professional teaching standards. Students' speaking and writing skills will be assessed. A twenty-hour experience with children (tutoring/teaching) is required. Sophomore standing is recommended.

Prerequisite: PSY 110

### CIEE 205 New Jersey Studies for Teachers

Develops the student's understanding of the comprehensive scope of New Jersey studies. Its content is drawn from the social and natural sciences, incorporating significant concepts and generalizations. Provides a content base for prospective teachers preparing to meet state studies requirements and needs.

### CIEE 210 Growth Processes of the School-Age Child

A study of the principles and applications of growth and learning processes as they affect the child in the school setting. Specific units on positive and negative exceptionality, physical education, health education and substance abuse are included.

### CIEE 301 Practicum

The practicum is designed to provide N-8 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, humanistic and reflective practices. Students will be 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 will meet in a weekly seminar and be observed by a college supervisor who will make written assignments (logs) appropriate for the student level of professional development. By advanced application in Office of Field Experiences.

Prerequisite: CIREL 229.

Corequisites: CIEE 320, CIEE 324, CIEE 325, CIEE 327, CIEE 328.

2 credits

### CIEE 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.

Prerequisite: A course in general psychology

### CIEE 320 Language Arts and Literature

This language arts and literature course is designed for pre-service teachers who are working with or will be working with students in an N-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: CIREL 229

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 N-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. The course work is coordinated with a field experience in which students apply their learning to the classroom.

Prerequisites: CIRL 229; two 3-credit MATH courses from General Education

Corequisites: CIEE 301, CIEE 320, CIEE 325, CIEE 327, CIEE 328

2 credits

### **CIEE 325 ACE/Arts and Creativity in Education**

Exploration and discovery in 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

Corequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 327, CIEE 328

2 credits

### **CIEE 327 Science Education and Natural Phenomenon**

Students will 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. Work is related to field experiences.

Prerequisites: CIRL 229; completion of two 4-credit laboratory science courses

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

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 using technology in the teaching/learning process. Students will learn how computers are used in classrooms across the grades and subjects. They will investigate the uses of computers in the school in which they are interning. They will explore and evaluate educational software relevant to the curriculum of their assigned student teaching class and will develop and implement cooperative, computer-based learning experiences.

Prerequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 325, CIEE 327, CIEE 328

Corequisite: EDUC 414

2 credits

### **CIEE 499 Independent Study**

As approved and to be arranged.

1-6 credits

### **CIRL 229 Literacy and Learning**

This comprehensive foundations course on the nature and development of language, literacy and learning will present major theories and describe 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.

Prerequisites: CIEE 203, PSY 210 (or corequisite)

### **CIRL 325 Literature for Children and Young Adults**

A survey of literature, past and present. Techniques for critiquing various genres of literature, telling stories, preparing study guides, using book selection aids and creating interest in literature. Strategies for bringing students and books together are emphasized.

### **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.

### **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

### **CISE 290 Field Experience and Seminar I**

This course provides a bridge between theory and practice. Observation of necessary skills such as responsibility and cooperation, taking instruction, being on time and remaining on the job. This experience permits the college student to observe and aid the secondary classroom teacher in a variety of activities, excluding the ac-

## EDUCATION

tual teaching of the class. Must be taken before CISE 351. Advanced application in The Office of Field Experiences.

1 credit

### **CISE 320 Secondary Education I: Philosophy and Theory**

This course is designed for those intending to teach secondary school subjects. It details the evolution and development of the disciplines that comprise secondary school curricula.

### **CISE 351 Field Experience and Seminar II**

A series of professional experiences designed to provide students regular opportunities for observation in junior and senior high schools and for extended participation as teacher aides and para-professionals in the school. Students meet in a seminar with their field supervisor to share their observations, analyze their problems and further develop skills and resources. Advanced application in Office of Field Experiences.

Prerequisites: CISE 290

2 credits

### **CISE 381 Educational Sociology**

Acquaints the student with basic concepts of human relationships, analyzes selected problems of the contemporary social order and provides opportunity for indi-

vidual research in the area of students' special needs and interests. Consideration is given to such topics as the following and their relationship to public education: housing, race, crime and delinquency, teacher-community relationships, community action and cultural relations.

### **CISE 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

### **CISE 410 Secondary Education II: Management and Applications**

This course recognizes that effective teachers are also effective classroom managers, that the classroom is a social setting, and that instructional materials involving visual arts contribute to a productive learning environment. The secondary education student plans, develops, conducts, evaluates and shares classroom activities and learning experiences in order to acquire a repertoire of ideas and tactics useful in classroom management.

### **CISE 499 Independent Study**

As approved and to be arranged.

1-6 credits

## DEPARTMENT OF EDUCATIONAL LEADERSHIP

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**Professors:** J. Baines (Chairperson), E. Bell, J. Tuohy, W. Willis

**Associate Professors:** J. Mamone, E. Petkus

**Assistant Professor:** V. Baldassano

The Department of Educational Leadership offers the following undergraduate courses.

## COURSES

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Unless otherwise noted, all courses are 3 credits.

### **EDLA 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

### **EDLA 401 School and Consumer Education: A Quality of Life Approach**

A "quality of life approach" to the study of consumerism and organizational arrangements for consumer education programs offered by public schools.

### **EDLA 402 Schools, Manpower and Careers: Education for the Future**

Considers manpower development and career-oriented education provided by public schools. Topics include

implementation of career education in a technological society, the manpower of revolution, career alternatives for the future and schools and manpower policies.

### **EDLA 403 Legal and Financial Aspects of the Operation of Public Schools**

Provides an introduction to legal and financial aspects of the operation of public schools: legal responsibilities, rights and duties of teachers, problems in securing and allocating funds for public education and related topics.

### **EDLA 499 Independent Study**

As approved and to be arranged

1-6 credits

### **EDLU 209 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.

### **EDLU 210 Drug Use and Abuse**

A survey of aspects of basic psychological and legal information on drug use and abuse. Some fieldwork is included.

### **EDLU 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

**EDLU 482 Inner-City Children and Their Environment**

The problems of the inner-city child. Environmental factors are examined in terms of race, ethnic origin and socioeconomic background, showing how these factors affect a child's capacities, self-concept, motivation and

intellectual potential. A critical review of literature dealing with low-income youth in urban areas.

**EDLU 499 Independent Study**

As arranged and to be approved.  
1-6 credits

**DEPARTMENT OF SPECIAL EDUCATION AND COUNSELING**

**Professors:** L. Hayes, L. Hummel, M. Swack, W. Younie  
**Associate Professors:** E. Abare, M. Goldstein, S. Kuveke (chairperson)

**Assistant Professors:** S. Sigmon

The Department of Special Education and Counseling offers a specialized course of study leading to a bachelor of arts degree in special education. The major includes the areas of mental retardation, emotional handicap, orthopedic handicap, neurological impairment and perceptual impairment. The department offers extensive classroom and field experiences to its students. The program includes attention to traditional and adapted instructional approaches with emphasis on recent research. Current and evolving technological advances and adaptive devices are another focus of the program. Students are exposed to instructional materials used in the education of exceptional children and are presented with various modes of curriculum and behavioral planning for these children. Students majoring in special education are prepared to fulfill teaching positions in all disability areas, except those dealing with auditory, visual and speech impairments. Upon successful completion of the program, students are eligible for certification as teachers of the handicapped in the state of New Jersey. Graduates may be employed by public and private schools and residential facilities.

**Entrance Requirements**

Students who wish to major in special education must present documented evidence of having worked with handicapped children for 120 clock hours in nonpublic school settings prior to completing 45 credits. No academic credit is granted for meeting this requirement. This requirement is detailed in the department's undergraduate handbook. Three field experiences are required as part of the program. Two practica, SPED 202 (sophomore year) and SPED 320 (junior year), are required of all majors. Students also complete a 16-week senior field experience (EDUC 415). A grade point average of 2.5 is required to maintain the major and for entry to the field experiences. See the department for additional admission, retention and graduation requirements.

The Office of Field Laboratory Experiences or the Department of Special Education and Counseling should be contacted for further information regarding field experience registration deadlines. Students are expected to know and meet these deadlines.

**CURRICULUM**

MAJOR REQUIREMENTS		30 CREDITS
SPED 201	Psychology and Education of the Handicapped	3
SPED 301	Education of the Trainable Mentally Retarded	3
SPED 302	Education of the Educable Mentally Retarded I	3
SPED 303	Education of the Educable Mentally Retarded II	3
SPED 304	Teaching Reading to the Handicapped	3
SPED 410	Counseling and Vocational Guidance for Handicapped Children (Seniors only)	3
SPED 411	Prescriptive Teaching (Seniors only)	3
SPED 412	Educational Programming for the Emotionally Handicapped (Seniors only)	3
SPED 413	Education of the Neurologically Impaired and Physically Handicapped (Seniors only)	3
CODS 261	Speech Disorders	3
PROFESSIONAL SEQUENCE		31 CREDITS
A. Field Experience		16 credits
SPED 202	Prepracticum Special Education	2
SPED 320	Practicum in Special Education	2
EDUC 415	Student Teaching	12
B. Professional Sequence		15 credits
CIRL 229	Literacy and Learning	3
or		
CIEE 320	Language and Literature	3
CIEE 310	Educational Psychology	3
CSP 410	Educational Testing and Evaluation	3
PEAC 255	Special Physical Education	3
PSY 210	Development Psychology	3

**SPECIAL EDUCATION  
CONCENTRATION** **23 CREDITS**

This course listing is for students in another undergraduate education program who wish to take courses in special education toward the goal of gaining an endorsement as teacher of the handicapped on a presently held, regular teaching certificate. This is a selected list only. These courses should be taken only with advisement from the Department of Special Education and Counseling. This is not a course sequence.

SPED 201	Psychology and Education of the Handicapped	3
SPED 301	Education of the Trainable Mentally Retarded	3
SPED 302	Education of the Educable Mentally Retarded I	3
SPED 303	Education of the Educable Mentally Retarded II	3
SPED 304	Teaching Reading to the Handicapped	3
SPED 320	Practicum in Special Education	2
SPED 410	Counseling and Vocational Guidance for Handicapped Children	3
SPED 411	Prescriptive Teaching	3

**COURSES**

Unless otherwise noted, all courses are 3 credits.

**CSP 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

**CSP 410      Educational Testing and Evaluation**

This course explores the concepts important to an understanding of the evaluation process. In examining the nature of these interactions, steps in the measurement process and procedures of assessment are viewed in a way that assures the educational judgments and decisions required for more effective instruction.

**CSP 499      Independent Study**

As approved and to be arranged.  
1-3 credits

**SPED 201      Psychology and Education of the Handicapped**

A study of the social, emotional, physical and learning characteristics of handicapped children. Methods of diagnosis and differentiation, curriculum and teaching techniques, materials, resources and their employment for education. Psychological basis of the suitable curriculum. Introductory course for special education majors.

**SPED 202      Prepracticum in Special Education**

During their sophomore year, students are required to take this prepracticum or first practicum in special education. One full day per week should be scheduled for this experience. Students may request a particular location, but this cannot be guaranteed. SPED 201 must be taken prior to SPED 202. They may not be taken concurrently. The 120-hour volunteer requirement must be met before SPED 202 is taken. This course may be offered only once yearly. Please consult an advisor.

Prerequisites: SPED 201, 120 hours experience, 2.5 GPA  
Pass/fail only  
2 credits

**SPED 207      The Disabled in America**

The intent of this course is to define the disabled population in the United States and to identify their present legal rights and protections in regard to housing, financial aid, job discrimination, barrier-free environments, social settings and education. The history of the disabled is reviewed so that the student can better understand present value systems and ethical viewpoints. This is an elective for those students who have room in the program. This course is given only periodically.

**SPED 210      Education of the Profoundly Retarded**

Provides students the developmental model of training and educating profoundly retarded children and adults. Examines homes, schools and institutions, as well as new alternatives for delivering care. It may not be substituted for a general education elective or the upper level elective. This course is given only periodically.

**Due to certification stipulations, all SPED courses at the 300 and 400 level cannot be taken if a student's GPA is less than 2.5. Junior and senior courses are open to education majors only. Please consult with the department for details.**

**SPED 301      Education of the Trainable Mentally Retarded**

Techniques and materials for conducting programs for the moderately and severely developmentally disabled. Attention to public school, day training, residential and similar settings for ages 3 to 21. Stress is given to task analysis, behavior management, alternate communications, adapted devices and related topics.

Prerequisite: SPED 202

**SPED 302      Education of the Educable Mentally Retarded I**

Introduction to procedures, techniques, materials and curricula appropriate for the mildly developmentally disabled of elementary school age. Specific attention to special and adapted methodologies in basic academics, social studies and science. Coverage of personal and interpersonal social skills development. Instruction in mainstreaming and consultative processes. Parental and community concerns also included.

Prerequisite: SPED 202

**SPED 303 Education of the Educable Mentally Retarded II**

Procedures, techniques and curricula appropriate for the mildly disabled of secondary school age, including attention to transition and post-school programs. Applied and practical academics and life skills education are emphasized. Specifics include vocational development, job analysis, vocational evaluation, finding and holding a job, and preparation for adult and/or family responsibilities. Prerequisite: SPED 201

**SPED 304 Teaching Reading to the Handicapped**

Advanced coverage of adapted and specialized techniques that are used to teach traditional and alternate communication skills to the learner with mild and moderate disabilities. Pre-reading, reading and corrective reading levels are included. Emphasis on research applications. Current experimental techniques for literacy enhancement are included.

Prerequisites: SPED 202 and CIRL 229 or CIEE 320

**SPED 320 Practicum in Special Education**

A one-day weekly field experience in an off-campus program for exceptional students. This course is taken concurrently with SPED 301-302-304 and provides an opportunity to apply their content to actual instructional situations. A weekly on-campus seminar is held in conjunction with the field work. Students must reserve one full day per week for this practicum. This course may not be waived.

Prerequisites: SPED 202 and 302; 2.5 GPA

Pass/Fail only

2 credits

**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.

1-3 credits

**SPED 410 Counseling and Vocational Guidance for Handicapped Children**

A study of existing rehabilitation resources in the community. The contributions and services of the rehabilitation team to children and their families. The availability of those services and guidance as to their uses are stressed.

Open to seniors only

**SPED 411 Prescriptive Teaching**

Methods for applying various special diagnostic and teaching techniques to children with various handicaps. Integration of perceptual, motor, sensory and management approaches.

Open to seniors only

**SPED 412 Educational Programming for the Emotionally Handicapped**

The nature and causes of emotional handicap. The identification and education of these students, teaching methods and behavioral techniques that have been proven through research and practice. Classroom organization and overall school structure. Attention also is directed to those students who are classified as socially maladjusted.

Open to seniors only

**SPED 413 Education of the Neurologically Impaired and Physically Handicapped**

Presents learning problems stemming from physical handicaps and neurological impairment in children with basically normal intelligence and sensory abilities. Includes therapies, teaching techniques, procedures for assessment of progress and an exploration of basic and recent literature. Open to seniors only

**SPED 430 Education of the Exceptional Child**

Planning and organizing instructional materials and activities. The use of environmental resources in working with mentally, physically or emotionally exceptional children. The adaption of programs to the needs of exceptional children in regular classes and in special groups. For non-special education majors.

**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 to 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

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# THE SCHOOL OF HUMANITIES, MANAGEMENT AND SOCIAL SCIENCES

## Elaine Gardiner, Dean

### Office: White E1

The School of Humanities, Management and Social Sciences offers undergraduate degree programs in accounting; African, African-American and Caribbean Studies; business administration (with concentrations in management, marketing and finance); economics; English; history; liberal studies (in humanities and social science) philosophy; political science; psychology; sociology/anthropology; and Spanish. It also offers courses and minor programs in a number of other areas including women's studies and has established honors programs in humanities, international management and biopsychology (joint program with the School of Science and Health).

### Academic Standards

All freshman students intending to pursue accounting, economics or business administration majors must follow a structured curriculum. All students, at the completion of 30 credits,\* must have attained a grade point average (GPA) of 2.5 or better. Students who do not meet this standard may not continue in any business major. They are referred to the advisement office for counseling and must seek another major in the college. Accordingly, only those students with a GPA of 2.5 or better are allowed to register for 300- and 400-level business courses.

In addition, students who wish to change their major to accounting, economics or business administration must have completed 30 credits\* and must have attained a GPA of 2.5 or better before a change can be made. Nonbusiness majors will not be allowed to take 300- and 400-level business courses unless these two conditions are met.

Moreover, transfer students seeking admission as accounting, economics or business administration majors must have attained an overall GPA of 2.5 or better at the institution(s) from which they are transferring and must have satisfied other appropriate curriculum requirements. In addition, the transfer of upper-level courses taken in accounting, business and economics at the junior col-

lege level is subject to validation before being credited toward a major.

The above policies are closely monitored by the Department of Accounting and Law, Department of Economics and Finance and Department of Marketing and Management Sciences. If a student improperly registers for a 300- or 400-level business course, the student is asked to leave the course during the first week of the semester. A grade will not be given in the course, and the student has to incur any add/drop fees imposed by the College.

\*The following portal courses must be included in the 30 credits:

- ENG 110 - Writing Effective Prose
- MATH 120 - Finite Mathematics
- ACCT 211 - Financial Accounting
- ECON 201 - Macroeconomics

### Basic Skills Reading Course

#### BRI 109 College Reading

Developed for entering students who score below the WPC cut-off on the Basic Skills Placement Test, this course is designed to help students sharpen their analytical and critical reading skills. It also stresses flexible reading approaches applicable to various subject areas, study skills and test-taking skills.

**3 credits Note: Credits do not count toward degree requirements.**

### Liberal Studies

Students who are interested in several disciplines in either the humanities or the social sciences, but who do not wish to major in any one of them, may want to pursue a liberal studies major. With the assistance of a special academic advisor, students select a total of 48 credits from fields in the humanities or 48 credits from fields in the social sciences, taking no more than 18 credits in any one of them.

Successful completion of the program results in a bachelor of arts degree in liberal studies: humanities, or liberal studies: social sciences.

## Honors Programs

### Humanities

Taught by different members of the school, the honors courses in humanities are designed to challenge the superior student's capacities through structured multidisciplinary seminars and intensive individual study. The courses' general aims are (1) to promote intellectual excellence within a common scholarly community; (2) to foster an awareness of various disciplines and their unity; (3) to offer opportunities for self-direction toward future goals.

The humanities honors program is taken in addition to the student's major and is usually started in the freshman or sophomore year. A 3.2 minimum GPA is required for admission; special coordinators are available for advisement and supervision.

### International Management

The honors program in international management offers students the opportunity to combine preprofessional education in business administration with the internationalist perspective of liberal arts.

The program's major goals are (1) to prepare students for careers and for further study in international economic and business affairs, with special attention to East Asian, European and Latin American areas; (2) to associate the concept of honors with both an intercultural perspective and second language proficiency; (3) to promote the concept that the well-prepared manager is a Renaissance person whose education encompasses a broad range of academic studies.

Students achieve an understanding of both economics and business administration in an international context and a comprehensive knowledge of a given world area—its language, history, politics and ethnology. While curriculum models vary according to the honors candidate's major (economics, accounting, business administration, political science, history, geography, sociology or foreign languages), the choice of area studies determines the combination of language and area study courses.

### Biopsychology

The Department of Psychology and the Department of Biology collaborate to provide a multidisciplinary honors program in biopsychology. For further information refer to the School of Science and Health, Department of Biology, section in this catalog.

## DEPARTMENT OF ACCOUNTING AND LAW

**Professors:** J. M. Waiguchi

**Associate Professors:** R. Bing, R. Davis, R. C. Grier, F. Grippo, (chairperson), M. Rudnick, G. Sheehan

**Assistant Professors:** J. Wilkerson

**Instructor:** R. Palas

The Department of Accounting and Law offers a major program in accounting leading to a Bachelor of Science degree. The curriculum is balanced between general education and business and accounting education. Accordingly, students are prepared to enter careers in both public and private accounting.

The objectives of the program are (1) to graduate broadly educated individuals who can meet the complex demands of the accounting profession; (2) to graduate individuals who can work in a business world of constantly changing financial institutions and government regulations; (3) to develop the students' ability to recognize problems, analyze them and present solutions; and (4) to increase students' communication skills and their cultural and ethical awareness.

The Department is aware that students may enter a number of fields after graduation. In order to assist and carefully guide students who may wish to pursue professional certifications such as Certified Public Accountant (CPA), Certified Management Accountant (CMA) and Certified Internal Auditor (CIA), the Department has designated specific professors as advisors to these students. In this way, a curriculum can be designed to meet the minimum requirements to take the applicable professional qualifying examination.

Students should be aware that even though CPA requirements to qualify for 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 credits. The effective date of this requirement is January 1, 2000. The Department of Accounting and Law will help interested students meet the minimum requirements. Moreover, since the College has a graduate program in Business Administration leading to a Master of Business Administration degree (MBA), accounting students interested in pursuing the CPA designation will be encouraged to apply to the graduate program. Thus it will be possible for qualified students to obtain both BS and MBA degrees and meet the requirements to take the CPA exam.

## CURRICULUM

MAJOR REQUIREMENTS		60 CREDITS
<i>School of Management Core</i>		<i>33 credits</i>
ACCT 211	Financial Accounting	3
ACCT 212	Managerial Accounting	3
ECON 202	Microeconomics	3
ECON 210	Economic Statistics I	3
FIN 320	Corporate Finance	3
LAW 201	Legal Environment of Business	3
MGT 300	Principles of Management	3
MGT 305	Management Information Systems	3

MGT 431	Production and Operational Management	3
MGT 460	Business Strategy and Policy	3
MKT 310	Marketing	3
<b>Accounting Courses</b>		<b>21 credits</b>
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 340	Cost Accounting I	3
ACCT 370	Auditing	3
ACCT 410	Taxation I	3
ACCT 411	Taxation II	3
ACCT 420	Advanced Accounting I	3
<b>Additional Requirements</b>		<b>6 credits</b>
LAW 251	Business Law I: Contracts	3
LAW 252	Business Law II: Sales and Negotiable Instruments	3
or		
ACCT 430	Advanced Accounting II	3

COURSES

Unless otherwise noted, all courses are 3 credits.

- 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.  
Prerequisite: CS 201
- 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.  
Prerequisite: ACCT 212
- 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.  
Prerequisite: ACCT 311
- ACCT 340 Cost Accounting I**  
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 341 Cost Accounting II**  
Planning of profits, costs and sales, budgeting and forecasting, standard cost systems, techniques of accumulating, reporting and evaluating costs and variances, break-even and cost-volume-profit analysis.  
Prerequisite: ACCT 340
- 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.  
Prerequisite: ACCT 312
- ACCT 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
- ACCT 410 Taxation I (same 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.  
Prerequisite: ACCT 212
- ACCT 411 Taxation II (same 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.  
Prerequisite: ACCT 410
- 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.  
Prerequisite: ACCT 312
- 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.  
Prerequisite: ACCT 370
- ACCT 499 Independent Study**  
As approved and to be arranged.  
1-6 credits
- LAW 120 Introduction to Law and Legal Systems**  
A liberal studies survey course for students of all curricula. Designed to acquaint students with the operation of the American legal system. Among topics covered are the law of torts, criminal law and procedure, civil procedures, administrative law and the court systems, both state and federal. Open to all students.



**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 206 Substantive Criminal Law**

Designed to acquaint students with penal codes and concepts such as criminal liability, anticipatory offenses, offenses against the person and property, offenses involving fraud and offenses against public administration. Scrutinizes defenses such as self-defense, insanity, duress, infancy and entrapment. Open to all students. Prior completion of LAW 120 preferred.

**LAW 210 Law of Torts**

Designed to acquaint students with the principles of private wrongs for which the courts afford injured parties a remedy in the form of damages. Detailed study of concepts such as assault and battery, libel, false arrest, trespass, malicious prosecution, negligence, malpractice, strict liability and vicarious liability. Also examines defenses such as self-defense, mistake, consent, privilege and necessity. Open to all students. Prior completion of LAW 120 preferred.

**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. Core course for all accounting, economics and business administration majors.

**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 253 Business Law III - Agency Partnerships/Corporations**

Designed to acquaint students with the laws of agency partnerships and corporations. Topics include creation, termination and rights and duties of principal and agent; creation, termination, authority, duties, rights of partners; creation, termination, corporate powers, shareholders, management of corporations.

Prerequisite: LAW 251

**LAW 499 Independent Study**

As approved and to be arranged.

1-6 credits

**Public Administration Courses**

Unless otherwise noted, all courses are 3 credits.

**PPM 211 Introduction to Public Management**

Introduces students of public affairs to the methods and practices of managing public agencies. The course surveys organizational theories and practices, including leadership techniques, coordination, planning, supervision, decision making, organizing, supervision, controlling and such other internal and external factors that influence public officials, bureaucratic behavior and governmental processes.

**PPM 225 Management of State and Local Public Agencies**

A study of the management structure, procedures and policies of state and local government and community agencies. Special emphasis on agency and program development and administration including urban issues, service delivery systems and capacity, intergovernmental and agency relations.

Prerequisite: PPM 211, may be taken concurrently

**PPM 230 Introduction to Public Information Systems**

The basic concepts and elements of information systems management as applied to the public sector. Topics include methods of information systems implementation, information processing problems and models and systems analysis. Principles and applications in the public sector are stressed.

Prerequisite: CS 201

**PPM 265 Introduction to Public Policy Studies**

A general introduction to public policy making as it relates to public administration/management. The course covers the various models of public policy making including the elite/mass model, the group model, the system model, the institutionalist/ neoinstitutionalist model, the incrementalist model, the rationalist model and the public choice model. The role of policy analysis in administrative institutions and processes is discussed.

Prerequisite: PPM 211

**PPM 270 Public Policy Implementation**

The development and implementation of public policies. Topics include social and urban impact analysis, intergovernmental program management and the role of evaluation research in program implementation. Emphasis on the problematic nature of translating public laws into viable public programs.

Prerequisite: PPM 265

**PPM 311 Theory and Methods of Public Management Research**

Examines and contrasts various assumptions, principles and methods employed and applied to the study and conduct of management of public agencies. Focus is on the theoretical and methodological bases of conceptualizing, initiating, planning, implementing and directing public actions and programs within an organizational and behavioral context. The course emphasizes the way in which theories of knowledge about public management are translated into practice.

Prerequisite: PPM 211

**PPM 330 Nonprofit Organizations and Management**

The number of private, nonprofit corporations continues to grow, and these organizations are beginning to have tremendous influence in community development and urban policy making. This course examines the problems and issues surrounding the management of not-for-profit organizations. Topics include behavior of nonprofit organizational board members, fund raising and the role of nonprofit organizations in community and economic development.

Prerequisite: PPM 211

**PPM 365 Program Analysis**

Program analysis involves the determination of costs and benefits of alternative program solutions to public problems. This course deals with the fundamental analytical methods and processes of program evaluation and the use of such tools in the policy making process. The role of program analysis in administrative agencies is also discussed.

Prerequisites: PPM 265

**PPM 370 Ethical Issues of Policy Making**

An examination of the ethical provisions, principles and obligations under which public officials conduct themselves and their duties. The nature of normative discourse and reasoning is also discussed. The emphasis is on the moral and ethical criteria used in judging and determining public policies and programs as well as in exercising administrative discretion.

Prerequisite: PPM 265

**PPM 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

**PPM 411 Public Personnel Systems**

Principles, structures and techniques of public personnel systems organization and development. Topics focus on key sectors of personnel systems: recruitment, selection, training, promotion, classification, evaluation and transfer policies. The impact of public personnel theories and practices on service processes, delivery systems and the political process is also considered.

Prerequisite: PPM 211

**PPM 415 Public Budgeting and Finance**

Describes and analyzes all major aspects of public budgeting and finance at all levels of government, including budget preparation, budget documentation, accounting, current and capital budgeting, debt management, public purchasing and control mechanisms of pre- and postaudits.

Prerequisite: PPM 211. Two courses in economics and one course in accounting recommended

**PPM 430 State and Local Government Finance**

Problems and issues of budgeting and finance peculiar to state and local governments. Topics include financing local governments, capital budgeting and programming, property taxes, procurement, local governmental debt policy and state supervision of local governmental finance.

Prerequisite: PPM 415

**PPM 439 Internship: Management of State, Local and Community Agencies**

Designed to provide practical work experience in a student's area of specialization in public administration.

Prerequisites: PPM 265 and 311

**PPM 465 Applied Public Policy Research**

Students integrate the skills and tools of policy analysis derived from previous course work. Real-world examples are stressed.

Prerequisites: PPM 265

**PPM 499 Independent Study**

As approved and to be arranged.  
1-6 credits

# DEPARTMENT OF AFRICAN, AFRICAN-AMERICAN AND CARIBBEAN STUDIES

**Professors:** V. McClean, R. Parris (chairperson)

**Associate Professor:** O. Traore

**Assistant Professor:** J. Cunningham

The African, African-American and Caribbean Studies Department offers both a major and a minor program, plus a variety of courses to satisfy the general education and Non-Western requirements, as well as general education electives. The African, African-American and Caribbean Studies major may be combined with various certification sequences to provide the student teaching certification in elementary education (N-8) or a subject field (N-12-social studies).

The objective of the program is to enrich the liberal education of all students and to broaden the preparation of those interested in professional careers in urban education, city planning, law, social work, journalism, business, real estate, the ministry, government and international service. The course offerings are also geared to the needs of those interested in community development and leadership and enhance the preparation for graduate study in these areas, as well as in the more traditional disciplines.

## CURRICULUM

### MAJOR REQUIREMENTS 36 CREDITS

#### *Required Course 3 credits*

AACS 100 Introduction to African and African-American and Caribbean Studies 3

Plus 33 additional credits chosen from among the following areas as indicated:

#### *Historical 9 credits*

Three courses required:

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 Backgrounds for Teachers 3

AACS 321 Haiti: Its History, People and Culture 3

#### *Sociopsychological 6 credits*

Two courses required:

AACS 150 Racism and Sexism in a Changing America 3

AACS 155 Perspectives on Justice and Racism: The African-American Experience 3

AACS 207 Racism and the Mass Media 3

AACS 214 African-American Family Life 3

AACS 255 The Black Woman Experience 3

AACS 261 African, African-American and Caribbean Religion 3

AACS 303 African Family Life 3

AACS 358 Psychology of African Americans 3

AACS 380 Research Methods on the African, African-American and Caribbean Experience 3

AACS 401 African-American Social Thought 3

#### *Political 6 credits*

Two courses required:

AACS 244 African-American Politics 3

AACS 338 African Politics 3

AACS 341 Contemporary Caribbean Societies 3

AACS 402 Pan-Africanism and the Black Experience 3

#### *Cultural 6 credits*

Two courses required:

AACS 101 African-American and African Caribbean Dance 3

AACS 115 Gospel Choir 3

AACS 206 Elementary Swahili 3

AACS 212 African-American Music 3

AACS 213 African-American Theatre 3

AACS 233 Introduction to the Art of Africa 3

AACS 261 African, African-American and Caribbean Religions 3

AACS 307 Intermediate Swahili 3

AACS 311 African Literature 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 6 credits*

Two courses required:

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

### MINOR REQUIREMENTS 18 CREDITS

AACS 100 Introduction to African and African-American and Caribbean Studies 3

Plus 3 credits from each of the above concentrations, by advisement.

## COURSES

Unless otherwise noted, all courses are 3 credits.

### **AACS 100 Introduction to African, African-American and Caribbean Studies**

An introductory course that familiarizes the student with the diasporic and interdisciplinary nature of the black presence in the world. The student surveys major ideas, concepts and philosophical orientations as represented by Afrocentricity, negritude, the Harlem Renaissance and Pan-Africanism.

### **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 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, chord substitution, melodic development, memorization, improvisation, ear training and analysis. A companion (practice side) of this course is The Gospel Ensemble (1-2 credits).

### **AACS 150 Racism and Sexism in a Changing America**

A study of the historical, philosophical, social and political treatments and interpretations 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 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 socio-cultural problems associated with the attainment of social justice for African-Americans.

### **AACS 206 Elementary Swahili**

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 212 African-American Music**

The music of Africa and that of African-Americans has become interwoven with that of the Americas. This course presents a brief analysis of such musical forms as drums, guitar, bass fiddle and other means of musical expression. Interpretative analysis is also presented.

### **AACS 213 African, African-American and Caribbean Theatre**

An exploration of the African, African-American and Caribbean experience through the medium of theatre.

### **AACS 214 African-American Family Life**

A sociocultural and historical introduction to the various forces that have continuously eroded the social fabric and stability of the African-American family. 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.

### **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 (eg., Santeria, Candomble, Vodun). Attention is also given to the role of religion in the survival and struggles of peoples of African origin.

**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, and 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 a 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 African Literature**

Examines contemporary African writing, essays, drama, poetry and/or fiction. Explores the common theme in most African writing, including the problem of cultural identification.

**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, auto-biographies 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 399 Selected Topics**

Atopic 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 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 Douglas, 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 499 Independent Study**

As approved and to be arranged.  
1-6 credits

# DEPARTMENT OF ANTHROPOLOGY

Associate Professors: A. Barrow, J. Pollak

**Sociology/Anthropology**

The sociology/anthropology major is a bachelor of arts degree program. Students may follow a specific track in criminal justice or an advisor-guided program of studies in either or both of the disciplines of sociology and anthropology. This program is designed to acquaint students with basic concepts necessary to understand human relationships in our pluralistic society; contribute to the student's liberal education and cultural background; provide basic courses in general theory, methodology and specialized areas; and supply relevant background for students preparing for fields in which a knowledge of human relations is essential.

## CURRICULUM

MAJOR REQUIREMENTS		33 CREDITs
<b>Required Courses</b>		<b>12 credits</b>
SOC 110	Principles of Sociology	3
ANTH 130	Introduction to Anthropology	3
SOC 254	Sociological Research Methods	3
SOC 303	History of Social Theory	3
or		
SOC 402	Modern Sociological Theory	3
<b>Additional Courses</b>		<b>21 credits</b>
<b>Select from the following by advisement:</b>		
SOC 160	Essentials of Criminal Justice Systems	3
SOC 201	Social Problems	3
SOC 203	Marriage and the Family	3
SOC 220	Social Organization of Work	3
SOC 240	The Impact of Sport in the Modern World	3
SOC 250	Urban Sociology	3
SOC 251	Minority Groups in America	3
SOC 253	Elementary Sociological Statistics	3
SOC 255	Qualitative Sociological Methods	3
SOC 265	Sexuality in Modern Life	3

SOC 290	Social Work and Social Welfare Policies	3
SOC 291	Social Work Practice	3
SOC 303	History of Social Theory	3
SOC 310	Sociology of War	3
SOC 320	Contemporary Issues in the Workplace	3
SOC 322	Sociology of Organizations	3
SOC 323	Labor Relations	3
SOC 256	Political Sociology	3
SOC 324	Sociology of Religion	3
SOC 325	Sociology of Social Movements	3
SOC 326	American Religion	3
SOC 327	Collective Behavior	3
SOC 328	Sociology of the Art	3
SOC 330	Sociology of Death and Grief	3
SOC 331	Evaluation of Social Action	3
SOC 333	Sociology of Adulthood	3
SOC 334	Sociology of Sports	3
SOC 335	Sociology of Law	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 354	Social Stratification	3
SOC 360	Self and Society	3
SOC 365	Social Deviance	3
SOC 370	Population and Society	3
SOC 371	Forecasting Future Societies	3
SOC 381	Sociology of Socialization	3
SOC 390	Sociology of Health and Illness	3
SOC 392	Sociology of Aging	3
SOC 399	Selected Topics	3
SOC 402	Modern Sociological Theory	3
SOC 403	Community Supervision and Treatment of the Offender	3
SOC 406	Social and Environmental Change	3
SOC 421	The Sociology of Revolution	3
SOC 423	Labor Law: Negotiation and Conflict	3
SOC 455	Criminology	3
SOC 456	Juvenile Delinquency	3
SOC 460	Sociology of Corrections	3
SOC 480	Seminar in Criminal Justice	3
SOC 481	Seminar in Applied Sociology	3
SOC 491	Internship in Sociology	3
SOC 492	Internship in Criminal Justice	3
SOC 499	Independent Study	3

**Anthropology**

ANTH 200	Human Variation	3
ANTH 210	Archaeology	3
ANTH 250	Visual Anthropology	3
ANTH 252	Biological Bases of Human Behavior	3
ANTH 257	Sex and Culture	3
ANTH 260	Myth and Folklore and the Modern World	3
ANTH 301	Anthropological Theory and Method	3
ANTH 302	Biological Anthropology	3
ANTH 329	Educational Anthropology	3
ANTH 330	Anthropology of Tourism	3
ANTH 341	Law in Society and Culture	3
ANTH 342	East Asian Ethnology	3
ANTH 353	Human Types: A Comparative Study of Cultures	3
ANTH 356	Urban Anthropology	3
ANTH 357	Kinship	3

ANTH 359	Cultural Change in Latin America	3
ANTH 361	Psychological Anthropology	3
ANTH 408	Indians of North America	3
ANTH 450	Shamans, Witches and Magic	3
ANTH 491	Internship	3
ANTH 499	Independent Study	3

**MINOR REQUIREMENTS****18 CREDITS****Required Courses**

SOC 110	Principles of Sociology	3
ANTH 130	Introduction of Anthropology	3
SOC 303	History of Social Theory	3
SOC 402	Modern Sociological Theory	3

**Additional Courses****9 credits**

Courses in sociology/anthropology by advisement.

**COURSES**

Unless otherwise noted, all courses are 3 credits.

Refer to Sociology Department for descriptions of sociology courses.

**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 Variation**

There are serious problems involved in any attempt to pigeonhole humanity into discrete categories based on physical traits. Yet it is clear that biological differences do exist among peoples of the world. This course focuses on why there is variation in specific biological traits and how this variation becomes grist for the mill in the cultural construction of race.

Prerequisites: SOC 110 and 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 or permission of the instructor

**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 257 Sex and Culture**

Examines sex and taboo is 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 one hundred and fifty years. This course examines major theories in anthropology in an historical text. 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 329 Educational Anthropology**

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 education in the United States.

**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 they reflect a symbolic world are examined. The focus is upon the changes wrought upon the host society and the sociopolitical and cultural consequences of tourism.

**ANTH 341 Law in Society and Culture**

This course examines mechanisms societies have developed to resolve disputes. Comparing American society to other industrial and pre-industrial 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 Human Types: A Comparative Study of Cultures**

Designed to study persons as biological as well as social animals. Physical characteristics of races and the culture and development of early and modern persons are stressed.

**ANTH 356 Urban Anthropology**

This course examines from a cross-cultural perspective the 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. It 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.

**ANTH 361 Psychological Anthropology**

The interaction of culture and personality in various parts of the world. Explores specific topics that have cultural impact on the development of personality.

**ANTH 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 program director  
3-6 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 450 Shamans, Witches and Magic**

Provides the student insights into the meaning of witchcraft and sorcery as manifestations of the belief in the supernatural. It gives the student an opportunity to learn about the functions of witchcraft and sorcery in specific societies and the cultural roles of the shaman, witch and sorcerer.

**ANTH 491 Internship**

This course provides qualified students practical work experience in an applied anthropology 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



# DEPARTMENT OF ECONOMICS AND FINANCE

**Professor:** G. Dorai, A. Eapen, B. Haroian, M. Laurence, C.K. Leung (chairperson)

**Associate Professors:** A. Ghosh, C. Liddicoat, P. Swanson

**Assistant Professors:** F. Cai, T. Ramin

The economics program leading to a bachelor of science degree provides students a broad conceptual framework to understand the social interrelations of consumers, business, workers and the government. In addition to studying questions of a general political-economic nature, students majoring in economics learn the analytical tools of economic decision making. Flexibility is built into the curriculum so that students may seek employment upon completion of their four-year program, or, if they prefer, continue on to graduate school for further study. The major requirements for the degree in economics are the 33 credits common core, 21 credits of advanced economics courses and 6 credits of additional courses.

The department also offers a finance concentration leading to a Bachelor of Science degree for students who wish to have careers with banks or other financial institutions. In addition to taking the 33-credit core, students must take 21 credits of finance courses and 6 credits of additional courses.

Students are encouraged to select courses in such related areas as political science, sociology, geography, anthropology, history, philosophy and African, African-American and Caribbean Studies.

## CURRICULUM

### Economics

#### MAJOR REQUIREMENTS 60 CREDITS

##### *Common Core 33 credits*

ACCT 211	Financial Accounting	3
ACCT 212	Managerial Accounting	3
ECON 202	Microeconomic Principles	3
ECON 210	Economic Statistics I	3
FIN 320	Corporate Finance	3
LAW 201	Legal Environment of Business	3
MGT 300	Principles of Management	3
MGT 305	Management Information System	3
MGT 431	Production and Operations Management	3
MGT 460	Business Strategy and Policy	3
MKT 310	Marketing	3

##### *Economics Courses 21 credits*

ECON 211	Economic Statistics II	3
ECON 301	The National Economy	3
ECON 302	Prices and the Markets	3
Economics Electives (upper level)		12

#### *Additional Requirements 6 credits*

CS 201	Computer Literacy	3
A 300- or 400-level business course		3

#### **MINOR REQUIREMENTS 18 CREDITS**

ECON 201	Macroeconomic Principles	3
ECON 202	Microeconomic Principles	3
Additional Economics Courses		12

## COURSES

Unless otherwise noted, all courses are 3 credits.

### **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 completion, and (2) distribution of income among resources.

### **ECON 210 Economic Statistics I**

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 120

### **ECON 211 Economic Statistics II**

Sampling distribution of the sample statistics, probability limits and tests of significance; statistical inference and confidence limits; operating characteristics curves; simple experimental design; applied probability for decision making.

Prerequisite: ECON 210

### **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 201 and 202

**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 201 and 202

**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 201 and 202

**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 will be presented.

Prerequisites: 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.

Prerequisites: ECON 201 and 202

**ECON 320 History of Economic Thought**

A study of the history of economic theory beginning with the 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.

**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 microeconomic 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 201 and 202

**ECON 328 Economic History of the United States (also listed as HIST 328)**

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 man-

agement relations, collective bargaining, labor unions, inflation and unemployment.

Prerequisites: ECON 201 and 202

**ECON 360 Theory and 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 201 and 202

**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 201 and 202

**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.

Prerequisites: ECON 201 and 202

**ECON 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

**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 201, 202, 210 and 211

**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 201, 202, 210 and 211

**ECON 499 Independent Study**

A special project supervised by faculty adviser with approval of the department.  
1-6 credits

**Finance Concentration**

<i>Common Core (see above)</i>		<b>33 credits</b>
<i>Finance Courses</i>		<b>21 credits</b>
ECON 211	Economic Statistics II	3
FIN 310	Money and Banking	3
FIN 400	International Financial Management	3
FIN 403	Capital Budgeting	3
FIN 410	Taxation I	3
FIN 415	Managerial Economics	3
FIN 435	Principles of Investment	3

<b>Additional Requirements</b>	<b>6 credits</b>
CS 201 Computer Literacy	3
A 300- or 400-level accounting, business or economics course	3

## 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.

Prerequisites: ECON 201 and 202

### **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, 212, ECON 201 and 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 among 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.

### **FIN 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

### **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.

### **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 model are discussed. Problems and cases are assigned for analysis and class presentation.

### **FIN 410 Taxation I** (also listed as 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 partnerships is also examined.

Prerequisites: ACCT 211 and 212

### **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.

Prerequisite: FIN 410

### **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 201, 202, 210 and 211

### **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: ECON 211, MKT 310 and FIN 320

### **FIN 499 Independent Study**

A special project supervised by faculty adviser with the approval of the department.

1-6 credits

# DEPARTMENT OF ENGLISH

**Professors:** R. Atnally, P. Cioffari, E. DeGroot, L. Hamalian, S. Hand, J. Hauser, R. Kloss, F. Manno, A. Mazzella, S. McNamara, V. Mollenkott, D. Perry, S. Radner, S. Wertheim

**Associate Professors:** E. Burns, A. Deakins, C. Edinger (chairperson), S. Hahn, J. Jordan, R. Rosen

**Assistant Professors:** J. Barszcz, B. Gooch, J. Hartman, C. Nekola, B. Parker

The English Department offers a major program with a concentration in literature or in writing, leading to a bachelor of arts degree in English, plus a minor in English and a variety of liberal studies or free elective courses for students in other programs. Students may choose from courses in English, American 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 their linguistic, literary and cultural heritage; (3) to develop their critical reading, interpreting and thinking skills; (4) to increase their ability to communicate their ideas in writing; (5) to provide students with backgrounds for their careers; (6) to prepare students for advanced work at the graduate level.

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 or poems. English majors who intend to pursue a graduate program in English are strongly encouraged to satisfy the intermediate reading level in a foreign language.

**Note:** The prerequisite to all but basic and ESL English courses is ENG 110, Writing Effective Prose. It is recommended, although not required, that ENG 110, which all students must pass with a minimum grade of C, be taken by English majors during the first semester of the freshman year, and that ENG 200, Methods of Critical Analysis, which is not a required course of literature concentration students but is required of writing concentration students, be taken early in the student's program at the College. Students are strongly urged to take ENG 200 prior to other major courses and after completing ENG 110.

## CURRICULUM

### ENGLISH MAJOR: LITERATURE CONCENTRATION REQUIREMENTS 33 CREDITS

#### 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 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 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 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
<b>Electives</b>		<b>6 credits</b>
Select two additional English courses at or above the 200 level.		

**WRITING CONCENTRATION REQUIREMENTS 33 CREDITS**

<b>Core Courses</b>		<b>18 credits</b>
ENG 200	Methods of Literary Analysis	3
ENG 330	Critical Writing	3
ENG 331	Creative Writing	3
ENG 401	Linguistics and Grammars	3
or		
ENG 402	Development of the English Language	
or		
ENG 403	Grammar and Style	3

Any two survey 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

<b>Literature Electives</b>		<b>6 credits</b>
Any two literature courses at or above the 200-level		

**Advanced Writing Courses 9 credits**

GROUP 1 (6-9 credits):		
ENG 209	Book and Magazine Editing	3
ENG 300	Technical Writing	3
ENG 332	Advanced Creative Writing	3
ENG 333	Critical Writing II	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 or T.V.	3
COMM 431	Screenwriting	3
COMM 451	Freelance Writing	3
THEA 454	Playwriting	3

**MINOR REQUIREMENTS 18 CREDITS**

**Literature Concentration**

Three survey courses from American, English and world literature courses		9
One period course		3
ENG 200	Methods of Literary Analysis	
or		
One course in writing		3
Elective		3

**Writing Concentration**

Three writing courses		9
One survey course		3
ENG 200	Methods of Literary Analysis	3
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**

Students who wish to seek teaching certification should register with the appropriate education advisors, should choose the literature concentration, and should consider taking more than the minimal requirements in literature courses. (See Department of Curriculum and Instruction.)

**COURSES**

Unless otherwise noted, all courses are 3 credits.

**ENG 101 English as a Second Language: Intermediate I**

An intermediate level course in English communication skills (listening, speaking, reading, writing) designed for the non-native English-speaking student.

**ENG 102 English as a Second Language: Intermediate II**

An intermediate course in English communication skills (listening, speaking, reading, writing) designed for the non-native English-speaking student. Emphasis on academic writing.

Prerequisite: ENG 101 or placement

**ENG 108 Basic Writing**

The basic writing course is designed to emphasize the standard English sentence and the extension of a group of sentences into an organized unit.

**Note:** Credits for this basic skills course are not applicable toward degree requirements.

Prerequisite: Basic Skills Test

**ENG 110 Writing Effective Prose**

Essential freshman writing course designed to develop the student's writing competency on the college level.

Prerequisite: Basic Skills Test

**ENG 150 Introduction to Literature**

The course is intended to develop the student's appreciation and enjoyment of selected works in fiction, drama and poetry. Works selected represent different historical periods and cultures. Writing is required.

Prerequisite: Successful completion of ENG 110.

**ENG 200 Methods of Literary Analysis**

An in-depth study of selected short stories, poems and plays with focus on practice in using precise literary terms and analytical and evaluative techniques.

Prerequisite: ENG 110

### ENG 201-202 English as a Second Language: Advanced Level I and II

Advanced courses in spoken and written communication designed for the non-native English-speaking student; 3 credits each semester.

Prerequisite for ENG 201 is ENG 102 or placement; prerequisite for ENG 202 is ENG 201 or placement

#### ENG 207 Effective Business Writing

A skills course featuring technical report writing, letters, data sheets, abstracts and other communication procedures.

Prerequisite: ENG 110

#### ENG 208 The Bible and Literature

Examines the literary stature and influence of the Bible and the way authors utilize what they have read to strengthen their own creative efforts. Works by Dickinson, Twain, Nemerov, Louise Bogan, Margaret Walker, T.S. Eliot, Poe and others.

Prerequisite: ENG 110

#### ENG 209 Book and Magazine Editing

A skills course 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 210 Modern Biography and Autobiography

Biographies and autobiographies of a range of authors and artists from F. Scott Fitzgerald, Richard Wright, Virginia Woolf to Zora Neale Hurston, Robert Graves, Amiri Baraka and others; a study of the writer's purpose, procedure and style.

Prerequisite: ENG 110

#### ENG 211 Modern Drama

Dramatists of Europe, England and America: may include Ibsen, Strindberg, Pirandello, Lorca, Chekhov, Brecht; and Shaw, O'Neill, Miller, Albee, Hellman.

Prerequisite: ENG 110

#### ENG 214 Contemporary Drama

Theatre of the absurd, cruelty, protest; guerilla theatre; experiments in ritual and free drama. Playwrights may range from Beckett, Genet, Ionesco, Frisch, Sartre to Pinter, Albee, Baraka, Stoppard, Kopit, Shepard, Wilson.

Prerequisite: ENG 110

#### ENG 215 Literature into Opera

How composers and librettists transformed Carmen, Macbeth, Salome, Camille, Manon Lescaut and other works into operas; ability to read music not required.

Prerequisite: ENG 110

#### ENG 216 Science Fiction and Fantasy

A study of classical and recent science fiction, fantasy for adults and children, utopian and anti-utopian fiction. Authors read may include Asimov, Bradbury, Burgess, Carroll, Clarke, Gilman, Heinlein, Huxley, LeGuin, Lewis, Orwell, Tolkien, Vonnegut, Wells, Zamyatin.

Prerequisite: ENG 110

### ENG 217 Images of Women in Modern Literature

A study of the images of women in modern literature drawn mostly by women. The course examines the various roles women have played in literature and the ways in which race, class, and ethnicity shape their works. Selected writers may include Virginia Woolf, Tillie Olsen, Maxine Hong Kingston, Toni Morrison, Margaret Atwood.

Prerequisite: ENG 110

#### ENG 219 Nineteenth-Century Women's Voices

A study of various writers of the nineteenth century whose work challenges traditional assumptions about women's roles. Writers include Mary Shelley, Harriet Beecher Stowe, Charlotte Bronte, Louisa May Alcott and Kate Chopin.

Prerequisite: ENG 110

#### ENG 220 Women, the Bible and Modern Literature

A study of Western religion's influence on gender roles and the recent more holistic approaches. Designed to raise consciousness on a philosophical, mythological and political level. Includes works by Edna O'Brien, Adrienne Rich, Emily Dickinson, others.

Prerequisite: ENG 110

#### 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 110

#### ENG 222 Crime and Punishment: Law in Literature

An examination of a wide range of literature with particular emphasis on its relation to questions and problems of civil and criminal law; may include works by Thoreau, Dickens, Camus, Dostoevsky, Wright, Solzhenitsyn and others.

Prerequisite: ENG 110

#### 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*, *Blow-up*. In addition, race and gender issues are considered in such works as *The Joy That Kills* and *Almosa Man*.

Prerequisite: ENG 110

#### ENG 300 Technical Writing

Designed to help students identify and reproduce the qualities that mark successful technical writing. The course concentrates on composing several short papers—definition, description, classification and process analysis—and on the long technical report.

Prerequisite: ENG 110

**ENG 301 English Literature Through the Neoclassical Period**

Critical study of selected prose and poetry from the beginnings of English literature through the eighteenth century, with attention to social and intellectual background; included are such authors/works as *Beowulf*, Chaucer, Spenser, Shakespeare, Milton, Pope, Johnson, Fielding, Swift, Austen.

Prerequisite: ENG 110

**ENG 302 English Literature: Romantic Through Modern**

Critical study of selected prose and poetry from the early nineteenth century to the present, with attention to social and intellectual background; included are such authors as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Wilde, Joyce, Yeats, Woolf.

Prerequisite: ENG 110

**ENG 303 American Literature to 1865**

Major and minor American authors from Columbus through Poe, Hawthorne, Melville, Emerson, Thoreau.

Prerequisite: ENG 110

**ENG 304 American Literature 1865-1914**

Major and minor American authors of the period; emphasis on Whitman, Dickinson, Twain, James, Wharton, Crane.

Prerequisite: ENG 110

**ENG 305 Literature of Western Europe: To the Renaissance**

Great works of the early Western world: by Homer, Sophocles, Plato, Aristotle, Virgil, St. Augustine, Dante, Boccaccio, Machiavelli, Rabelais, Cervantes.

Prerequisite: ENG 110

**ENG 306 Literature of Western Europe: Renaissance Through Modern**

Great works of the later Western world: by Moliere, Goethe, Balzac, Flaubert, Dostoevsky, Mann, Sartre, Proust, Pirandello, Camus, Kundera.

Prerequisite: ENG 110

**ENG 310 Elizabethan and Jacobean Drama**

Shakespeare's forerunners and contemporaries in drama: Kyd, Marlowe, Jonson, Webster, and others.

Prerequisite: ENG 110

**ENG 311 Literature of the English Renaissance**

A study of 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. The important developments in English poetry are studied, including the variation of line, language, imagery and form (song, sonnet, satire, pastoral, epic). Several writers are considered, but the focus is on such major figures as Thomas More, Philip Sidney and Edmund Spenser.

Prerequisite: ENG 110

**ENG 312 Donne, Jonson and Their Contemporaries**

Study of British literature, 1600, emphasizing Donne, Jonson, Bacon, Herrick, Herbert, Marvell. Focus is on relationship between themes and techniques of seventeenth-century literature and those of modern times, including depiction of gender roles.

Prerequisite: ENG 110

**ENG 313 The Age of Dryden, Pope and Swift**

British literature, 1660-1750, emphasizing Augustanism and its countercurrents, and including both major and less known authors, male and female, such as Behn, Killigrew, Montague, Fielding, Defoe and Manderville.

Prerequisite: ENG 110

**ENG 314 The Age of Johnson**

British literature, 1750-1798, emphasizing the decline of Augustanism and the rise of Romanticism in the writings of such authors as Johnson, Boswell, Goldsmith, Burke, Burney, Inchwald, Walpole, Sterne and Wollstonecraft.

Prerequisite: ENG 110

**ENG 315 Romantic Movement in England**

Romantic poetry and prose; Burns, Blake, Wordsworth, Coleridge, Scott, Byron, Shelley, Keats; critics of the period.

Prerequisite: ENG 110

**ENG 316 Literature and Culture of the Victorians**

Poetry of Tennyson, Browning, Arnold, others; prose works by Carlyle, Newman, Mill, Ruskin, Huxley; Victorian novels and plays.

Prerequisite: ENG 110

**ENG 317 Modern American Literature**

Leading American writers of the modern period, such as Fitzgerald, Hemingway, Faulkner, Stevens, Frost, Eliot, O'Neill, Millay, Hughes, Hurston, Wolfe, Steinbeck, O'Connor, Brooks, Wright.

Prerequisite: ENG 110

**ENG 318 Modern British Literature**

Fiction, poetry, drama, criticism since 1885: Forster, Hardy, Joyce, Yeats, Shaw, Auden, Woolf, Conrad, Hopkins, Lawrence; Elizabeth Bowen, Katherine Mansfield; Irish Renaissance, naturalism, symbolism.

Prerequisite: ENG 110

**ENG 319 Modern British and American Poetry**

Major poets and significant trends in modern British and American poetry beginning with Yeats and including such figures as Frost, Eliot, Pound, Auden, Thomas, William Carlos Williams, Sexton, Plath, Ginsberg, Lowell, H.D., Marianne Moore, Hughes, Robert Duncan and Gary Snyder.

Prerequisite: ENG 110

**ENG 320 The English Novel: Defoe to Austen**

Selected novels by Defoe, Richardson, Fielding, Smollett, Sterne, Austen.

Prerequisite: ENG 110

**ENG 321 The English Novel: Dickens to Hardy**  
Selected novels by Dickens, Thackeray, Trollope, Meredith, George Eliot, Hardy.  
Prerequisite: ENG 110

**ENG 322 The Nineteenth-Century European Novel**

A study of major French, German and Russian novels against the social, political and intellectual milieu of nineteenth-century Europe. Within the framework of the romantic, realistic and the naturalistic literary movements. The novels are read from a variety of viewpoints: as a depiction of the life of a nation (Balzac, Gogol, Tolstoy and Mann), as a probing of the psychological nature of man (Stendhal, Dostoyevsky and Zola), as an innovation in technique (Flaubert, Stendhal and Mann).  
Prerequisite: ENG 110

**ENG 323 Twentieth-Century European Fiction**  
Readings of representative novelists, including Proust, Mann, Hesse, Kafka, Camus, Moravia, Solzhenitsyn.  
Prerequisite: ENG 110

**ENG 330 Critical Writing I**

The work in this course raises the questions: What does it mean to be "critical"? How does one develop a "critical perspective"? Why should one want to? Frequent writings on literature, film, advertising and popular arts help the student develop answers to these questions and to achieve authority in critical performance.  
Prerequisite: ENG 110

**ENG 331 Creative Writing**

Workshop leading to the development of imaginative power and originality in writing poetry, fiction, drama, film scripts.  
Prerequisite: ENG 110

**ENG 332 Advanced Creative Writing**

An advanced writing course 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 331

**ENG 333 Critical Writing II**

Seminar introduces the student to an area of specialization in writing in an advanced context which provides close individual supervision and also exposes the student to all kinds of analytical writing. The technical reporter, for example, learns from the film critic; the journalist, from the copywriter.  
Prerequisites: ENG 110, ENG 330

**ENG 335 Modern American-Jewish Authors**

Study and interpretation of modern literary works describing the Jewish experience in America. Authors include Philip Roth, Bernard Malamud, Edward L. Wallant, Chaim Potok, Saul Bellow, Delmore Schwartz, others.  
Prerequisite: ENG 110

**ENG 340 Contemporary Literature**

British, American and continental fiction, poetry and drama from World War II to the present; writers may include Barth, Barthelme, Pynchon, Morrison, Borges, Lessing, Garcia Marquez, Drabble, Oates, Atwood, Doctorow, Rich, Simic, Walker, Fuentes, Hong-Kingston and Tyler.  
Prerequisite: ENG 110

**ENG 399 Selected Topics**

A topic of contemporary or other interest is selected.  
Prerequisite: ENG 110  
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 110

**ENG 411 Shakespeare: Comedies and Histories**

Study of such plays as *Richard II*, *Henry IV*, *A Midsummer Night's Dream*, *The Merchant of Venice* and *Much Ado About Nothing*.  
Prerequisite: ENG 110

**ENG 412 Shakespeare: Tragedies and Romances**

Study of such plays as *Hamlet*, *Macbeth*, *Romeo and Juliet*, *Othello*, *King Lear*, *The Tempest*.  
Prerequisite: ENG 110

**ENG 413 Milton**

Study of dramas, lyric poems, epics, and selected prose works of John Milton with emphasis on *Comus*, *Lycidas*, *Paradise Lost*, *Aeropagitica*; focus is on Milton's relevance for our time.  
Prerequisite: ENG 110

**ENG 420 Literary Criticism**

Major literary theories and practices from Aristotle to the present are considered, with special emphasis on contemporary problems. A variety of writing assignments in criticism are featured.  
Prerequisite: ENG 110



**ENG 421 Literature and Psychoanalysis**

A study of literature through application of depth psychology; analysis of short works such as *Oedipus Rex* and the short stories of Poe, Kafka, Melville and Hawthorne.  
Prerequisite: ENG 110

**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 110

**ENG 423 Myth, Symbol and Literature**

Study of symbol, ritual and myth formation and primitive, classical, biblical and social symbols and myths as they appear and function in literature and other media.  
Prerequisite: ENG 110

**ENG 480 Seminar in English Literature**

Designed to help students study, in depth, a single British author or work chosen by the instructor.  
Prerequisite: ENG 110

**ENG 481 Seminar in American Literature**

Designed to help students study, in depth, a single American author or work chosen by the instructor.  
Prerequisite: ENG 110

**ENG 490 Internship in English**

On-the-job training with regional employers. Students write regularly for the employer and the academic coordinator.  
Prerequisite: ENG 110, junior or senior level, GPA 3.0 or better

**ENG 499 Independent Study**

As approved and to be arranged.  
Prerequisite: ENG 110  
1-3 credits

DEPARTMENT OF HISTORY

**Professors:** M. Edelstein, C. Gruber, T. Ripmaster  
**Associate Professors:** T. F. Cook, Jr., I. Nack, S. Nalle, J. Pluss, G. Satra, I. Tirado (chairperson)  
**Assistant Professors:** T. Finnegan, J. Livingston, D. Meaders, G. Robb

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.

CURRICULUM

<b>MAJOR REQUIREMENTS</b>		<b>33 credits</b>
<i>Area Requirements</i>		<i>6 credits</i>
HIST 205	United States History Through Reconstruction	3
HIST 206	United States History Since Reconstruction	3
Among the 27 credits history electives that follow, students must include two European history electives and one 3-credit course in non-Western history, e.g., Asian, Middle Eastern or Latin American history. The courses may be at the 200, 300 or 400 level.		
<i>Elective Requirements</i>		<i>27 credits</i>
HIST 260		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.

**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 School of Education (see **Department of Curriculum and Instruction**).

COURSES

Unless otherwise noted, all courses are 3 credits.

**European History**

**HIST 101 Western Civilization to 1648**

The first of a two-semester sequence, this course covers the historical development of Western civilization to 1648. The subjects include ancient Greece and Rome, the Judeo-Christian tradition, the Middle Ages, the Renaissance and the Reformation. Emphasis is placed on broad cultural history and the formation of the Western cultural heritage. (GE requirement; not credited toward the major)

**HIST 102 Western Civilization Since 1648**

The second of a two-semester sequence, this course is designed to provide broad coverage of the shaping of modern Western civilization. It traces political, intellectual, social and economic trends from 1648 to the present. (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 post-industrial 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 1450-1700.

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 organi-

zation 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 one hundred and fifty 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 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.

Prerequisite: HIST 101 and HIST 102

**HIST 345 A Social History of Soviet Russia Through Its Literature and Art**

This team-taught interdisciplinary (History and Literature) course is a cultural, social and literary history of twentieth-century Russia. The development of Soviet society and of intellectual trends in Soviet Russia since 1917 is studied through the use of historical and literary works, contemporary films, and graphic arts.

Prerequisite: HIST 101

**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 427 Peasant Russia**

The course examines the Russian peasantry from the Emancipation of 1861 to forced collectivization in the 1930s.

Prerequisite: HIST 101 and HIST 102

**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: HIST 102

**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: HIST 102

**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: HIST 102

**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: HIST 102

**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: HIST 102

**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.

### **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 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 Immigration in the Growth of America**

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 also will be studied.

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: HIST 102

## **Asian History**

### **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 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 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: History 102 plus one 300-level history course and instructor's permission.

**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 1258 A.D. 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; (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

**HIST 395 History of Modern Gulf States**

This course, an economic and political survey of the modern Gulf States (Iran, Iraq, Saudi Arabia, Kuwait, Emirates and Bahrain), informs students of the historical origins of the modern Gulf states, the development of these states, and how both origins and development rooted in Western strategic and economic interests on the one hand, and confronted by Arab nationalism and Arab rivalries on the other, led to a series of crises culminating in the American-led war against Iraq to liberate Kuwait.

Prerequisite: HIST 101 and 102

**HIST 434 History of Medieval Islamic Thought**

A survey of Islamic thought from its Hellenistic beginnings to the period of transmission and translation from Arabic into Latin, in the twelfth and thirteenth centuries.

Prerequisite: HIST 102

**Latin American History****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

**Variable Courses: Thematic, Cross-Cultural History, Methodology**

**HIST 260 Historiography**

This course, intended primarily for history majors, is concerned with the theory and practice of historical thinking and writing. The major schools of historical interpretation, the historical method, and research skills all are stressed. Prerequisite: HIST 101

**HIST 317 Cultural History of the 1960s**

Examines the history of the 1960s—a decade of change, reflection and dissent—from the cultural perspectives of literature, music and social and political thought. Prerequisite: HIST 101

**HIST 399 Selected Topics**

A subject 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

**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 and 15 credits in history, with a GPA in history of 3.0

**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: One 300-level history course or permission of instructor

**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: HIST 102

**HIST 480 Seminar**

Topics chosen and announced by faculty. Readings, reports and papers related to specific topics. Prerequisite: HIST 102

**HIST 499 Independent Study**

As approved and to be arranged. 1-6 credits

**HONORS PROGRAM IN THE HUMANITIES**

Taught by different members of the school, the honors courses in humanities are designed to challenge the superior student's capacities through structured multidisciplinary seminars and intensive individual study. The courses' general aims are (1) to promote intellectual excellence within a common scholarly community; (2) to foster an awareness of various disciplines and their unity; (3) to offer opportunities for self-direction of future goals.

The humanities honors program is, taken in addition to the student's major and is usually started in the freshman or sophomore year. A 3.2 minimum GPA is required for admission; special coordinators are available for advisement and supervision.

**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 Evening Program

Evening sections of the honors program have been created in order to better meet 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. Semester is divided into two periods, classical and medieval-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: Program 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. 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 which 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 498 Humanities Honors Research:  
Independent Study**

Independent study and research in an approved subject for the honors program.

**HUMH 499 Humanities Honors Thesis:  
Independent Study**

Independent study with the completion of a written report or its equivalent approved in the honors program. 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 College.

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 program director 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

## DEPARTMENT OF LANGUAGES AND CULTURES

**Professors:** O. de la Suarée, O. Saa

**Associate Professors:** A. Aguirre (chairperson), W. Rosa, K. Yoon

**Assistant Professor:** M. Barasch, E. Martínez, B. Williams

The aims of the Department of Languages and Cultures are fivefold: (1) to further the development of students majoring or minoring in the department (currently, a major in Spanish and minors in French, Spanish and legal interpretation, are offered. A major in French is currently not active); (2) to provide 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 pre-professional training to bilingual-bicultural individuals who would like to work as interpreters in legal settings or in hospitals and community agencies where interpreters 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, whenever possible, electives in second languages.

Career opportunities stemming from a language major, a language minor, a minor in legal interpretation or an endorsement in bilingual/bicultural education or in teaching English as a second language may be found in business or in human service careers where bilingualism is valued. Career opportunities may also be found in research, editing, community interpreting, interpretation

and translation in courtrooms and legal settings, technical writing, airline positions, the UN, the State Department and others. Teaching opportunities for language majors are to be found in colleges and secondary schools, in FLES (Foreign Language Elementary School) programs, and in bilingual/bicultural and teaching English as a second language programs.

### The Foreign Language Requirement

#### Placement

William Paterson College has a 0- to 6-credit, college-wide foreign language reading requirement that all students must satisfy before graduation. The College 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 may place out of the foreign language requirement when they obtain scores of 80 percent or better in the placement test. Students with **very** limited or no background in a language whatsoever are placed in a Basic I section and choose among one of the following languages currently offered in the department: Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian or Spanish.



If students decide to take a language they have never had before, they enroll in a Basic I course with the approval of the department's foreign language chairperson. Once enrolled in a Basic I section, students have to take a Basic II section in the same language. Upon passing a Basic II section, students have completed the requirements for basic language study. Likewise, those students who are placed above a Basic II section (such as Intermediate I or Intermediate II) have satisfied the college-wide foreign language requirement. They can further their study of a particular language and culture by taking Intermediate I and Intermediate II, which are accepted general education courses, or they can use those credits to take any upper-level general education course(s). The department honors advanced placement in foreign languages by granting 3 to 6 credits, depending on the AP scores.

### Exemption

The Department of Languages and Cultures also offers students the opportunity of "challenging" their foreign language placement. When students are informed of their placement, they are offered the opportunity to take an **Exemption Exam**. This test is graded for two levels of proficiency: (1) proficiency at a first-semester level (comparable to having completed Basic I); and (2) proficiency at a second-semester level (comparable to having completed Basic II). If students pass the Basic I level of proficiency, then they are exempted from taking 3 credits of the required 6-credit maximum in a foreign language. If students pass the Basic II level of proficiency, then they are exempted from taking all 6 of the required credits in foreign language.

Students may wish to obtain credit instead of an exemption for their demonstration of proficiency in which case they apply for a Challenge Exam. The same test is used in both cases. The only difference is that students must pay the fee for a challenge exam if they desire to obtain credit. The student must decide before taking the exam(s) whether it will be for credit or for an exemption and, if for credit, must pay the required fee. The test is graded for two levels of proficiency (Basic I or Basic II), and credits are awarded for demonstrating this level of proficiency (3 credits for one semester level and 6 for two semesters). No student has to take the exemption exam or the challenge exam, nor does the performance in it affect his/her placement. These examinations are offered in April, May and June.

For further information, students should contact their advisors or the foreign language placement coordinator in the Department of Languages and Cultures.

### Junior Year Abroad Program

Students interested in the Junior Year Abroad program should make an appointment with their major advisor who will give them the information they need about eligibility, procedures to be followed, types of programs approved by the College, credit transfers, etc. Semester programs are also available.

## CURRICULUM

### French Minor

MINOR REQUIREMENTS		18 CREDITS
FR 113	Intermediate French II	3
FR 222	Advanced French Conversation and Composition I	
or		3
FR 223	Advanced French Conversation and Composition II	
FR 230	Masterpieces of French Literature	3
FR 240	Cultural Heritage of France	
or		3
FR 241	Contemporary French Life	

### Additional Courses (select two courses) 6 credits

Students are encouraged to take a literary course:

FR 219	Commercial French	3
FR 220	Translating I	3
FR 320	Interpreting French Literature	3
FR 331	The Twentieth-Century French Novel	3
FR 333	The Modern French Theatre	3
FR 334	French Literature to 1600	3
FR 336	French Poetry	3
FR 337	French Literature of Canada, the Antilles and Africa	3
FR 350	Advanced French Phonetics and Grammar	3
FR 399	Selected Topics	3
FR 432	The Nineteenth-Century French Novel	3
FR 435	Seventeenth-Century French Tragedy and Comedy	3
FR 438	Literature of the French Enlightenment	3
FR 480	Senior Seminar	3
FR 499	Independent Study	3

**Note:** Courses in French literature in translation may not be applied to minor requirements.

### Spanish Major

#### Prerequisites

Required for entrance to the Spanish major are three or four years of high school Spanish, or a minimum of 580 in CEEB, or a near native fluency. Advanced placement may be obtained by standard examination or by decision of the Spanish Curriculum Committee.

Major Requirements		30 credits
SPAN 113	Intermediate Spanish II	3
SPAN 221	Spanish: The Spoken Language	3
SPAN 222	Spanish Conversation and Composition	3
SPAN 225	Hispanic Culture I: Spain or	
SPAN 226	Hispanic Culture II: Spanish America or	
SPAN 227	Hispanic Culture III: Culture of Hispanics in the United States	3
SPAN 230	Introduction to Spanish Literature I or	
SPAN 231	Introduction to Spanish Literature II	3
Plus one course from each of the following five groups:		

#### Group A: Golden Age

SPAN 331	The Golden Age of Spain	3
SPAN 435	Cervantes and His Age	3
SPAN 481	Spanish Seminar	3

**FR 336 French Poetry**

A study of the French poetic tradition and major poetic works from the medieval period to post-surrealism.  
Prerequisite: FR 230 or equivalent

**FR 337 French Literature of Canada, the Antilles and Africa**

Introduces students to the major genres, themes and authors of Francophone literature outside of metropolitan France. Emphasis is on the intrinsic literary value of black and Canadian literature expressed in French, and the cultural and social dimensions of these literatures.  
Prerequisite: FR 230 or equivalent

**FR 350 Advanced French Phonetics and Grammar**

The French phonetic system, phonetic analysis and transcription, extensive practice in pronunciation, intonation and diction. Practice in simple discourse and the oral reading of prose, poetry and dramatic literature. A systematic study of French grammar at an advanced level.  
Prerequisite: FR 113 or equivalent

**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 432 The Nineteenth-Century French Novel**

The French novel from Hugo to Zola. Analysis of the genre in the movements of romanticism, realism and naturalism. Readings from Hugo, Stendhal, Balzac, Flaubert, Zola and Maupassant.  
Prerequisite: One 300-level course in French literature

**FR 435 Seventeenth-Century French Tragedy and Comedy**

The French classical tragedy, tragi-comedy and comedy.  
Prerequisite: FR 230 or equivalent

**FR 438 Literature of the French Enlightenment**

The transition from French classicism to the eighteenth-century revolt against authority and tradition. Selections from Montesquieu, Diderot, Voltaire, Beaumarchais. Introduction to the eighteenth-century French novel and psychological drama.  
Prerequisite: FR 230 or equivalent

**FR 480 Senior Seminar**

In-depth study of a selected author or theme.  
Prerequisite: FR 230 or equivalent

**FR 499 Independent Study**

As approved and to be arranged.  
1-6 credits

**SPAN 109 Introduction to Spanish Culture and Language**

An introductory course in the language and culture of Hispanic peoples. The basics of Spanish pronunciation and vocabulary, fundamental forms and rudiments of sentence structure. Cultural topics relevant to college students are discussed in English.

**SPAN 110 Basic Spanish I\***

Introduces the student to the basic elements of the Spanish language as used in contemporary Spanish conversation and in everyday situations. The student is also exposed to basic forms of the written language and carefully graded readings aimed at widening the working vocabulary.

Prerequisite: No high school Spanish

**SPAN 111 Basic Spanish II\***

Aims at increasing the student's ability to use basic forms of oral communication in Spanish through constant use of the everyday idiom. Carefully graded practice in reading and writing supplements the conversational aspects of the course.

Prerequisite: SPAN 110 or equivalent

**SPAN 112 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 equivalent

**SPAN 113 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 112 or equivalent

**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: Written permission of departmental Spanish advisor

**SPAN 118 Spoken Spanish for Tourists**

Develops the student's ability to speak, understand and read basic and simplified Spanish.

**SPAN 120-121 Intensive Spanish I and II**

A concentrated course in first- and second-year Spanish designed to develop the student's ability to read, write, understand and speak everyday Spanish. Covers the basics of vocabulary, pronunciation and sentence structure. Readings and discussions enable the student to acquire the tools needed to master conversational skills.  
3 credits each

**SPAN 198-199 Intensive Course in Conversational Spanish I and II**

Designed to further develop the student's ability to understand, read, write and speak modern Spanish. Reviews the basics of vocabulary, pronunciation and sentence structure and teaches the student a more sophisticated level of conversation.  
3 credits each

**SPAN 200 Introduction to Spanish Culture and Literature**

An introduction to the cultural and literary heritage of Spain and Spanish America from medieval times to the present.

**SPAN 221 Spanish: The Spoken Language**

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: Intermediate-level proficiency

**SPAN 222 Advanced Spanish Conversation and Composition**

Oral and written communication with practical application of content and theory in speaking and oral reading situations. Analysis of various writings to discover principles and techniques to be applied by students in their own writing.

Prerequisite: Intermediate-level proficiency

**SPAN 225 Hispanic Culture I: Spain**

Synthesis of the cultural characteristics of Spain as expressed through the centuries in literature, art, philosophy and social institutions.

Prerequisite: Intermediate-level proficiency

**SPAN 226 Hispanic Culture II: Spanish America**

Synthesis of cultural characteristics of Spanish America as expressed through the centuries in literature, art, philosophy and social institutions.

Prerequisite: Intermediate-level proficiency

**SPAN 227 Hispanic Culture III: Culture of Hispanics in the U.S.**

A study of the culture of the Hispanics in the United States. A survey of the Hispanic cultural, social and artistic production, by the most representative figures. A study of the literature, the arts, the social and cultural trends. The study focuses on the cultural production of Puerto Ricans, Cuban Americans and Chicanos. (Taught in Spanish.)

Prerequisite: Intermediate-level proficiency

**SPAN 228 Hispanic Literature in the United States**

A survey of the literature produced by the major Hispanic groups in the United States. The main groups considered are the Puerto Ricans, Cuban Americans, and Chicanos. The genres to be studied are poetry, short story, novel and theatre. Special emphasis is given to the literary and cultural trends represented by the major authors.

**SPAN 230 Introduction to Spanish Literature I: To 1700**

Survey of Spanish literature from its beginnings to 1700.

Prerequisite: Intermediate-level proficiency

**SPAN 231 Introduction to Spanish Literature II: From 1700**

A survey of Spanish literature from 1700 to the present.

Prerequisite: Intermediate-level proficiency

**SPAN 300 Twentieth-Century Spanish Literature in Translation**

A selective study of the major literary figures and significant trends in twentieth-century Hispanic literature. Emphasis is on such figures as Baroja, Unamuno, Ortega y Gasset, A. Machado, Jimenez, Salinas, Lorca, Guillen, Cela, Garcia Marquez, Fuentes, Borges, Carpentier, Sabato and Laguerre.

**SPAN 301 Masterpieces of Spanish Literature in Translation**

Some masterpieces of Spanish literature are discussed from the point of view of their universal appeal. *Don Quixote* by Cervantes, *The Cid* and *Life Is a Dream* by Calderon, the *Celestina*, Tirso de Molina's dramatic prototype of Don Juan, and Garcia Marquez, Fuentes, Borges, Carpentier, Sabato and Laguerre.

**SPAN 302 Caribbean Culture and Literature of the Twentieth Century**

A study, conducted in English, of the Spanish American social and literary traditions in the Caribbean area (Dominican Republic, Puerto Rico and Cuba) and their major cultural works from the beginning of modernismo to the present. Representative works of Hostos, Marti, Henriques, Urena, Loynaz, Llorens Torres, Brull, Pales, Matos, Florit, Guillen, del Cabral, Marques, Bosch, Carpentier, Laguerre, others.

**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: Intermediate-level proficiency

**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: Intermediate-level proficiency

**SPAN 332 The Drama of the Golden Age**

A study of the development of the national theatre 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: Intermediate-level proficiency

**SPAN 333 The Literature of Spain Until the Renaissance**

A study of early literature of Spain from the *Cantar de Mio Cid* to *La Celestina*. Writers such as the Arcipreste de Hita, Don Juan Manuel and Fernando de Rojas are read intensively.

Prerequisite: Intermediate-level proficiency

### 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: Completion of one 200-level course in Spanish

### SPAN 335 Modern Spanish American Drama

A study of representative dramatists from 1900 to the present. Writers included are Florencio Sanchez, Uigli, Marques, Wolff, Arrivi, Solorzano, Dragun and Villaurrutia.  
Prerequisite: Intermediate-level proficiency

### SPAN 336 Modernismo

A study of the modernismo literary movement in Spanish America from its beginning in 1882 to its conclusion in, approximately, 1917. Includes representative works of Marti, Gutierrez Najera, del Casal, Silva and Dario who make up the so-called first generation of modernist writers; Dario, Lugones, Herrera y Reissig, Valencia, Chocano, Nervo, Diaz Rodriguez, Reyes and others who comprise the second generation.  
Prerequisite: Intermediate-level proficiency

### SPAN 337 The Romantic Theatre in Spain

The emergence and development of the romantic theatre in Spain; in-depth study of such works as *Don Alvaro o la fuerza del sino* El Trovador, *Don Juan Tenorio*, *Los Amantes de Teruel*...  
Prerequisite: Intermediate-level proficiency

### 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: Screening test and/or specific English and Spanish courses by advisement of program director

### 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 or corequisite course: SPAN 351

### 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 430 The Literature of Spanish America to Modernism

A study of main developments, literary currents and representative authors from the colonial period to 1888.  
Prerequisite: Completion of one 300-level course in Spanish

### SPAN 431 The Modern Literature of Spanish America: 1888 to the Present

A study of main developments, literary currents and representative authors from 1888 until the present.  
Prerequisite: Completion of one 300-level course in Spanish

### SPAN 433 The Novel of Spanish America

A study of major novels and short stories written by the most significant authors of Spanish America. Historical, aesthetic and social developments, as well as philosophical influences are the main themes studied in this course.  
Prerequisite: Completion of one 300-level course in Spanish

### SPAN 434 The Nineteenth-Century Novel of Spain

Selective study of the major novelists and significant trends in nineteenth-century Spanish novel. Emphasis on such figures as Alarcon, Pereda, Valera, Galdos, Pardo Bazan and Alas.  
Prerequisite: Completion of one 300-level course in Spanish

### 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: Completion of one 300-level course in Spanish

### SPAN 436 The Modern Spanish American Essay

A selective study of the representative essay writers in Spanish America. Emphasis is placed on major opinion shapers, such as Varona, de Hostos, Rojas, Reyes, Henriquez, Urena, Picon Salas, Arciniegas, Mariategui, others.  
Prerequisite: Completion of one 300-level course in Spanish

### SPAN 451 Interpreting I

Presentation of interpretation and of 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 or corequisite course: SPAN 352

### 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

### SPAN 480 Seminar: Spanish America

An in-depth study of a selected author or theme in Spanish American literature.  
Prerequisite: One 300-level course in Spanish American literature

**SPAN 481 Spanish Seminar**

An in-depth study of a selected author or theme from Spain.

Prerequisite: One 300-level course in Spanish American literature

**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. It 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 throughout 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 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 112 Intermediate Chinese I**

Following continued training in fluent and accurate speech, students learn new vocabulary and more complicated sentences. Stress on understanding sentence patterns, which serve as a foundation for further study.

Prerequisite: CHIN 111 or equivalent

**CHIN 113 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 1,200 lexical items, including 1,000 characters. Students also learn how to write short compositions.

**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: Intermediate-level proficiency

**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 or equivalent

**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

### German

**GER 110 Basic German I\***

Intensive aural-oral practice, stressing the acquisition of the dual skills of listening comprehension and speaking; emphasis on everyday German. Reading of graded material in diverse areas of interest.

**GER 111 Basic German II\***

Reinforcement of aural comprehension and speaking ability. Current idiom, as used in meaningful context, is emphasized. Enhancement of reading ability by means of programmed readers.

Prerequisite: GER 110 or equivalent

**GER 112 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 or equivalent

**GER 113 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 112 or equivalent

### GER 120 Scientific German

Designed for potential science majors and minors. Students receive guidance in reading current scientific and technological journals independently.

### 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.  
1-6 credits

## Greek

### GR 110 Classical Greek for Beginners I\*

An introductory course which 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.

### GR 111 Classical Greek for Beginners 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.

### GR 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

### GR 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.

### HEBR 112 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.

### HEBR 113 Intermediate Hebrew II

A continuation of Intermediate Hebrew I including more advanced literature, grammar and conversation.

### 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.  
1-6 credits

## Italian

### IT 110 Basic Italian I\*

Designed for students with no previous knowledge of Italian; aims at developing basic Italian speech patterns. After a thorough study of Italian pronunciation and intonation, the student develops a basic Italian vocabulary and learns how to use the Italian verb.

### IT 111 Basic Italian II\*

Aims at reinforcing and continuing to develop basic Italian speech patterns and at imparting the basic foundations in the four language skills, i.e., understanding, speaking, reading and writing.

### IT 112 Intermediate Italian I

Designed for students who have a basic proficiency in Italian. Aims at strengthening the four language skills. Basic language patterns are reviewed, and new ones assimilated through conversation, reading and composition. Prerequisite: IT 111 or equivalent

### IT 113 Intermediate Italian II

Aims at strengthening further the four language skills, i.e., understanding, speaking, reading, writing through an essentially audio-lingual approach and the reading and discussion of literary selections.

Prerequisite: IT 112 or equivalent

### IT 200 Introduction to Italian Culture and Literature

An introduction to the cultural and literary heritage of Italy from its beginnings to the present time.

### IT 230 Twentieth-Century Italian Literature

A study of the significant trends, major prose writers and poets of modern Italian literature: Pirandello, Silone, Pavese, Montale, Ungaretti and others.

### IT 300 Twentieth-Century Italian Literature in Translation

A study of selected writers who illustrate the main currents of twentieth-century Italian literature: Pirandello, Montale, Moravia, Pavese, Betti, Ungaretti and others.

### 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.  
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.

### JPAN 112 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 or equivalent

### JPAN 113 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 112 or equivalent

### 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.  
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.

## 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 equivalent

### 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\*

An introductory two-part course in modern Portuguese. The skills of understanding, speaking, reading and writing Portuguese are developed insofar as the realities and limitations of learning a foreign language in a classroom allow. Cultural information about Portugal, Brazil and other Portuguese-speaking countries is provided in conjunction with acquisition of the language skills.

### PORT 111 Basic Portuguese II\*

A continuation of PORT 110. More detailed study of grammar; practice in reading, writing, comprehension and speaking.

### 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.  
1-6 credits

## Russian

### RUS 110 Basic Russian I\*

An introduction to the Russian language, familiarizing the student with the Russian alphabet and Russian pronunciation, elementary grammar and conversation.

### RUS 111 Basic Russian II\*

A continuation of Basic Russian I; more detailed study of grammar, practice in reading, writing, comprehension and speaking.

### RUS 112 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.

### RUS 113 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.





**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 300

**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.

Prerequisites: MGT 300 and MGT 306

**MGT 309 International Management**

A framework for the analysis of international management problems. Defines the nature of the international, multinational 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.

Prerequisites: MGT 300 and MKT 310

**MKT 310 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.

Prerequisite: MGT 300

**MKT 314 Advertising**

The dynamic role played by advertising in the American economy. Examines the function of the corporate advertising department in manufacturing and retailing firms, as well as the advertising agency itself.

Prerequisites: MGT 300 and MKT 310

**MGT 315 Human Resources Planning**

Includes human resource planning process techniques, operations, goals, objectives, targets, long-range planning, micro- and macroenvironmental and manpower analysis, planning methods, strategies, career planning, development concepts and methods and other aspects of human resources planning and development.

Prerequisites: MGT 300 and MGT 306

**MKT 316 Multinational 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.

Prerequisites: MGT 300, 309 and MKT 310

**MGT 340 Labor and Management in the American Economy  
(also 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 201 and 202

**MKT 342 Retail Marketing: Merchandise Management**

The dynamic role played by retailing in the American economy. Analyzes the problems of marketing consumer goods and services and operating various types of stores. Strategies of forecasting, planning, organizing and controlling retail operations are also considered.

Prerequisites: MGT 300 and MKT 310

**MGT 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

**MKT 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

**MKT 430 Product Planning and Management**

Emphasizes the importance of product planning and development of new products for the growth and survival of business organizations. Particular emphasis is on product development, the management of new product strategies and the planning and management of the entire product mix in the multi-product organization.

Prerequisites: MKT 310 and MGT 300

**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 is 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, 211 and MGT 300

**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: MGT 300 and MKT 310

**MGT 451 Management Planning and Control**

The design and testing of management systems are explored. Analysis of analytical and simulation methods used in planning and controlling different management systems' configurations are examined and the behavioral and systems' approaches are integrated. Concepts of planning and control are introduced along with situational activities, case studies, perceptual exercises, role playing, competency planning and control activities.

Prerequisites: MGT 300, 306, MKT 310 and FIN 320

**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: MGT 300, MKT 310 and FIN 320

**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: MKT 310, MGT 300, ECON 210 and 211

**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 211, MGT 300 and MATH 150 or higher

**MKT 475 Transportation and Business Logistics 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 micrologistics. Students must deal with government regulations, industry trends and relations, technological development and corporate strategy.

Prerequisites: MKT 310 and MGT 300

**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 300, 460, MKT 310 and FIN 320

**MGT 499 Independent Study**

As approved and to be arranged.

1-6 credits

**MKT 499 Independent Study**

As approved and to be arranged.

1-6 credits

## DEPARTMENT OF PHILOSOPHY

**Professors:** M. Hailparn, J. O'Connor, P. Rothenberg

**Associate Professors:** M. L. Friquegnon, J. Peterman (chairperson)

**Assistant Professor:** D. Kolak, W. Boos

Philosophy examines how we examine, questions what questions we ask and evaluates our values. Its subject matter is the beliefs and opinions that run our lives, and its goal is to make these as logically sound and clearly communicable as possible. Philosophy is the one discipline where knowledge itself comes under examination, and all claims to know (whether a person, a fact or an idea), just as all justifications for action, must be defensible.

This requires critical thinking, the ability to ask the right as well as the "dumb" questions and to answer them. Philosophy develops the skills needed for this, such as analysis of arguments, problem-solving methods, clear and persuasive expression of one's ideas and developing a broader perspective so our ideas might work tomorrow as well as today.

All human ideas and activities are relevant to this study, including such areas as ethics (how people should act), logic (how people should think), aesthetics (how people should judge what they like), metaphysics (the nature of space, time and life) and epistemology (how do we know what we think we know). Thus, we study science and religion, political and moral issues, propaganda and truth, beauty and commercialism, technology and happiness, society and the self.

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.

## 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	History of Modern Philosophy	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 nine credits from among any additional Philosophy courses.

### MINOR REQUIREMENTS 15 CREDITS

Students must complete 15 credits of philosophy courses beyond the 100 level.

## 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; 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 between 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 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 which can be ap-

plied to such themes is considered. Includes the works of Sartre, Kierkegaard, Camus, Kafka, Heidegger and others.

Prerequisite: PHIL 110

**PHIL 309 Studies in the Utopian Theme**

A philosophical examination of Utopian thinking about such questions as, "What is the nature of the good life?" "What is the nature of the good man?" "What is the nature of the ideal society?" Throughout, emphasis is on the relevance of past questions and answers to the dilemmas of contemporary society.

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 prior 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 320 Philosophy of the Future**

Emphasizes the future rather than the past. Various futuristic visions for the next twenty to thirty years and the projection techniques used are examined in the context of how the future will affect people and their environments.

Prerequisite: PHIL 110

**PHIL 323 Introduction to Marxism**

A basic, introductory course in Marxism with special attention to dialectical materialism, the theory of class struggle, alienation and revolution. The writings of Marx and Engels are considered in terms of their philosophical antecedents and are subjected to analysis within the content of the development of philosophical attempts to understand the nature of reality. Issues in epistemology and metaphysics are raised.

Prerequisite: PHIL 110

**PHIL 324 Philosophy of Sexual Politics**

The application of philosophical techniques of analysis to a study of the nature and position of women in contemporary society. Focus is on critical evaluation of the alternate models for understanding women's oppression. Selected writers include Eva Figs, Betty Freidan, Simone de Beauvoir, Frederick Engels and Shulamith Firestone. 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 should you love. Typical readings include the *Republic*, *Symposium*, *Meno*, *Protagoras* and *Pbaedrus*. 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 330 David Hume and the Skeptic Tradition**

A brief study of the skeptic tradition from the sixteenth century to Hume. An intensive study of Hume's principal works covers his views on the origin of ideas, meaning, causality, science, induction, the proofs of God's existence, his relation to Locke and other predecessors and his influence on Kant. 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, esthetic 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 337 Greek Political Philosophy**

Covers the development of Greek political ideas from the Homeric age up to and including the historical Polybius. Focal points are Sophists, Socrates, Isocrates, Thucydides, Plato and Aristotle. Changes in political ideas are carefully placed in their historical context. Prerequisite: PHIL 110

**PHIL 340 Western Religion**

A comparative study of the principal religions of the West, past and present; of what is common to many and peculiar to each; and of man's religious feelings and experience. 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 is explored in depth from among the following: one of Plato's dialogues, a treatise from Aristotle, Augustine, St. Thomas; or works such as Kant's *Critique of Pure Reason*, Mill's *Utilitarianism*, James' *Pragmatism*, et al.

Prerequisite: PHIL 110

**PHIL 499 Independent Study**

As approved and to be arranged.  
1-6 credits

# DEPARTMENT OF POLITICAL SCIENCE

**Professors:** M. Chadda, S. Kyriakides, S. Shalom (chair-person), C. Sheffield, W. Small, M. Weinstein  
**Associate Professors:** S. Collins, G. Gregoriou, L. Wolf  
**Assistant Professor:** J. Mason

The political science curriculum is designed to help students understand the political aspects of society, to train them in the analysis of political problems and to provide insights into the relation of the individual to government, and of governments to one another. Students planning to study law will find the political science major most useful. Careers in business and government are aided substantially by a political science background.

In addition to taking required major courses, students elect other courses to meet particular personal and career interests such as comparative politics, political theory, international relations, women's studies, American institutions and political behavior.

A field-study or internship program in applied politics affords interested students the opportunity to apply and enhance their training. Upon satisfactory completion of basic courses, junior or senior students are placed in governmental agencies, legislative offices, political parties, interest groups, criminal court systems, etc. See POL 495 following for details.

## CURRICULUM

MAJOR REQUIREMENTS		36 CREDITS
<i>Required Courses</i>		<i>18 credits</i>
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 (open to juniors and seniors; different seminars are offered each semester)	3
<i>Political Science Electives</i>		<i>18 credits</i>
Select six additional courses from among Political Science offerings.		
MINOR REQUIREMENTS		18 CREDITS
<i>Required Courses</i>		<i>3 credits</i>
POL 120	American Government and Politics	3
<i>Political Science Electives</i>		<i>15 credits</i>
(By advisement)		
CERTIFICATION REQUIREMENTS		27 CREDITS
Students interested in obtaining teacher certification in social studies must complete the requirements listed under the Department of Curriculum and Instruction.		

**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.

**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.

**POL 120 American Government and Politics**  
Analysis of the structure and function of basic institutions of American government. The cultural setting, constitutional foundations and policy-making process are examined in detail.

**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.  
Prerequisite: POL 120

**POL 203 Data Analysis for Political Science**  
Covers some elementary statistical methods appropriate for the kinds of data collected by political scientists and provides an introduction to the computer analysis of such data.  
Prerequisite: POL 120

**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.  
Prerequisite: POL 110 or 120

**POL 212 Early Modern Political Theory**  
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.  
Prerequisite: POL 110 or 120

**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.

**POL 223 Urban and Suburban Politics**

A theoretical and empirical analysis of the distribution of political power in both central cities and suburban areas. The historical role of U.S. cities and the present urban crisis will be emphasized.

Prerequisite: POL 110 or 120

**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.

Prerequisite: POL 110 or 120

**POL 225 Political Economy of the United States**

Emphasizes the interrelationship of politics and economics and traces their influence on many of the major issues of our times.

Prerequisite: POL 120 or ECON 210

**POL 228 African-American Politics**

An examination and analysis of economic and political power structure and relationships in the black community; those factors which 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.)

**POL 230 Comparative Politics: Development and Modernization**

An introduction to 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.

Prerequisite: POL 110 or 120

**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.

Prerequisite: POL 110 or 120

**POL 272 Politics and Sex**

A study of the implications for American political institutions of the changes in traditional roles of both men and women.

**POL 311 American Political Theory**

American political theory from its origins in English liberalism to the present day. Evaluation of the American political tradition in contrast to major political ideas of Europe and in terms of the uniqueness of the American historical inheritance and environment.

Prerequisite: POL 110 or 120

**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.

Prerequisite: POL 120

**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.

Prerequisites: POL 110, 120 or permission of instructor

**POL 324 Constitutional Law: The Judicial Process**

Analysis and examination of U.S. 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.

Prerequisite: POL 120

**POL 325 Constitutional Law: Civil Liberties and Civil Rights**

Leading decisions of the United States Supreme Court are analyzed and discussed with special attention given to the development of due process, the court as arbiters of intergroup relations, the rights of the defendant, the guarantees of personal security, national security and the position of the individual, First Amendment interpretations and the problems of implementing civil rights for the black community and other minority groups.

Prerequisite: POL 120

**POL 327 Congress and the Policy Making Process**

An examination of the structure, culture, processes, intergovernmental and constituency relations that determine congressional policy making. Issues considered include the rules and procedures of lawmaking, the committee structure, the impact of pressure groups and campaign financing, divided government, partisanship, budgeting, relations between Congress, the President, and the courts, the congressional bureaucracy, and the changing demography of Congress. Major policy battles over such issues as the federal budget, national health reform, the North American Free Trade Agreement, and foreign policy are also considered.

Prerequisite: POL 120

**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.

Prerequisite: POL 120

**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. In addition, we study the development of "Europe-wide" political institutions and policies.

Prerequisite: POL 230 or 240

### **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.

Prerequisite: POL 230 or 240

### **POL 335 Russia and the Successor States**

This course surveys the political systems and cultures of the Russian Federation and the other successor states which 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. We will also look at various paths toward political and economic independence being pursued by the Baltic Republics, the Ukraine, and the Caucasus and Central Asian Republics.

Prerequisite: POL 230 or permission of instructor

### **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 while 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.

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. U.S. 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.

Prerequisite: POL 230 or 240

### **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.

Prerequisite: POL 230 or 240

### **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.)

### **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.

Prerequisite: POL 240

### **POL 345 United States Foreign Policy**

An analysis of the political, economic, geopolitical, bureaucratic and other factors that determine U.S. foreign policy, as well as an examination of how U.S. foreign policy is made.

Prerequisite: POL 230 or 240

### **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.

Prerequisite: POL 240 or permission of instructor

### **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.

### **POL 352 Politics of Poverty**

This course examines poverty as an effect of political/economic ideas and decisions and as a source of continuing political controversy. It examines contemporary attitudes toward poverty and poor people, situates students in relation to the problem, examines the demographics of wealth and poverty, surveys theoretical/political models for defining poverty and its causes, examines poverty policy in the U.S. from the New Deal to the present, and, finally, looks at poverty in comparative and international perspectives.

Prerequisite: POL 110 or 120

### **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.

### **POL 355 Politics of the Environment**

This course examines environmental destruction and preservation as issues for political decision makers. The origins and evolution of environmentalism as an emergent "paradigm" or "worldview" that is reconstructing our understanding of the world and the place of human civilizations in it, as well as the rise of environmentalism as a new "political" movement are explored. Also studied are specific issues and mechanisms involved in environmental decision making on both the domestic and global level. The course employs insights not only from political science, but from environmental science, history, economics, philosophy and law.

Prerequisite: POL 110 or 120

### **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.

Prerequisite: Varies from semester to semester  
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.

Prerequisite: POL 110, a political theory course or permission of instructor

**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.

Prerequisite: POL 110, a political theory course or permission of instructor

**POL 444 The United Nations and International Law**

Is international law real law? Does the United Nations have any real authority or power? This course tries to answer these questions by examining the origins, devel-

opment and function of the UN, particularly in the post-Cold War world, and the role of law in international relations.

Prerequisite: POL 240 or permission of instructor

**POL 480 Seminar in Political Science**

A detailed analysis of some topic in political science. At least one seminar is offered each semester. Topics vary. Students may take more than one seminar.

Prerequisite: Junior or senior status or permission of instructor

**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.

Prerequisite: Junior or senior status

**POL 499 Independent Study**

As approved and to be arranged.

1-6 credits

## DEPARTMENT OF PSYCHOLOGY

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**Professors:** S. Boone, J. Green, G. Leventhal, A. Montare, B. Pakizegi, T. Silverman, B. Silverstein, D. Sugarman, D. Vardiman, R. White

**Associate Professor:** T. Haver, N. Kressel (chairperson)

**Assistant Professors:** T. Heinzen

Students explore the theories and current research findings in psychology and seek to understand both the historical development of the field and its relationship to other academic disciplines.

A wide range of courses is offered in each of five main areas of psychology: development, social psychology, information processing (cognition), physiological psychology and clinical psychology. Students gain a broad background in the field and have the opportunity to specialize in one or more areas of interest.

Core courses prepare students to understand and use the tools of psychology. Encouraged to participate in faculty-directed research, students have opportunities to apply research methods in psychology to projects in such areas as perception, learning, motivation, aggression, infancy, sex roles, brain-behavior relationships and cognitions, and political behavior. Through these opportunities students gain experience not only in reading and critically evaluating the work of others, but in carrying out research studies.

These experiences, as well as opportunities to participate in independent study, field placements and seminars, provide a well-rounded program for students and preparation for graduate study in any branch of psychol-

ogy, the brain sciences, social work, business administration, law or other areas related to human behavior.

The department collaborates with the biology department in offering the Honors Program in Biopsychology. For a description of the program and curricular requirements, refer to the School of Science and Health section in this catalog.

## CURRICULUM

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**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 all 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.

<b>A. Required Core</b>		<b>17 credits</b>
PSY 110	General Psychology	3
PSY 202	Experimental Psychology I: Applied Stats.	4
PSY 203	Experimental Psychology II: Laboratory	4
PSY 230	History and Systems of Psychology	3
PSY 480	Seminar	3

**B. Track Courses 21-23 credits**

Seven courses must be selected from the five tracks listed below so that (1) at least one course is taken from each track (15-16 credits) and (2) two additional courses are taken from among the five tracks or one additional track

course is taken plus an independent study (6-7 credits). The purpose of the track course distribution is to provide breadth to the curriculum. The additional course(s)/independent study can be taken from a single track to provide opportunity for depth.

**Directed Elective 4 credits**

(in partial fulfillment of GE requirement in science)

BIO 114 Applied Anatomy and Physiology 4

**Psychology Tracks**

Select a minimum of one course from each of the following five tracks plus two additional courses from any of these 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 352	Psycholinguistics	3

\*Prerequisite to all courses in this track

**2. Information Processing**

PSY 250	Psychology of Consciousness	3
PSY 352	Psycholinguistics	3
PSY 354	Psychology of Learning	3
PSY 375	Cognitive Psychology	3
PSY 379	Children's Learning	3
PSY 382	Operant Modification of Behavior	3
PSY 420	Perception	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

**4. Physiological**

PSY 353	Physiological Psychology*	3
PSY 415	Psychopharmacology	3
PSY 460	Comparative Psychology	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, PSY 460, BIPY 474 and BIPY 490

**5. Clinical/Personality**

PSY 310	Psychological Testing	3
PSY 322	Group Dynamics (p/f grades only)	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

## 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 lectures using computers and other computational approaches.

4 credits

**PSY 203 Experimental Psychology II: Laboratory**

The course builds upon skills acquired by students in Experimental Psychology I. 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.

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. Course counts as an "additional track course."

Prerequisite: PSY 202

### **PSY 210 Developmental Psychology**

Covering the development of the individual through the lifespan, this course gives special attention to early childhood. Theories of such seminal workers as Erikson and Piaget are considered along with their practical applications.

### **PSY 220 Social Psychology**

Provides an introduction to social psychological theory, research and application. Topics 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**

Basic concepts, theories and research findings from the field of psychology are applied to an analysis of major social problems confronting the contemporary world, such as genocide, poverty, international conflict.

### **PSY 230 History and Systems of Psychology**

This course examines the origin of psychological thought beginning with the early Greeks. The historical and philosophical development of psychology as a discipline is examined in order to understand the relevance of contemporary viewpoints.

### **PSY 250 Psychology of Consciousness**

Examines the different forms or states of consciousness, the synthesis of these different streams of knowledge and their relationship to overall functioning of the individual.

### **PSY 260 Psychology in Business and Industry**

Introduces the science and practice of industrial/organizational 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 personnel 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 interpersonal and social perspectives. The multivariable etiology of the problem and attempts at intervention, prediction and prevention are discussed. Contributions from animal and crosscultural studies are used to clarify issues. Consequences of abuse and neglect for the cognitive, physical and social-emotional development of children are analyzed.

Prerequisite: PSY 210 or permission of instructor

### **PSY 310 Psychological Testing**

The nature and functions of psychological testing, and the interpretation of test scores using related clinical and research hypotheses are examined. Intelligence, aptitude and personality tests are covered with particular emphasis on clinical interpretation.

### **PSY 311 Psychology of Women**

Various psychological theories of women—Freud and the Freudians, Karen Horney, the behaviorists and the feminists—are surveyed, and a variety of psychological research findings are evaluated. Issues of race, class, ethnicity, sexual orientation and other variables are discussed.

### **PSY 320 Psychology of Adolescence**

The psychological effect of physical maturity on the interests and intellectual development of the adolescent is considered in depth, including study of the recreational activities, educational needs and the social and emotional problems of the age group.

Prerequisite: PSY 210

### **PSY 322 Group Dynamics**

A study of interpersonal behavior and group processes, this course emphasizes the laboratory approach and the techniques of sensitivity training. Classroom experiences constitute a significant part of the course content. The student learns about self and others by direct participation, discussion and evaluation within the student group.

Prerequisite: PSY 220

Pass/fail only

### **PSY 325 Psychology of the Family**

This course examines the psychological process operating within the family in terms of interactions among adults, parents and children and siblings.

Prerequisite: PSY 210 and PSY 220 or permission of instructor

### **PSY 330 Adult Development/Aging**

This course examines the psychology of aging from social, developmental, cognitive and biological perspectives. Also explored is aging as a current social issue, with 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**

A survey of research and theory relating to psychological development during infancy.

Prerequisite: PSY 210

### **PSY 342 The Preschool Years**

This course will focus 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 will be made.

### **PSY 350 Theories of Personality**

Various approaches to personality as defined by Freud, Adler, Jung, Horney, Sullivan, Allport, Rogers, Maslow and Kelly are explored.

**PSY 351 Abnormal Psychology**

The major theoretical approaches to the understanding of behavior are explored and applied to a systematic discussion of the major forms of psychopathology as categorized by the DSM-III-R.

**PSY 352 Psycholinguistics**

A study of the major theories of speech and language acquisition is combined with direct observation of such behavior in two-to-five year olds. Approximately one-half of the time is devoted to field study.

Prerequisite: PSY 210

**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

**PSY 354 Psychology of Learning**

An examination of the research methods, empirical findings and theoretical interpretations of conditioning and learning phenomena, the course includes related historical and current trends in research and theory.

**PSY 360 Environmental Psychology**

Focuses on individuals' psychological states and social behavior in relation to the physical environment, both natural and man-made. Includes spatial features of social interaction, the behavioral properties of places and locational behavior of individuals and groups.

**PSY 365 Psychology and Culture**

Examines the ways in which aspects of one's cultural context affects one's thought processes, personality and psychopathology. For each area (cognition, psychopathology, social functioning, personality), the major influential cultural variables are discussed, and data from various cultures are used to illustrate, support or expand the theories and hypotheses in the field.

**PSY 375 Cognitive Psychology**

A critical examination of man'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**

The phenomenon of human aggression is studied from developmental, cognitive, learning, social and cross-cultural viewpoints.

**PSY 382 Operant Modification of Behavior**

The modification of human and animal behavior is explored through the application of principles of learning. The course includes a valuable laboratory experience.

Prerequisite: PSY 354

Laboratory required

4 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  
1-6 credits

**PSY 410 Introduction to Counseling and Psychotherapy**

The course is designed to introduce students to the major counseling and psychotherapy approaches in clinical psychology. The material covered includes a brief review of personality theories, followed by a more thorough consideration of the models of counseling and psychotherapy derived from those theories. When appropriate, students participate in counseling and psychotherapy simulations.

Prerequisite: PSY 350 or PSY 351

**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.

Prerequisite: BIO 112-113 or 163-164; or PSY 353

**PSY 420 Perception**

Examines the processes by which organisms form concepts of the environment through the senses. Includes a study of the physical stimuli, the nature of the sensory organs and related neural networks, and the effects of learning upon perception in humans.

**PSY 450 Cybernetic Psychology**

The basic concepts of cybernetics—feedback, survival, regulation, information, amplification—are developed to show how general scientific models of the control of behavior in brains, man, society and machines can be developed.

Prerequisite: PSY 353; recommended: PSY 375

**PSY 460 Comparative Psychology**

Introduces the student to the study of the behavior of organisms, including humans, by means of the comparative method which (1) examines the diversity of behavior exhibited by life forms; (2) attempts to develop a general theory to account for many forms of behavior and their ingredients; (3) attempts to further our understanding of the complex relationship between the disciplines of biology and psychology.

Prerequisites: PSY 353 and PSY 354; and PSY 203 or 380

**PSY 465 Senior Practicum in Applied Psychology**

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. Prerequisites: PSY 202, 203, 210, 351, 410 and permission of instructor

**PSY 480 Seminar in Psychology**

An in-depth consideration of a specialized topic from current research literature in psychology. Topics vary each semester.

Prerequisites: PSY 203, 230 and senior status

**PSY 485 Research Techniques in Physiological Psychology**

Introduces the student to investigative techniques, including methods of preservation and histological preparations of nervous system tissue; implantation of electrodes and cannulas for electrical and chemical brain stimulation, respectively; lesioning, electrical and human EEG recording and biofeedback procedures.

Prerequisites: PSY 203 and 353

**PSY 499 Independent Study**

As approved and to be arranged.

1-3 credits

**For information about the Biopsychology Honors Program, refer to the section on the Biology Department in this catalog.**

**BIPY 399 Current 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

1-6 credits

## DEPARTMENT OF SOCIOLOGY

**Professors:** R. Glassman, R. Martorella, S.M. Rhim, P. Stein, J. Stimson, V. Parrillo (chairperson)

**Associate Professors:** M. Ansari, C. Flint

**Assistant Professor:** M. Baumgartner, C. Magarelli, S. Tardi

### Sociology/Anthropology

The sociology/anthropology major is a bachelor of arts degree program. Students may follow a specific track in criminal justice or an advisor-guided program of studies in either or both of the disciplines of sociology and anthropology. This program is designed to acquaint students with basic concepts necessary to understand human relationships in our pluralistic society; contribute to the student's liberal education and cultural background; provide basic courses in general theory, methodology and specialized areas; supply relevant background for students preparing for fields in which a knowledge of human relations is essential.

## CURRICULUM

### MAJOR REQUIREMENTS 33 CREDITS

#### Required Courses 12 credits

SOC 110	Principles of Sociology	3
ANTH 130	Introduction to Anthropology	3
SOC 254	Sociological Research Methods	3
SOC 303	History of Social Theory	3
or		
SOC 402	Modern Sociological Theory	3

#### Additional Courses 21 credits

Select from the following by advisement:

SOC 160	Essentials of Criminal Justice Systems	3
SOC 201	Social Problems	3
SOC 203	Marriage and the Family	3
SOC 220	Social Organization of Work	3
SOC 240	The Impact of Sport in the Modern World	3
SOC 250	Urban Sociology	3
SOC 251	Minority Groups in America	3
SOC 253	Elementary Sociological Statistics	3
SOC 255	Qualitative Sociological Methods	3
SOC 256	Political Sociology	3
SOC 265	Sexuality in Modern Life	3
SOC 290	Social Work and Social Welfare Policies	3
SOC 291	Social Work Practice	3
SOC 303	History of Social Theory	3
SOC 310	Sociology of War	3
SOC 320	Contemporary Issues in the Workplace	3
SOC 322	Sociology of Organizations	3
SOC 323	Labor Relations	3
SOC 324	Sociology of Religion	3
SOC 325	Sociology of Social Movements	3
SOC 326	American Religion	3
SOC 327	Collective Behavior	3

SOC 328	Sociology of the Arts	3
SOC 330	Sociology of Death and Grief	3
SOC 331	Evaluation of Social Action	3
SOC 333	Sociology of Adulthood	3
SOC 334	Sociology of Sports	3
SOC 335	Sociology of Law	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 354	Social Stratification	3
SOC 360	Self and Society	3
SOC 365	Social Deviance	3
SOC 370	Population and Society	3
SOC 371	Forecasting Future Societies	3
SOC 381	Sociology of Socialization	3
SOC 390	Sociology of Health and Illness	3
SOC 392	Sociology of Aging	3
SOC 399	Selected Topics	3
SOC 402	Modern Sociological Theory	3
SOC 403	Community Supervision and Treatment of the Offender	3
SOC 406	Social and Environmental Change	3
SOC 421	The Sociology of Revolution	3
SOC 423	Labor Law: Negotiation and Conflict	3
SOC 455	Criminology	3
SOC 456	Juvenile Delinquency	3
SOC 460	Sociology of Corrections	3
SOC 480	Seminar in Criminal Justice	3
SOC 481	Seminar in Applied Sociology	3
SOC 491	Internship in Sociology	3
SOC 492	Internship in Criminal Justice	3
SOC 499	Independent Study	3

#### Anthropology

ANTH 200	Human Variation	3
ANTH 210	Archaeology	3
ANTH 250	Visual Anthropology	3
ANTH 252	Biological Bases of Human Behavior	3
ANTH 257	Sex and Culture	3
ANTH 260	Myth and Folklore and the Modern World	3
ANTH 301	Anthropological Theory and Method	3
ANTH 302	Biological Anthropology	3
ANTH 329	Educational Anthropology	3
ANTH 330	Anthropology of Tourism	3
ANTH 341	Law in Society and Culture	3
ANTH 342	East Asian Ethnology	3
ANTH 353	Human Types - A Comparative Study of Cultures	3
ANTH 356	Urban Anthropology	3
ANTH 357	Kinship	3
ANTH 359	Cultural Change in Latin America	3
ANTH 361	Psychological Anthropology	3
ANTH 399	Selected Topics	3
ANTH 408	Indians of North America	3
ANTH 450	Shamans, Witches and Magic	3
ANTH 491	Internship	3-6
ANTH 499	Independent Study	1-3

**MINOR REQUIREMENTS 18 CREDITS****Required Courses 9 credits**

SOC 110	Principles of Sociology	3
ANTH 130	Introduction of Anthropology	3
SOC 303	History of Social Theory	3
	or	
SOC 402	Modern Sociological Theory	3

**Additional Courses 9 credits**

Courses in sociology/anthropology by advisement.

## COURSES

Refer to anthropology department for descriptions of anthropology courses. Unless otherwise noted, all courses are 3 credits. **Sociology 110 is a prerequisite to all other sociology courses unless waived by the instructor.**

**SOC 110 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 160 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 201 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 203 Marriage and 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 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 240 The Impact of 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 250 Urban Sociology**

Examines the growth and development of cities, but 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 251 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 253 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 254 Sociological Research Methods**

Students learn to evaluate research reports so that their future decisions and work are based on social facts. Class discussions explore reasons why valid research is the basis of effective social action. Students also gain practice in basic data gathering techniques such as observation, interviewing and questionnaire construction. No statistics or mathematics prerequisites.

**SOC 255 Qualitative Sociological Methods**

Provides understanding and practice in gaining and analyzing useful information in social settings by using methods such as typologies, content analysis, participant observation and interviewing.

**SOC 256 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 265 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 290 Social Work and Social Welfare Policies**

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 291 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 303 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 310 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 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 322 Sociology of Organizations**

A theoretical course tracing development of organizational theory to the present; a practical course, considering the increasing impact of bureaucratic organizations on our lives.

**SOC 323 Labor Relations**

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 324 Sociology of Religion**

Examines the social dimensions of religion and the relationship between religion and society.

**SOC 325 Sociology of Social Movements**

Course is divided into two parts: the first deals with social movements emerging from class conflicts (unions, unemployment unions, etc.); the second deals with cultural and national conflicts (black struggles, women's liberation, the youth movement, etc.).

**SOC 326 American Religion**

Analyzes the social meanings of religion in America, with particular reference to the liberal and conservative viewpoints. Explores the social significance of contemporary religious developments and movements such as the Jesus Movement, cultism and Reverend Ike's Blessing Plan.

**SOC 327 Collective Behavior**

An introduction to various types of collective behavior with a comparison of theoretical approaches to each type. Focuses on groups of large size, with or without face-to-face interaction. Political expressions are discussed, but the course orientation is theoretical and empirical rather than ideological.

**SOC 328 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, theatre, 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 330 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 331 Evaluation of Social Action**

The principles, techniques and applications of evaluation research are learned through the utilization of research methodology and statistics. Students develop field-work projects for analysis in the areas of administrative studies, education, public safety, law, health, nursing, social and behavioral sciences.

**SOC 333 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 334 Sociology of Sports**

This course analyzes the relationship between sport, society, social institutions and social interaction; cultural, social and situational factors affecting the dynamics of sport; social processes and social change.

**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**

A comparative analysis of criminal justice systems in the United States and selected foreign countries. Emphasis on the administration and organizational aspects, functions and processes at work in selected foreign criminal justice systems. The relationships of the police to the government and the people they serve are analyzed.

**SOC 354 Social Stratification**

Treats both theory and realities with an emphasis on American society. Course concludes with an examination of power in the United States.

**SOC 360 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 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 370 Population and Society**

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; (4) the uses of the census to describe social problems.



**SOC 371 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 381 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 390 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 392 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 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 402 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 403 Community Supervision and Treatment of the Offender**

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 406 Social and Environmental Change**

Problems of environmental social change are critically examined and evaluated. Emphasis on exploring small and large scale modes of change. Develops skills in the analysis of social change. Students learn to design micro changes on the institutional level and to recognize what connections do and do not exist between micro and macro level changes.

**SOC 421 The Sociology of Revolution**

Examines revolution as a social phenomenon. Particular attention is given to contrasting the theories of revolution of the traditional Marxian urban worker-centered insurrection with Third World guerrilla warfare groups.

**SOC 423 Labor Law: Negotiation and Conflict**

An analysis of private and public sector labor relations, with an emphasis on law, practice and policy. Students participate in practical collective bargaining and arbitration exercises as part of the learning experience.

**SOC 455 Criminology**

An examination of the various components of the criminal justice system and how they reflect societal values and attitudes.

**SOC 456 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 460 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 480 Seminar in Criminal Justice**

An analysis of the major problems in criminal justice and the relation of the criminal justice department to other law enforcement and civic agencies.

Prerequisites: 3 credits in criminal justice plus SOC 160,365

**SOC 481 Seminar in Applied Sociology**

An in-depth, critical analysis of the literature in the field of applied 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.

Prerequisite: senior status, 18 credits in sociology (12 credits core courses plus 6 credits in applied sociology), permission of instructor

**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  
3-6 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

**SOC 499 Independent Study**

As approved and to be arranged.  
1-6 credits

# PROGRAM IN WOMEN’S STUDIES

## CURRICULUM

**MINOR REQUIREMENTS** **18 CREDITS**

**I. Required Course**

**One of the following:**

POL 272	Politics and Sex	3
WS 110	Women’s Changing Roles	3
WS 150	Racism and Sexism in the United States	3

**II. Plus five of the following:**

AACS 255	The Black Woman Experience	3
ENG 217	Images of Women in Modern Literature	3
ENG 219	Nineteenth-Century Women’s Voices	3
ENG 220	Women, the Bible and Modern Literature	3
CMHL 210	Women’s Health	3
PHIL 324	Philosophy of Sexual Politics	3
POL 272	Politics and Sex	3
PSY 311	Psychology of Women	3
WS 110	Women’s Changing Roles	3
WS 150	Racism and Sexism in the United States	3
WS 307	Sex Stereotypes and Discrimination in Public Education	3
WS 310	Contemporary Feminist Issues	3
WS 399	Selected Topics	3
WS 499	Independent Study	3

## COURSES

Refer to the appropriate departments for descriptions of courses outside of Women’s Studies. 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 new women’s movement. Deals with sex roles in a changing society and role conflicts of both men and women resulting from this movement. Analyzes the image of women presented in the mass media.

**WS 150 Racism and Sexism in the United States**

What is it like to grow up black or white, male or female in a multicultural society? The course studies the historical, philosophical, social and political treatments and interpretations 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.

**WS 307 Sex Stereotypes and Discrimination in Public Education**

Develops awareness of sex biases in our culture with particular emphasis on the role of the school. Explores methods of eliminating such biases in classroom instruction. An examination of materials currently being used in public schools.

**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 and ENG 110

**WS 399 Selected Topics**

A topic not covered by an existing course is offered as recommended by the program director and approved by the dean.

Prerequisite: Permission of the department chairperson  
1-6 credits

**WS 499 Independent Study**

As approved and to be arranged  
1-6 credits

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# SCHOOL OF SCIENCE AND HEALTH

## **Stephen K. Hall, Dean** **Office: Science Hall 317**

The School of Science and Health offers degree programs in biology, chemistry, communication disorders, community health, computer science, environmental science, geography, mathematics, exercise and movement science, and nursing for students wishing to pursue careers in these disciplines.

The School of Science and Health also offers a degree in liberal studies for students who wish to pursue a directed course of study integrating the offerings of the disciplines represented within the school. Programs in this school also prepare students for professional practice and educational roles in health care agencies and schools. The woods, pond, waterfall and undeveloped parts of the campus are used for studies in ecology, biology, geology and for surveying practice in environmental mapping.

Seminars by prominent scientists, given throughout the year, keep students and faculty abreast of recent research and developments in the sciences. Each department has a faculty active in research who regularly provide opportunities for students to engage in research under their supervision. Modern scientific equipment and supplies support both researchers and students. All professional programs are accredited by their national accrediting agencies.

### **Center for Research**

The school was a recipient of a \$3.1 million Challenge to Excellence grant by the state to strengthen further its curriculum and facilities, ensuring student exposure to rapidly developing areas including biotechnology, biochemistry, environmental science and applied mathematics. The school has established the Center for Research to focus the school's teaching and research in these emerging areas.

### **Pre-Professional Programs**

All students planning to attend professional school must have an interview with the Pre-Professional Committee and provide the committee with a brief resume of cur-

ricular and extracurricular activities. It is suggested that these interviews take place in the spring of the junior year.

### **Pre-Medical Preparation**

Prospective medical students should acquaint themselves with entrance requirements for medical schools by consulting the handbook published annually by the Association of American Medical Colleges, Admission Requirements of American Medical Colleges. They should read the most recent issue to make sure that the requirements of the schools to which they plan to apply have not changed and are advised to purchase the publication by mail from the Association at 1 DuPont Circle, N.W., Washington, D.C. 20036.

All medical school applicants are required to take the Medical College Admissions Test, administered twice a year, fall and spring, by the American College Testing Service. MCAT applications can be obtained from the pre-professional advisor.

Students should take 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. Strongly recommended are courses in English literature, foreign languages and advanced science.

Students are advised to elect as many of the required courses in science as possible in their freshman and sophomore years. Pre-medical students must have their course of study approved by the pre-professional advisor of the School of Science and Health.

### **Pre-Dental Preparation**

Admission requirements to dental schools are set by the American Dental Association. Minimum requirements are similar to the pre-med requirements listed above. Pre-dental students must have their courses approved by the pre-professional advisor of the School of Science and Health and should take the Dental College Admissions Test during the junior or senior year.

## 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. All students must take the Veterinary College Admissions Test or the GRE, whichever is required by the individual school.

The state of New Jersey has agreements with the following veterinary schools to accept qualified students who are New Jersey residents: Cornell University, University of Kansas, University of Ohio and University of Pennsylvania.

Minimum requirements are biology or zoology, 8 credits; chemistry, including organic and biochemistry, 16 credits; math including some analytic geometry and cal-

culus, 6 credits; physics, 8 credits; microbiology, 3 credits; genetics, 3 credits; English, 6 credits. There is a requirement for farm work or work with a veterinarian.

Required courses should be taken as early as possible, and the course of study should be approved by the pre-professional advisor of the School of Science and Health as early as possible.

## Liberal Studies Major

Students interested in several disciplines offered by the School of Science and Health, but not wishing to major in any particular one, may pursue the liberal studies major and earn a bachelor of science degree in liberal studies.

In this option, students, with the assistance of an academic advisor, select courses totaling 50 credits from at least three of the school's majors, taking no more than 18 credits in any one of them.

# DEPARTMENT OF BIOLOGY

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**Professors:** R. Benno, R. Callahan, M. Hahn, N. Grant, S. Hanks, C. Y. Hu, D. Levine, J. Rosengren, M. Sebetich, J. Voos, E. Wallace, J. Werth, D. Weisbrot

**Associate Professors:** R. Chesney, D. Desroches, A. Isaacson, M. Wahrman (chairperson)

**Assistant Professors:** E. Gardner, L. Risley, S. Vail

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, and provides a wide scope of biology electives and service courses for students from other disciplines. To meet the needs of modern biologists, the department has established a curriculum that provides a broad, basic foundation in the fundamentals of biology and biotechnology.

Students majoring in biology or biotechnology find career opportunities in many fields. Students 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, environmental firms, and as elementary or secondary school teachers.

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. In addition to conventional biological facilities, the department maintains specially equipped laboratories enabling students to gain experience with modern instruments and allowing faculty and students to pursue a wide range of research activities.

Major facilities and their associated equipment include: The animal facilities, with colonies of genetically selected mice and adjacent rooms for data collection and analysis; the neurobiology facility, 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 an automated DNA sequencer, DNA synthesizer, PCR unit, liquid scintillation counter, electrophoresis units, computerized UV spectrophotometers, high pressure liquid chromatography units and ultracentrifuges; greenhouses; and a well-equipped ecology laboratory with both stationary and field equipment.

Interested students may inquire about the honors program in biopsychology offered jointly by the Schools of Science and Health, and Humanities, Management and Social Sciences. Certification is available for students interested in teaching science on the elementary or secondary level.

## PROGRAM IN BIOLOGY

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The bachelor of science in biology introduces students to general principles in biology, and in-depth coverage of concepts in genetics, cell biology, plant and animal biology. A wide range of electives is available in advanced biology courses encompassing many disciplines. Chemistry, mathematics and physics are corequirements of the major.

## CURRICULUM

### BIOLOGY MAJOR REQUIREMENTS 33-39 CREDITS

BIO 163	General Biology I	4
BIO 164	General Biology II*	4
BIO 205	Cell Biology	4
BIO 206	General Genetics	4
	Plant course (see list)	4
	Animal course (see list)	3-4
BIO 480	Biology Seminar	2
or		
BIO 499	Independent Study	1-3

### Electives 9-12 credits

Three major elective courses by advisement (see list)

\*Students may be exempt from taking the General Biology II (BIO 164) based on the results of the placement examination offered by the Biology Department. 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.

### 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

#### Plant List

BIO 261	General Botany	4
BIO 265	General Plant Physiology	4
BIO 335	Field Botany	3

#### Animal List

BIO 112	General Anatomy and Physiology I*	4
BIO 113	General Anatomy and Physiology II*	4
BIO 218	Invertebrate Zoology	4
BIO 350	Animal Behavior	3
BIO 405	Comparative Vertebrate Anatomy	4
BIO 416	Comparative Animal Physiology	4
BIO 421	Developmental Biology	4
BIPY 474	Neuroscience	4

#### Major Elective Course List

BIO 112	General Anatomy and Physiology I*	4
BIO 113	General Anatomy and Physiology II*	4
BIO 218	Invertebrate Zoology	4
BIO 261	General Botany	4

BIO 265	General Plant Physiology	4
BIO 320	General Bacteriology	4
BIO 335	Field Botany	3
BIO 340	General Ecology	4
BIO 345	Conservation Biology	3
BIO 350	Animal Behavior	3
BIO 352	Economic Botany	3
BIO 402	Aquatic Ecology	4
BIO 405	Comparative Vertebrate Anatomy	4
BIO 410	Plant Growth and Development	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
BIPY 474	Neuroscience	4
BIPY 475	Behavior Genetics	4
BIO 484	Scanning Electron Microscopy	4
BIO 485	Transmission Electron Microscopy	4
CHEM 327	Biochemistry I	4

**Note:** 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.

\*BIO 112 and 113, General Anatomy and Physiology I and II, to be allowed as major courses by permission of the Biology Department chairperson. These courses are for students interested in certain health-related fields, such as physical therapy or chiropractic study.

### Honors in Biology

Students enrolled as biology majors may qualify for a degree with honors if they meet the following criteria:

1. a minimum overall 3.25 G.P.A.
2. a minimum 3.50 G.P.A. in biology
3. at least three credits of Independent Study (BIO 499). Honors students are advised by the departmental Independent Study Committee. This committee plus the student's research/reading advisor serve as the student's Honors Thesis Committee.

### 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

Students interested in obtaining teacher certification in biology (N-12) or elementary education certification (N-8) must complete requirements listed under Department of Curriculum and Instruction.

PROGRAM IN BIOTECHNOLOGY

The Department of Biology offers a major leading to a bachelor of science in biotechnology. This innovative program emphasizes coursework and training in many aspects of molecular biology, genetics, plant tissue culture, animal cell culture, DNA analysis techniques, protein isolation and recombinant DNA techniques. Students with the required grade point average may enter the biotechnology master's degree program directly.

<b>BIOTECHNOLOGY MAJOR REQUIREMENTS</b>		<b>35 CREDITS</b>
BIO 163	General Biology I	4
BIO 205	Cell Biology	4
BIO 206	General Genetics	4
BIO 261	General Botany	4
BIO 320	General Bacteriology	4
BIO 524	Molecular Biology	3
BIO 530	Biotechnology:DNA	4
BIO 531	Biotechnology:Cell Culture	4
CHEM 327	Biochemistry I	4
<b>COREQUIREMENTS</b>		<b>32 CREDITS</b>
<b>Chemistry</b>		<b>16 credits</b>
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
<b>Mathematics</b>		<b>8 credits</b>
MATH 160-161	Calculus I and II	8
<b>Physics</b>		<b>8 credits</b>
PHYS 255-256	College Physics I and II or	8
PHYS 260-261	General Physics I and II	8
<b>Biotechnology Elective Course List</b>		<b>3-4 credits</b>
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 470	Advanced Biochemistry	3

Honors in Biotechnology

Students enrolled as biotechnology majors may qualify for a degree with honors if they meet the following criteria:

1. a minimum 3.25 overall GPA
2. a minimum 3.50 GPA in biotechnology
3. at least three credits of Independent Study (BIO 499).

Honors students are advised by the departmental Independent Study Committee. This committee plus the student's research/reading advisor serve as the student's Honors Thesis Committee.

COURSES

Unless otherwise noted, all courses are 4 credits.

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. Open to all; required of nursing and allied health majors.  
Prerequisite: BIO 112 for BIO 113  
Lecture and lab

**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.  
Lecture and lab

**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 majors.  
Lecture and lab

**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. Not open to biology majors, or students who have taken BIO 114 or BIO 118.  
Lecture and lab

**BIO 130 Field Biology**  
An introduction to plants and animals of New Jersey. Intended to develop ability to recognize biotic groups and increase understanding of the necessity of harmonious relationships among people, plants and animals. Not open to biology majors.  
Lecture and field lab

**BIO 163-164 General Biology I and II**

For students intending to major in biology, provides a background in biological principles. Similarities and differences between living organisms, both plant and animal, are discussed. Biology I: Subcellular and cellular structure and function, cellular respiration, photosynthesis, genetics, DNA structure, replication, transcription and protein synthesis. Biology II: The underlying principles of whole organism structure and function; principles of evolution and ecology.

Prerequisite: BIO 163 for BIO 164

Lecture and lab

**BIO 170 Basic Microbiology**

Structure, function, nutrition and physiology of the various groups of microorganisms. Relationship to environment and other organisms and their medical importance are considered, particularly infectious disease and immunity. Required for nursing majors; open to others; not open to biology majors.

Lecture and lab

**BIO 205 Cell Biology**

A study of the physiological and biochemical processes that regulate and maintain cell function. Cellular and subcellular structures are discussed, especially as applicable to cell function.

Prerequisites: BIO 163 and CHEM 161

Lecture and lab

**BIO 206 General Genetics**

A study of the organization, function, regulation and transfer of hereditary material in viruses, bacteria and eukaryotes, including man.

Prerequisites: BIO 163-164

Lecture and lab

**BIO 218 Invertebrate Zoology**

The study of invertebrate animals, which make up 98 percent of all animal species. Special emphasis on ecology, habitat, economic importance and special structures, which make the animals competitive in our world. Field trips augment lectures and laboratories.

Prerequisite: BIO 164

Lecture and lab

**BIO 261 General Botany**

An introduction to the biology of the plant kingdom; structural, functional, economical, ecological and evolutionary aspects of plants.

Prerequisites: BIO 163-164

Lecture and lab

**BIO 265 General 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

Lecture and lab

**BIO 302 Human Genetics**

Basic tenets of genetics; includes the organization, function and regulation of hereditary material with emphasis on human and medical application. For nursing and community health majors. Not open to biology majors.

Prerequisite: BIO 113

Lecture only

3 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 majors.

Prerequisites: BIO 113 and one year of chemistry

Lecture and lab

**BIO 320 General Bacteriology**

Advanced studies on the structure and function of microorganisms with emphasis on bacteria and viruses. The cultivation of microorganisms, microbial metabolism, ecology, immunology and virology are discussed.

Prerequisites: One year of biology and one year of chemistry

Lecture and lab

**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.

Prerequisites: BIO 163-164

Lecture and Lab

3 credits

**BIO 340 General Ecology**

Basic structural and functional aspects of our ecosystem, including detailed study at the community, population and organismal levels.

Prerequisites: Two years of biology and one year of chemistry

Lecture and lab

**BIO 345 Conservation Biology**

An examination of the recent, alarming 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.

Prerequisites: One year of biology or environmental science

Lecture only

3 credits

**BIO 350 Animal Behavior**

A survey of animal behavior, including physiological aspects and ecological and adaptive implications.

Prerequisites: Two semesters of science

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.

Prerequisite: BIO 130 or 163

Lecture only

3 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 340 or 20 credits in science and math  
Lecture and field laboratory

**BIO 405 Comparative Vertebrate Anatomy**

The phylogenic history of each chordate system, including integument, skeleton, muscles, digestive tract, circulatory, excretory, respiratory, nervous and reproductive systems. Laboratory includes dissection of representative chordates (lamprey, shark, necturus, cat).

Prerequisites: Two years of biology and one year of chemistry

Lecture and lab

**BIO 410 Plant Growth and Development**

Factors that control the growth and development of seed plants are discussed. Research data is presented to illustrate morphogenic principles. Laboratory exercises involve growing whole plants under various conditions and plant tissue culture.

Prerequisites: BIO 206 and CHEM 252

Lecture and lab

**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: Two years of biology and CHEM 252

Lecture and lab

**BIO 417 Histology**

The microscopic anatomy, organization and function of normal mammalian tissues. Study of tissues and organs by light microscopy comprises the laboratory component of the course.

Prerequisites: Two years of biology and one year of chemistry

Lecture and lab

**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.

Prerequisite: BIO 206 and one year of chemistry

Lecture and lab

**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: Two years of biology, including 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 and CHEM 252

Lecture and lab

**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.

Prerequisite: Seven courses in biology

2 credits

**BIO 484 Scanning Electron Microscopy**

Theory and functioning of the scanning electron microscope. Each student is required to carry out a project.

Prerequisites: Two years of biology and one year of chemistry

Lecture and lab

**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 and one year of chemistry

Lecture and lab

**BIO 497 Readings in Biology**

Student studies a particular field of biology under the personal direction of a faculty member.

Prerequisite: Permission of the chairperson

1-3 credits

**BIO 498 Field Experience in Biology**

A supervised educational experience outside of the regular departmental program. Pass/fail course.

Prerequisite: Permission of the chairperson

1-3 credits



**BIO 499 Independent Study**

Individual research projects under the direction of a faculty member. May be substituted for BIO 480.

Prerequisite: Permission of the chairperson

1-3 credits

Refer to the *Graduate Catalog* for descriptions of **BIO 524, 530, 531** (Required Biotechnology courses).

## HONORS PROGRAM IN BIOPSYCHOLOGY

**Professors:** R. Benno (Biology), J. Green (Psychology), M. Hahn (Biology, coordinator), D. Vardiman (Psychology)

**Associate Professors:** D. Desroches (Biology)

The Honors Program in Biopsychology 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 program. As with all honors programs at WPC, biopsychology 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, chemistry, nursing, psychology and speech pathology, this program 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. As an honors program, biopsychology 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.

## 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 I 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

Unless otherwise noted, all courses are 3 credits.

### **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

### **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

**BIPY 399 Selected Topics**

A topic not covered by an existing course is offered as recommended by the program coordinator and approved by the dean.

Prerequisite: Permission of the program 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 163-164 or 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; BIO 163-164 or 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 in-

fluencing 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**

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 or equivalent

**BIPY 499 Independent Study**

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of the program coordinator  
1-6 credits

## DEPARTMENT OF CHEMISTRY AND PHYSICS

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### CHEMISTRY

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**Professors:** S. Hall, A. Merijanjan, L. Rivela, G. Sharma (chairperson), A. Speert

**Associate Professors:** G. Gerardi, R. McCallum, S. Raj

**B.S. in Chemistry**

The chemistry program is designed to provide students with the scientific knowledge and skills necessary to pursue a broad range of professional careers. The program leads to a B.S. degree and is certified by the American Chemical Society as meeting all the professional standards required for baccalaureate education in chemistry. A student is required to take major courses in the principal branches of chemistry: analytical, biochemistry, inorganic, organic and physical, in addition to directed electives in mathematics, physics, computer science, biology and English.

With a bachelor's degree in chemistry, a student is prepared to continue his or her education by enrolling in graduate programs in chemistry or other sciences, professional school programs (medicine, dentistry, osteopa-

thy, podiatry, etc.), engineering, computer science, business administration and law. Entry-level positions in government, teaching and industry, which involve aspects of research, manufacturing, sales and management, are also immediate career options.

Major instrumentation for student laboratory coursework and research in chemistry includes: JOEL DX303 Mass Spectrometer; Varian Gemini 200MHz Fourier Transform Nuclear Magnetic Resonance Spectrometer; Bruker 300 Electron Paramagnetic Resonance Spectrometer; Perkin-Elmer Fourier Transform Infrared Spectrometer; Lehman Labs Inductively Coupled Plasma Spectrometer; Varian Atomic Absorption Spectrophotometer; infrared, visible and ultraviolet spectrophotometers; three computer-controlled gas chromatographs; two Waters high pressure liquid chromatographs; Dionex Ion Chromatograph; refrigerated low and high speed centrifuges, electrophoresis instrumentation; and refrigerated fraction collector. Microcomputer facilities are also conveniently located in the Science Complex.

## Honors in Chemistry

Students enrolled as chemistry majors may qualify for a degree with honors if they meet the following criteria:

1. A minimum 3.25 overall GPA
2. A minimum 3.3 GPA in all chemistry courses
3. Meet A.C.S. certification requirements
4. Take CHEM 499 Independent Study resulting in a written Honors Research Thesis to be presented as a seminar to the department.

## CURRICULUM

### B.S. in Chemistry (69-81 credits)

#### MAJOR REQUIREMENTS

#### LECTURE AND LAB 43-55 CREDITS

#### A. Chemistry Core 39 Credits

CHEM 160-060 General Chemistry I	4
CHEM 161-061 General Chemistry II	4
CHEM 201-001 Analytical Chemistry	5
CHEM 251-051 Organic Chemistry I	4
CHEM 252-052 Organic Chemistry II	4
CHEM 311-011 Physical Chemistry I	4
CHEM 312-012 Physical Chemistry II	5
CHEM 320 Inorganic Chemistry	4
CHEM 327 Biochemistry I	4
CHEM 480 Seminar in Chemistry*	1

\*No lab

#### B. Chemistry Electives

Select four credits from the following list to meet the minimum requirements for the major. For A.C.S. certification CHEM 401, CHEM 426 and two additional advanced courses are required.

#### Advanced Courses 4-16 Credits

CHEM 322 Environmental Chemistry	4
CHEM 401 Analytical Instrumentation	4
CHEM 403 Physical Chemistry III	3
CHEM 421 Advanced Organic Chemistry	3
CHEM 423 Chemistry of Natural Products	4
CHEM 426 Organic Spectroscopy	4
CHEM 460 Advanced Inorganic Chemistry	3
CHEM 470 Advanced Biochemistry	3
CHEM 499 Independent Study	1-3

#### C. Corequisites 26 Credits

PHYS 260 General Physics I	4
PHYS 261 General Physics II	4
BIO 163 General Biology I	4
MATH 161 Calculus II	4
MATH 201 Calculus III	4
ENG 300 Technical Writing	3
CS 130 Intro. to Computer Programming/BASIC3	

#### COURSE SEQUENCE/ACS CERTIFIED PROGRAM

136 CREDITS

#### FRESHMAN YEAR

##### First Semester

BIO 163 General Biology I	4
CHEM 160 General Chemistry I	4

ENG 110 Writing Effective Prose	3
MATH 160 Calculus I	4
Second Semester	
CHEM 161 General Chemistry II	4
CS 130 Introduction to Computer Programming/BASIC	3
MATH 161 Calculus II	4
General Education course	3
<b>Summer Session</b> General Education	6

#### SOPHOMORE YEAR

##### First Semester

CHEM 201 Analytical Chemistry	5
CHEM 251 Organic Chemistry I	4
PHYS 260 General Physics I	4
General Education course	3

##### Second Semester

CHEM 252 Organic Chemistry II	4
MATH 201 Calculus III	4
PHYS 261 General Physics II	4
General Education course	3

<b>Summer Session</b> General Education	6
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#### JUNIOR YEAR

##### First Semester

CHEM 311 Physical Chemistry I	4
CHEM 327 Biochemistry I	4
ENG 300 Technical Writing	3
General Education course	3

##### Second Semester

CHEM 312 Physical Chemistry II	5
CHEM 320 Inorganic Chemistry	4
General Education course	6

<b>Summer Session</b> Upper-Level Electives	6
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#### SENIOR YEAR

##### First Semester

CHEM 426 Organic Spectroscopy	4
Advanced Chemistry Elective	8
General Education	3

##### Second Semester

CHEM 401 Analytical Instrumentation	4
CHEM 480 Seminar in Chemistry	1
General Education Electives	6
Upper-Level Electives	3

#### CERTIFICATION REQUIREMENTS 27 CREDITS

Students who are interested in obtaining certification in chemistry or physical science must complete the sequence outlined under **Department of Curriculum and Instruction**.

#### CHEMISTRY MINOR 18 CREDITS

CHEM 160 General Chemistry I	4
CHEM 161 General Chemistry II	4

Plus an additional 10 credits in chemistry by advisement.

**Note:** Students choosing a minor in chemistry are strongly urged to elect the following: MATH 160, 161, PHYS 260, 261.

## COURSES

Unless otherwise noted, all courses are 3 credits.

### **CHEM 115 Introductory Chemistry**

An introduction to the concepts, principles and terminology of chemistry. Designed primarily for students who have little or no background in the fundamentals of chemistry, who wish to learn the basics of chemistry in preparation for courses such as CHEM 131 or CHEM 160.

Lecture only

### **CHEM 120 Chemistry in Perspective**

An introduction to 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**

Development of the fundamental concepts of chemistry including stoichiometry, reactivity, atomic and molecular structure, equilibrium and introduction to organic chemistry. Part of a terminal sequence with CHEM 132. This is the first of the two courses required for nursing and health science majors. Lab must be taken concurrently.

### **CHEM 031 College Chemistry: Lab**

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**

1 credit

### **CHEM 160-161 General Chemistry I and II: Lecture**

The electronic structure of atoms, molecular structure and chemical bonding, the states of matter, solutions, reaction rates and chemical equilibrium, ionic equilibria, thermodynamics, acid-base concepts, electrochemistry and coordination compounds. Laboratories must be taken concurrently.

Prerequisite: High school chemistry, CHEM 120 or 159 for CHEM 160, and MATH 115 for CHEM 161

### **CHEM 060-061 General Chemistry I and II: Lab**

1 credit each

### **CHEM 201 Analytical Chemistry: Lecture**

The theory and methods of quantitative analytical chemistry with emphasis on chemical equilibrium and practical laboratory experience.

Prerequisite: CHEM 161

3 credits

### **CHEM 001 Analytical Chemistry: Lab**

Analytical Chemistry laboratory is a practical course in the methods of quantitative analysis. Students are introduced to a variety of common chemical analyses including gravimetric, volumetric and instrumental methods. The course emphasizes the development of rigorous reproducible laboratory technique.

The laboratory must be taken concurrently with CHEM 201.

Prerequisite: CHEM 161

2 credits

### **CHEM 251-252 Organic Chemistry I and II: Lecture**

A thorough exposition of the chemistry of carbon compounds including synthetic methods, chemical reactions; reaction mechanisms, stereochemistry, and use of spectroscopy in structure elucidation.

### **CHEM 051 Organic Chemistry I: Lab**

1 credit

### **CHEM 052 Organic Chemistry II: Lab**

1 credit

### **CHEM 311-312 Physical Chemistry I and II: Lecture**

Chemical thermodynamics, behavior of gases, reaction kinetics, electrochemistry and introductory quantum mechanics.

Prerequisites: CHEM 252, MATH 161 and PHYS 261

### **CHEM 011 Physical Chemistry I: Lab**

1 credit

### **CHEM 012 Physical Chemistry II: Lab**

2 credits

### **CHEM 320 Inorganic Chemistry**

Systematic study of the elements and their compounds with special reference to their location in the periodic table.

Prerequisite: CHEM 161

Lecture and lab

4 credits

### **CHEM 322 Environmental Chemistry**

Considers the composition and dynamics of the environment, the reactions that take place, and the impact of chemical technology.

Corequisite: CHEM 252

Lecture and lab

4 credits

**CHEM 327 Biochemistry I**

This course has been designed to familiarize all science students with major aspects of biochemistry. Topics covered include structures and functions of amino acids; three-dimensional structure, dynamics and function of proteins; DNA and RNA molecules of heredity; mechanisms of enzyme actions; control of enzyme activity; structure and biological functions of vitamins, carbohydrates and lipids; the dynamics of membrane structure; biochemical thermodynamics; glycolysis; citric acid cycle; fatty acid metabolism, electron transport and oxidative phosphorylation; photosynthesis.

Prerequisites: CHEM 252 Lecture and CHEM 052 Lab

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.

Prerequisite: Permission of the department chairperson  
1-6 credits

**CHEM 401 Analytical Instrumentation**

Applications of modern chemical instruments with emphasis on the underlying physical principles of instrumentation.

Prerequisites: CHEM 252 and 312

Lecture and lab

4 credits

**CHEM 403 Physical Chemistry III**

Provides the theoretical basis for understanding the electronic structure of molecules.

Prerequisite or corequisite: CHEM 312

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 processes.

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 312

Lecture only

**CHEM 423 Chemistry of Natural Products**

Major classes of natural products of plant origin, their synthesis and the theory of biogenesis. Methods of identification and structural elucidation of natural products.

Prerequisite: CHEM 252; prerequisite or corequisite: CHEM 312

Lecture and lab

4 credits

**CHEM 426 Organic Spectroscopy**

Introduces the theory and application of spectroscopy to the structure determination of organic molecules.

Prerequisites: CHEM 252 and CHEM 312

Lecture and lab

4 credits

**CHEM 460 Advanced Inorganic Chemistry**

Coordination chemistry, kinetics and mechanisms of inorganic reactions and organometallic chemistry.

Prerequisite: CHEM 320; prerequisite or corequisite: CHEM 312

Lecture only

**CHEM 470 Advanced Biochemistry**

Elaborates on topics discussed in CHEM 327, with emphasis on macromolecular structures such as mitochondrial and photosynthetic membranes, multienzyme complexes and the mechanisms of replication, transcription and translation.

Prerequisite: CHEM 327

Lecture only

**CHEM 480 Seminar**

A study of specialized problems in chemistry and an introduction to the chemical literature. Making formal oral and written presentations on specific topics in chemistry is required.

1 credit

**CHEM 499 Independent Study**

Individual research under the supervision of a faculty member; or internship placement in industry.

Prerequisite or corequisite: CHEM 312

1-3 credits

## PHYSICS

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**Professor:** S. La

**Assistant Professor:** K. Martus

Courses prepare students for entry into graduate school or science-oriented careers in industry, research, teaching, environmental or governmental work. Offerings include service courses required by other curricula.

## COURSES

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Unless otherwise noted, all courses are 3 credits.

### **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 energy, 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 nonmathematical study of our nearest star, the sun, as well as its planets and their moons. Star counts and the structure of our island universe of stars, dust and gas are discussed. Reading on the "Big Bang" theory of how thousands of galaxies were scattered at fantastic speeds. Not open to students who have previously taken an astronomy course.

2 hours lecture, 2 hours lab

### **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 permission of the instructor

Lecture and lab

### **PHYS 255-256 College Physics I and 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 Newtonian mechanics, electromagnetism and modern physics are explored.

Lecture and lab

4 credits each

### **PHYS 260-261 General Physics I and II**

Basic courses for physics, chemistry and mathematics majors and a foundation for all advanced work in physics. Topics: introduction to vectors, statics, kinematics, work and energy, impulse and momentum, rotational

motion, elasticity, harmonic motion, sound and acoustics, electrostatics, DC and AC electric circuits and instrumentation, magnetostatics, electromagnetic waves, geometrical and physical optics, polarization and an introduction to modern physics.

Corequisites: MATH 160 and 161

Lecture and lab

4 credits each

### **PHYS 300 Mechanics**

Covers basic concepts in mechanics as required for advanced work in physics. Topics: 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: vector mathematics, electrostatics, solution of electrostatic problems, dielectric materials, circuitry and solution of networks, 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. Topics: reflection and refraction, plane and spherical surfaces, thin lenses; field stops and aperture stops, ray-tracing, aberrations, optical instruments, nature of light waves, superposition and interference. Fresnel and Fraunhofer diffraction, diffraction gratings. Cerenkov radiation, nature and origin of polarization.

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 I**

Spectroscopic and other representative phenomena that form experimental foundations of modern physics. Topics: 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, elementary theory of nuclear structure and reactions.

Prerequisite: PHYS 300

**PHYS 480 Seminar**

Emphasis on research, current literature and classroom discussion of new ideas.

Prerequisite: Permission of the instructor

1 credit

**PHYS 499 Independent Study**

Individual research under the supervision of a faculty member.

1-3 credits

## DEPARTMENT OF COMMUNICATION DISORDERS

**Professor:** J. Hsu (graduate coordinator)

**Associate Professors:** E. Chopek, A. Oratio

**Assistant Professors:** V. Bhat, C. Gelfer (chairperson)

**Director of Speech and Hearing Clinic:** C. Gaur

The undergraduate program leading to a bachelor of arts in speech pathology requires that students complete 59 to 60 credits of general education courses and 36 credits in the major. Ninety hours of supervised clinical experience must be completed in the WPC Speech and Hearing Clinic.

The department also offers an accelerated bachelor's/master's option that requires successful completion of 48 to 54 credits of major courses at the undergraduate level. These credits include up to four graduate-level courses which are taken in the senior year. Students selecting this option must complete 100 hours of supervised clinical experience in the College's Speech and Hearing Clinic.

Following completion of the B.A. degree requirements, students in the accelerated program must apply for admission to the graduate program. Matriculation into the graduate program is contingent upon meeting the department's stated criteria.

### CURRICULUM

<b>MAJOR COURSES</b>		<b>36 credits</b>
CODS 160	Phonetics	3
CODS 161	The Nature of Speech, Language and Communication Systems	3
CODS 205	Speech Laboratory I (Observation)	3
CODS 262	Introduction to Communication Disorders	3
CODS 263	Articulation Disorders	3
CODS 302	Speech Laboratory Continuing* (two semesters)	6
CODS 361	Anatomy and Physiology of the Auditory and Vocal Mechanism	3
CODS 363	Introduction to Audiology	3
CODS 366	Language Theory and Therapy	3
CODS 462	Auditory Rehabilitation	3
CODS 464	Hearing Science	3

**Corequirement**

PSY 210 Developmental Psychology 3

\*Only 9 credits of CODS 302 count toward the 128 credits required for graduation.

BIO 114, Applied Anatomy, is a required General Education course.

### Accelerated Bachelor's Master's Option

**UNDERGRADUATE SPEECH****PATHOLOGY**

<b>COURSES</b>	<b>36-42 credits</b>
CODS 160	Phonetics 3
CODS 161	The Nature of Speech, Language and Communication Systems 3
CODS 205	Speech Laboratory I (Observation) 3
CODS 262	Introduction to Communication Disorders 3
CODS 263	Articulation Disorders 3
CODS 302	Speech Laboratory Continuing** 6
CODS 361	Anatomy and Physiology of the Auditory and Vocal Mechanism 3
CODS 363	Introduction to Audiology 3
CODS 366	Language Theory and Therapy 3
CODS 462	Auditory Rehabilitation 3
CODS 464	Hearing Science 3

**GRADUATE SPEECH****PATHOLOGY COURSES****12 credits**

To be taken in the senior year.<sup>†</sup>

CODS 506	Stuttering and Other Rhythm Disorders	3
CODS 606	Diagnostic Methods in Speech Pathology	3
CODS 622	Neurologically Based Speech Disorders	3
Elective Course		3

**GRADUATE SPEECH PATHOLOGY****COURSES****33 credits**

To be completed within 2 years after receiving the B.A. degree.<sup>†</sup>

**Required Courses:**

CODS 500	Computers and Statistical Principles for Clinical Research	3
CODS 603	Voice Disorders	3

CODS 604	Language Disorders in Children	3
CODS 605	Aphasia	3
CODS 608	Clinical Audiology	3
CODS 609	Clinical Practicum (2 semesters)	6
CODS 619	Research Methods in Communication Disorders	3
CODS 621	Psycholinguistics and Language Acquisition	3
CODS 642	Speech Science	3

**Elective Courses**

Students may select from the following:

CODS 503	Phonological Disorders	3
CODS 610	Cleft Palate and Related Maxillo Facial Disorders	3
CODS 620	Project Thesis Seminar	3
CODS 625	Teaching Speech and Language to the Hearing Impaired	3
CODS 641	Clinical Management of the Multicultural Caseload	3
CODS 599	Special Topics	3

**\*\*Only 12 credits of CODS 302 count toward the 128 credits required for graduation.**

**†See the WPC *Graduate Catalogue* for course descriptions.**

**COURSES**

Unless otherwise noted, all courses are 3 credits.

**CODS 160 Phonetics**

The course focuses on the perception and production of the sounds of American speech. The International Phonetic Alphabet (IPA) is mastered as a system for analyzing speech patterns and for recording pronunciations. There are many opportunities to use the IPA when reading phonetic transcriptions, as well as transcribing into IPA samples of normal speech and defective speech.

**CODS 161 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 system.

**CODS 162 Basic Speech Skills**

Enables students to develop maximum vocal and articulatory output, control the speech mechanism, eliminate regional accents; explores the impact of dialectal differences that impair communication.

**CODS 205 Speech Laboratory I**

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 263

**CODS 261 Speech Disorders**

A course for students who are not communication disorders majors. Focuses on the normal acquisition and development of speech and language and on the organic and functional factors which interfere with normal acquisition and development. The role of the special education teacher in the school speech therapy program is considered.

**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 263 Articulation Disorders**

A study of articulation and phonological disorders associated with developmental, structural and neurological problems. The course focuses on causes, assessment and remediation of articulation and phonological disorders. Prerequisite: CODS 262

**CODS 302 Speech Laboratory Continuing**

The course is part of a two-semester program of clinical practicum in speech-language pathology, offering a minimum of 90 clock hours of supervised clinical experience, accompanied by group seminar and individual conferences. It provides students the opportunity to learn the essential elements of effective clinical interaction and to experience the basic therapeutic processes involved in modifying articulatory/language behaviors.

Prerequisites: CODS 160, 262, 263, 205, 366 and permission of the clinic director  
1 to 3 credits

**CODS 361 Anatomy and Physiology of the Auditory and Vocal 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: BIO 114

**CODS 363 Introduction to Audiology**

Provides a general understanding of contemporary approaches to clinical assessment of hearing. The course will review basic test procedures for estimation of air conduction and bone conduction thresholds, the assessment of the middle ear function, and clinical masking.

Prerequisite: CODS 361



**CODS 365 Voice Disorders in Children**

Functional and organic voice disorders in children. Etiology, classification, methods of diagnosis and evaluation, therapy methods and techniques.

Prerequisite: CODS 361

**CODS 366 Language Theory and Therapy**

A review of the nature of human language. The course focuses on the acquisition of language in normally developing children and also describes the nature of language disorders, assessment techniques and intervention strategies.

**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 can work with children and adults who 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 399 Selected Topics**

Topics not offered by other courses will be offered as needed.

1-6 credits

**CODS 425 Teaching Speech**

The speech therapist's role in the development and conduct of speech improvement programs in the public schools. Speech materials suitable for use with school-age children according to classroom curriculum needs are reviewed and discussed. Special attention is given to materials used with school-age children who have speech and language problems.

**CODS 426 Organizing Speech and Hearing Programs**

The factors important to the organization, administration and supervision of speech and hearing programs in the public schools. The school speech pathologists' interprofessional relationships as they relate to the program are considered.

Prerequisite: CODS 425

**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 463 Stuttering and Other Rhythm Disorders**

This course emphasizes the nature, onset and etiology of stuttering and rhythm disorders. Diagnostic procedures for children and adults and treatment approaches are reviewed.

**CODS 464 Hearing Science**

This course deals with materials concerning the physical nature of sound and its measurements, instrumentation related to hearing assessment, micro-anatomy and physiology of the auditory system, and the psychological correlates of sound.

Prerequisites: CODS 361 and CODS 363

**CODS 499 Independent Study**

As approved and to be arranged.

1-6 credits

See WPC *Graduate Catalog* for course descriptions of courses numbered 500 or higher.

## DEPARTMENT OF COMMUNITY HEALTH

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**Professors:** S. Hawes, S. Lisbe (chairperson)

**Associate Professors:** J. Levitan, R. Blonna, M. Grodner

**Assistant Professors:** J. Hayden, D. Joslin

The Department of Community Health offers a major program leading to a bachelor of science degree in community health/school health education. The program is approved by the Society for Public Health Education. Certification in school health education is also available for movement science majors. The major in community health is designed to prepare individuals to work as health educators in a variety of community settings. Health educators are responsible for the planning, implementation and evaluation of health promotion/disease prevention programs. Employment opportunities exist in local, state, federal and voluntary health agencies, community health centers, hospitals, clinics, health maintenance organizations and private industry.

## CURRICULUM

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MAJOR REQUIREMENTS		45 CREDITS
CMHL 250	Health Education: Theory and Practice	3
CMHL 300	Community Health Program Planning	3
CMHL 315	Human Disease	3
CMHL 320	Nutrition	3
CMHL 361	Research Analysis and Evaluation in Health	3
CMHL 370	Concepts and Issues of Aging	3
CMHL 400	Epidemiology	3
CMHL 430	Health Counseling	3
CMHL 450	Health Administration	3
CMHL 451	Methods in Health Education	3
CMHL 490	Human Sexuality	3
CMHL 491	Drugs and Health	3
CMHL 496	Seminar in Community Health	1
CMHL 497	Fieldwork in Community Health	8

<b>Corequisites</b>		<b>7-8 Credits</b>
BIO 170	Basic Microbiology	4
Choose one of the following three courses:		
BIO 302	Human Genetics	3
or		
CHEM 131	Chemistry	3-4
or		
ENV 110	Environmental Foundations	4
<b>Required General Education Courses</b>		<b>17 Credits</b>
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

## COURSES

Unless otherwise noted, all courses are 3 credits.

### **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.

### **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.

### **CMHL 250 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.

### **CMHL 300 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 populations with special health education needs, selected health problems and available health services are presented.

Prerequisite: CMHL 250

### **CMHL 315 Human Disease**

Selected disease processes are presented from a health education perspective. The 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.

Prerequisites: BIO 112, BIO 113, BIO 170

### **CMHL 320 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 361 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 will develop skills for critically reading professional literature and preparing a research proposal.

Prerequisite: MATH 130

### **CMHL 370 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 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. 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 epidemiologic information and the skills necessary for the practice of community health education.

Prerequisites: CMHL 315, CMHL 361

**CMHL 420 Environmental Health**

This course examines the social, economic and political dimensions of environmental problems that 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.

**CMHL 430 Health Counseling**

This course is designed to give the student basic information regarding the interrelationship between health problems and social, psychological, 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.

**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. Writing a grant proposal is the major assignment in this course.

Take concurrently with CMHL 497, Fieldwork in Community Health.

**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. Also, techniques and skills needed for teaching large and small groups. Open only to senior community health majors and movement science majors seeking health education certification.

**CMHL 470 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 lifespan.

**CMHL 471 Community Health Services and 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.

**CMHL 490 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.

**CMHL 491 Drugs and Health**

This course presents an overview of the field of substance abuse and addiction from bio-psycho-sociological perspective. Students examine the dynamics of dependency, co-dependency, pharmacology, intervention and treatment modalities, prevention strategies and community services. Skills are developed for assessment, counseling, program development and referral.

**CMHL 496 Seminar in Community Health**

Seminar is designed to prepare students for selecting their fieldwork assignments. The course reviews the parameters of the fieldwork 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. Open only to senior community health majors.

1 credit

**CMHL 497 Fieldwork in Community Health**

A 320-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). Open only to senior community health majors.

Prerequisite: CMHL 496

8 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 respective dean and the chairperson of the department.

1-6 credits

# DEPARTMENT OF COMPUTER SCIENCE AND QUANTITATIVE ANALYSIS

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**Professors:** L.S. Cheo, L. Presby

**Associate Professors:** L. Gaydosh, E. Hu, J. Najarian,  
A.S. Noetzel (chairperson)

**Assistant Professors:** G. Ndjatou

## COMPUTER SCIENCE

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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. The Computer Science program includes the study of algorithmics; program design and analysis; computer languages and software development; applications packages; computer hardware, systems, and operating systems; artificial intelligence; numerical analysis; optimization; 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 the skill of programming is developed. Theoretical concepts are reinforced through extensive lab work and computer projects.

For this degree program, a student must complete a total of 42 credits of computer science work, of which 27 credits are in required courses and 15 are in electives. In addition, 16 credits of corequisites in computer science application areas are required. The college requirement for graduation is 128 credits. Two minor programs in computer science and quantitative analysis are also offered through this department.

### Computer Facilities

A variety of computing facilities are available to students. Several laboratories are equipped with IBM-compatible microcomputers, PS/2's and 386 and 486 computers. These computers communicate with each other, and with file servers that provide many different software resources, through an extensive Local Area Network (LAN). The LAN also provides access for authorized users to external networks such as Internet. A segment of the LAN hosts a SUN SPARCstation file server, which provides computing resources under the Solaris Operating System (a version of UNIX). The file server and microcomputers on this network segment constitute an environment for the study of systems programming, and various programming paradigms, by computer science students. Another LAN environment is found in the Computer Science Research Lab, where several SUN SPARC 1+ workstations, terminals, and assorted microcomputers are connected to a SUN SPARC 1+ server. For students learning deterministic and probabilistic simulation and program-solving on analog devices, an EAI Analog computer is avail-

able. Computing equipment is located in the Coach House Computer Center, Science Hall, and White Hall. Apple computers and other microcomputers are also available for student use in other sites on the campus.

### Student Group

There are, at this time, approximately 180 majors in the department. Student groups and activities include ACM (Association for Computing Machinery) Student Chapter, Computer Society of Student Government Association, and a WPC Chapter of the National Computer Science Honors Society, Upsilon Pi Epsilon.

### The Honor Society: Upsilon Pi Epsilon (UPE)

The William Paterson College Chapter certification of UPE was awarded in May 1988. The name of this chapter is Gamma Chapter of New Jersey. At this time, there are 34 student members and two faculty members of this chapter. A student must possess the following qualifications to be selected as a member of UPE:

1. G.P.A. of 3.3 or greater.
2. Minimum of 18 credits in computer science with grade of B or better.
3. All computer science courses with grade of C+ or better.

### WPC Student Chapter of the ACM (Association for Computing Machinery) and Computer Society of SGA

The WPC Student Chapter of ACM was chartered in July 1974. The Computer Society of SGA was established in 1978. At this time, there are approximately 50 members in these organizations.

### Department Newsletters

Periodically, a departmental newsletter is produced by the faculty (with additional input from students and other sources). It announces forthcoming events, activities, (extracurricular, educational or research) and recent developments (new hardware and software installation). Often the newsletter includes a tutorial describing the procedures for using packages, programs and other computer tools.

## Student Internship Program

For qualified students, internship opportunities are available. Internship offers practical experience in industrial and business concerns on a part-time basis while attending William Paterson College as full-time students.

## CURRICULUM

### COMPUTER SCIENCE MAJOR REQUIREMENTS

**58 credits**

#### Core Requirements

**27 credits**

CS 140	Computer Science I	3
CS 240	Computer Science II	3
CS 201	Computer Literacy: Microcomputer Applications	3
CS 250	C/UNIX and Software Design	3
CS 280	Computer and Assembler Language	3
CS 341	Computer Architecture	3
CS 342	Data Structures	3
CS 345	Operating Systems	3
CS 480	Computer Science Seminar	3

#### Computer Science Electives

**15 credits**

*(Distributed in different areas, at least 12 credits from 400-level courses)*

CS 362	Computer Simulation	3
CS 380	Data Communications and Computer Networks	3
CS 399	Selected Topics	3
CS 410	Artificial Intelligence	3
CS 420	Compiler Construction	3
CS 440	Data Base Management	3
CS 445	Automata	3
CS 461	Computer Graphics	3
CS 462	System Simulation	3
CS 499	Independent Study	3

#### Corequisites

**16 credits**

MATH 161	Calculus II	4
CS 260	Discrete Structures	3

CS 270	Computer Statistical Techniques (ECON 210 Economic Statistics I as prerequisite*)	3
CS 330	Linear Programming and Operations Research	3
CS 360	Computer Calculus	3

\*This course is credited toward upper-level electives

#### Free Elective (recommended to be included)

**1 credit**

CS 130	Introduction to Computer Programming/BASIC	3
CS 210	Advanced Microcomputer Applications	3
CS 235	Introduction to Fortran	3
CS 253	COBOL I	3
CS 352	COBOL II	3

#### General Education\*\*

**60 credits**

#### General Education\*\*

#### Upper-Level Electives

**9 credits**

Non-Western Requirement (may be taken as part of GE or upper level electives).

**Total credits required for the degree 128 credits**

**\*\*MATH 160, PHYS 260 and PHYS 261 and ECON 201 are the required General Education courses in mathematics and science and social science for the computer-science degree.**

### COMPUTER SCIENCE MINOR PROGRAM CREDITS

**18**

*(Open to all noncomputer science majors)*

#### Required Courses

**12 credits**

CS 140	Computer Science I	3
CS 240	Computer Science II	3
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Language	3

#### Electives 6 credits

Choose two courses

CS 341	Computer Architecture	3
CS 342	Data Structure	3
CS 360	Computer Calculus	3
CS 362	Computer Simulation	3

## QUANTITATIVE ANALYSIS

**Professor:** L. Presby

**Associate Professor:** L. Gaydosh

## CURRICULUM

### QUANTITATIVE ANALYSIS MINOR (Open to all students)

**18 CREDITS**

#### Required Courses

**9 credits**

ECON 210	Economic Statistics I	3
MATH 120	Finite Math	3
MATH 150	Applied Calculus	3

#### Additional Courses

**9 credits**

Select three courses:

CS 270	Computer Statistical Techniques I	3
CS 330	Linear Programming and Operations Research	3
CS 362	Computer Simulation	3
ECON 211	Economics Statistics II	3
ECON 430	Econometrics	3
MGT 470	Introduction to Operations Research	3

## COURSES

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Unless otherwise noted, all courses are 3 credits.

### **CS 130 Introduction to Computer Programming/BASIC**

Introduces the basic principles and applications of computing systems, microcomputers in particular. Techniques of computer programming are introduced through BASIC.

### **CS 140 Computer Science I**

An introduction to design and representation of algorithms. Problem solving and programming techniques: top-down analysis and recursion. Emphasizes computer solution of numerical and nonnumerical problems using the C programming language.

Prerequisite: MATH 115 or equivalent

### **CS 201 Computer Literacy: Microcomputer Applications**

Designed to present an overview of computers, computer science and use of computers. The course familiarizes students with hands-on experience and various types of applications. Popular software packages, such as current version of LOTUS 1-2-3 and Wordperfect are used to introduce spreadsheets and word processing concepts.

### **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 235 Introduction to FORTRAN**

Designed to teach students how and why a computer is used. The student gains the experience of how to program in the FORTRAN programming language. Simple applications in the most frequently used mathematical models are included.

### **CS 240 Computer Science II**

Analysis of algorithms, strategies for learning new languages and advanced program constructs and methodologies. The C programming language is used in the programming exercises.

### **CS 250 C/UNIX and Software Design**

This course is an introduction to the principles of software design and development methodology. The course familiarizes the student with the programming language C and the UNIX operating system environment. They are also familiarized with advanced software design and support tools. Software performance and measures and concurrent programming methods are discussed.

Prerequisite: CS 240

### **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**

A study of the mathematical theory and techniques underlying computer science. Topics: combinatorial analysis, graph theory, Boolean algebra, set theory, matrices, probability and statistics.

Prerequisite: CS 140

### **CS 270 Computer Statistical Techniques**

An introductory course to study the existing major statistical packages such as DATA-TEXT, BMDP, SPSS, SAS, etc. Some basic JCL concepts used for this purpose are discussed. Topics include statistical programs and their applications, chi-square, regression, correlation, factor analysis, analysis of variance and multiregression.

Prerequisites: CS 140 and MATH 130 or ECON 210

### **CS 280 Computer and Assembler Language**

An introduction to the study of the basic structure and language of machines. Topics include basic concepts of Boolean algebra, number systems, language, addressing techniques, data representation, file organization, symbolic coding and assembly systems, use of macros, batch operation and job handling.

Prerequisites: CS 240 and CS 260

### **CS 330 Linear Programming and Operations Research**

An introduction to the concept of operations research and mathematical techniques applied to decision problems when the inputs are known. Topics include linear, nonlinear and dynamic programming with applications to transportation, assignment, resource allocation, production scheduling and inventory problems.

Prerequisite: CS 240 and CS 260

### **CS 341 Computer Architecture**

An introduction to the architecture of digital computer systems. Topics include levels of computer description, instructions and modalities, gate networks, the control unit, memories, I/O organization, the von Neumann computer model, multiprocessors and multicomputers, special purpose systems, massively parallel computers and computer networks.

Prerequisite: CS 280 and PHYS 261

### **CS 342 Data Structures**

An introduction to data structures. Topics: strings, lists, restricted data structures, graphs and trees, file structures, sorting, searching, memory management and advanced data structure applications.

Prerequisites: CS 240 and CS 260

### **CS 345 Operating Systems**

An introduction to operating systems and their design. Topics include file systems, memory management and concurrent processes. Experience is developed in several operating systems, such as UNIX, DOS and MVS/XA, etc.

Prerequisite: CS 280

**CS 352 COBOL II**

A study of the data processing systems and advanced features of COBOL. Topics include binary number systems, computer system design, card systems, tape systems, direct access systems, operating systems and job control language; modular programming, structured programming, subprograms and COBOL Compiler supplied subprogram; report writers, sorting and merging procedures; program debugging; test data; computer security and privacy.

Prerequisite: CS 253

**CS 360 Computer Calculus**

Emphasizes building algorithms for solution of numerical problems, the sensitivity of these algorithms to numerical errors and the efficiency of these algorithms. Topics: solutions to nonlinear equations, systems of linear equations; interpolation and quadrature solutions; numerical differentiation and integrations; eigenvalues and eigenvectors.

Prerequisites: CS 240, CS 260 and MATH 161 (MATH 202 recommended)

**CS 362 Computer Simulation**

Probabilistic simulation models; generation of random numbers, Monte Carlo-method; elementary queuing theory. Deterministic simulation models; applications to physics, economics and biological processes. Other nonnumerical problems included are searching and sorting techniques, information retrieval techniques.

Prerequisites: CS 240, CS 260, CS 270 or equivalent

**CS 380 Data Communications and Computer Network**

Introduces the basic concepts, principles, design procedures and applications of computer networks and data communication systems. ISO reference model is used as the basis to discuss the general functions and protocols of the network architecture. Typical networks such as ARPANET and others are discussed in relation to the ISO reference model. This course also introduces students to other important issues in data communications including network security, network management, etc.

Prerequisites: CS 270, CS 342 and PHYS 261

**CS 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

**CS 410 Artificial Intelligence**

Problem representation, search strategies and list processing. Exercise in using current expert system construction tools.

Prerequisites: CS 240, CS 260 and CS 342

**CS 420 Compiler Construction**

An introduction to the major techniques used in compiler writing. Topics include formal language theory, lexical and syntactic analysis, code generation and optimization, error diagnostics and recovery.

Prerequisite: CS 342

**CS 440 Data Base Management**

Flow of data, its representation, transmission and storage. Topics include data collection, conversion and verification; data transmission systems; data representations; data organization and storage; data manipulation and file management; data calculation; information display and retrieval; storage-program concepts and processing techniques; programming and operating systems.

Prerequisite: CS 342

**CS 445 Automata**

This course emphasizes the central concepts of effective procedures of computer-like machines, such as finite-state machines, pushdown automation, register machines and the Turing machine. Topics include automata made up of parts, the memories of events in finite-state machines, computability, the relation between the Turing machine and recursive functions.

Prerequisite: CS 360

**CS 461 Computer Graphics**

An introduction to computer graphic principles and techniques. Design of interactive two- and three-dimensional computer graphic systems, display files, image generation, and fractals, applications to CAD systems, animation and other fields.

Prerequisite: CS 360

**CS 462 System Simulation**

Introduction to the principles of simulation and the application of several simulation languages to systems studies. Discussion of the techniques applicable to both continuous and discrete systems and an explanation of the probability theory and statistical techniques involved in the construction of valid models and analyzing results.

**CS 480 Computer Science Seminar**

Current topics in computer sciences are discussed.

Prerequisites: CS 342, CS 360 and instructor's permission.

**CS 499 Independent Study**

As approved and to be arranged.

1-6 credits

# DEPARTMENT OF ENVIRONMENTAL SCIENCE AND GEOGRAPHY

## ENVIRONMENTAL SCIENCE

**Associate Professors:** R. Pardi (chair), P.Thiuri  
**Assistant Professors:** S. Dodge  
**Collaborating faculty from other departments:**  
S. Hanks (Professor, Biology), M. Sebetich (Professor, Biology), R. McCallum (Associate, Chemistry/Physics), L. Risley (Assistant, Biology), S. Vail (Assistant, Biology)

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 earth sciences) and more advanced courses relating the natural sciences to environmental concerns. Advanced courses include 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, which integrates the natural sciences, social sciences and humanities. Two upper-level, non-science, environmental courses, including environmental ethics, are required as part of the program. The program's capstone course is the Senior Practicum in which students use their training in a real case study to broaden a student's environmental experience of a specific environmental problem. The program includes a formal co-op (field experience) requirement.

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 N-12.

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; 200 Mhz nuclear magnetic resonance spectrometer; five gas or high-pressure liquid chromatographs; atomic absorption spectrophotometer; inductively coupled plasma emission spectrograph; ion chromatograph; low, high and ultra-high speed centrifuges; 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.

State-of-the-art mini- and micro-computer networked facilities are conveniently located in the Science Complex, while more powerful mainframe and super-computer facilities are available to authorized users through high-speed telecommunications lines.

## CURRICULUM

<b>MAJOR REQUIREMENTS</b>	<b>61 CREDITS</b>
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<b>Required Major Courses (Complete all of the following):</b>		
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

<b>Corequirements (Complete all of the following):</b>		
BIO 340	General Ecology	4
BIO 163-164	General Biology I and II	8
CHEM 160-161	General Chemistry I and II (with labs)	8
ECON 201	Macroeconomic Principles	3
MATH 160	Calculus I	4
MATH 161	Calculus II or MATH 230 Statistics I	4
PHIL 335	Environmental Ethics	3
PHYS 260-261	General Physics I and II*	8
or		
PHYS 255-256	College Physics I and II	8

<b>Science Electives (Select 10 credits from among the following):</b>		
BIO 261	General Botany	4
or		
BIO 218	Invertebrate Zoology (by advisement)	4
BIO 345	Conservation Biology	3
BIO 402	Aquatic Ecology	4
CHEM 322	Environmental Chemistry	4
PHYS 319	Environmental Physics	3
ENV 423	Toxicology	3
ENV 470	Hydrogeology	3

<b>Nonscience Electives (Select 3 credits from among the following):</b>		
ECON 230	Economics of the Environment	3
HUM 201	Humanities Honors Seminar III: Technology and Human Values	3
POL 355	Politics of the Environment	3
PSY 360	Environmental Psychology	3
SOC 406	Social and Environmental Change	3
<b>Note:</b> 8 credits of Science, Math 160 (4), Econ 201 (3) included in GE.		



**Highly Recommended**

CS 130	Introduction to Computer Programming/BASIC	3
or		
CS 201	Computer Literacy and Microcomputer Applications **	3
ENG 300	Technical Writing	3
or		
ENG 330	Critical Writing ***	3
ECON 202	Microeconomic Applications ***	3
MATH 230	Statistics I	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.

**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 340	General 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	Nonscience	3
	General Education courses	3-6

**SENIOR YEAR**

30-34 credits

Fall

ENV	Science Elective	6-8
	General Education courses	6
	Upper-level Elective	3

Spring

ENV 480	Senior Practicum	3
	General Education courses and Electives	12-14

**Note:** Students interested in a four-year course of study may also elect to take several courses during summer sessions I and II 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 hours of lecture.

**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 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 re-

treat 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 first-hand 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 can also be fulfilled by a cooperative education placement with the program director's recommendation.

Prerequisites: ENV 110, 115, BIO 340, CHEM 161 and junior standing

### **ENV 315 Introduction to Oceanography**

The study of the origin, evolution and extent of the oceans; waves, currents, tides, and tsunami; 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.

Prerequisite: ENV 110, 115 or one year of science

3 hours lecture

### **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 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 team 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.

### **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. Prerequisite to the senior seminars.

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 streamflow, 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, as well as field and laboratory techniques. An example of such a project is the compilation of a natural resource inventory for a neigh-



GEO 110	Cultural Geography	3
plus one course from among the following:		
GEO 300	Geopolitics	3
GEO 230	Population and Settlement Geography	3
GEO 401	Cartography	3
or any Physical Geography course		

## COURSES

Unless otherwise noted, all courses are 3 credits.

### GEO 150 World Regional Geography

A survey of the whole earth by natural regions and other geographic realms; basic physical, cultural, socio-economic and political factors are considered.

### GEO 220 Environment and Humans

An overview of the basic concepts and theory of physical and human geography. Focus on functional relationships between land forms, climate, soils, vegetation, water, and human patterns and processes.

### GEO 230 Population and Settlement Geography

A geographical interpretation of the world's population distribution, numbers and dynamics through time. Special emphasis on the distribution of man's habitation forms and patterns, including the functioning of urban areas.

### GEO 300 Geopolitics

The influence of such factors as location, size, form, surface, climate, natural resources and population on the political development of nations and their roles in world politics.

### GEO 310 Trade and Transportation Geography

A study of the exchange of commodities among the world's trading nations and an examination of the types of transport for the convenience of freight and passengers.

### GEO 320 Cultural Geography

The imprint of human society upon the earth's surface. The application of the concept of culture to geographic problems.

### GEO 331 Geography of Asia

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 332 Geography of the Middle East

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 333 Geography of Europe

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 334 Geography of Africa

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 335 Geography of Latin America

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 336 Geography of the Commonwealth of Independent States

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 338 Geography of United States and Canada

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 339 Geography of New Jersey

This geographical area deals with the geographical analysis of the region's physical features, natural resources, cultural patterns, problems and economic potentials, together with its place in the world.

### GEO 360 Geography of Hunger and Food Supply

World-wide and local perspectives on causes and consequences of hunger. Regional and cross-cultural aspects of food consumption patterns, production parameters, distribution, marketing and official intervention. Emphasis on developing areas including Brazilian experience and other case studies.

### GEO 365 Geography of Plants and Animals

Spatial relationships of the living environment. A systems approach to functional processes, characteristics and relationships of the ecological elements to water and vegetation. Both natural succession and man-induced changes, including pollution within the ecosystem.

### GEO 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 chairperson

### GEO 401 Cartography

A basic course in map making. Covers projections, thematic, relief and statistical cartography.

### GEO 480 Senior Seminar

A history of geographical ideas, aims and methods, including current achievements of the profession of geography. A research paper is required.

### GEO 499 Independent Study

As approved and to be arranged.

1-6 credits

# DEPARTMENT OF EXERCISE AND MOVEMENT SCIENCES

**Professors:** L. Dye, T. Jable, V. Overdorf (chairperson), S. Silas

**Associate Professors:** S. Becker, P. Huber, S. Laubach, J. Manning

**Assistant Professors:** K. Gill, S. vonDuvillard

The Department of Exercise and Movement Sciences offers a major program leading to the bachelor of science degree in physical education with concentrations in adapted physical education, athletic training, teacher certification N-12 physical education and exercise physiology. (**Note:** Concentrations in dance, aquatics, recreation and leisure and coaching and officiating are currently not active).

In addition to core courses and performance skills, at least one concentration must be completed to meet degree requirements. Field experiences in professional settings are part of the curriculum for all concentrations.

Students seeking certification in both health and physical education are afforded this opportunity through interdisciplinary studies. Minors are offered in athletic training, adapted physical education, dance, exercise physiology, recreation and physical education. Elective courses are offered to satisfy, in part, the general education requirement and to fulfill recreational outlets.

## Assessments and Retention

Providing students continued advisement and academic counseling is of major concern to the Department of Exercise and Movement Sciences. The faculty is also concerned about standards of quality of 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 33 CREDITS

#### Core Courses 25 credits

BIO 118	Basic Anatomy and Physiology*	(4)
PEAC 150	Introduction to the Profession of Movement Science and Leisure Studies	1
PEAC 250	Kinesiology	3
PEAC 251	Standard First Aid and Personal Safety	2
PEAC 252	Cardiopulmonary Resuscitation	1
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

Note: Math 130 and either Chem 131,031 or Phys 110 are also required in GE.

### Movement Science Performance Skills 8 credits

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, 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 (N-12)\* 30 CREDITS

PETC 311	Movement Education	3
PETC 356	Gymnastics	1
PETC 461	Concepts of Coaching	1
Select two from the following:		
PETC 357	Team Handball/Speedball	.5
PETC 358	Softball/Flag Football	.5
PETC 359	Archery/Rec Games	.5
PETC 360	Orienteering/Hiking	.5

#### 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 210	Developmental Psychology**	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 to fulfill general education requirements.

\*\*General Education elective course

†State requirement for certification

Students must have a 2.5 GPA in the major and overall to be eligible for teacher certification. Forms are available in the departmental office for application to the program.

**See the section on Curriculum and Instruction for additional certification requirements.**

Those seeking certification are required to take the National Teachers Exam (NTE) in physical education during their last semester.

HEALTH EDUCATION CERTIFICATION		
ENDORSEMENT		15 CREDITS
This certification program is for physical education teaching majors only.		
CMHL 300	Community Health Education Program Planning	3
CMHL 320	Nutrition	3
CMHL 451	Methods in Health Education	3
CMHL 490	Human Sexuality	3
CMHL 491	Drugs and Health	3

**ADAPTED PHYSICAL EDUCATION\* 12 CREDITS**  
All course prerequisites must be fulfilled.

Required		
PEDA 360	Physical Education for the Orthopedically Handicapped	3
Choose a minimum of 3 credits from following:		
PEDA 362	Physical Education for the Mentally Retarded	3
PEDA 460	Physical Education for the Perceptually Impaired and/or Emotionally Disturbed	3
PEDA 462	Exercise Programs for Older Adults	3
PERE 390	Introduction to Therapeutic Recreation	3
Choose 0-6 credits from the following:		
CODS 367	Sign Language	3
CODS 370	Sign Language II	3
PSY 354	Psychology of Learning	3
SPED 412	Education of Emotionally/Socially Maladjusted	3
SPED 413	Education of Neurologically Impaired	3

\*This concentration is temporarily on hold for departmental review.

ATHLETIC TRAINING CONCENTRATION		
		26 CREDITS**
All department requirements and course prerequisites must be fulfilled.		
PEAT 267	Prevention and Care of Athletic Injuries	3
PEAT 362	Athletic Training Modalities	3
PEAT 363	Advanced Athletic Training	3
PEAT 369	Assessment of Athletic Injuries	3
PEAT 370	Therapeutic Exercise	3
PEAT 467	Fieldwork in Athletic Training	3
PEAT 468	Seminar in Athletic Training	2
PEDA 360	Physical Education for Orthopedically Handicapped	3
CMHL 320	Nutrition**	3

\*All interested students must apply for acceptance into the athletic training concentration during the spring semester of their first year on campus. Details on athletic training concentration admission criteria are available from department advisors.

\*\*General education elective course  
†Teacher certification is recommended in the state of New Jersey to assist in obtaining a job. Licensure in the state of New Jersey is required.

The Athletic Training program is approved by the national governing board of the National Athletic Trainers Association.

EXERCISE PHYSIOLOGY		15 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 320	Nutrition*	3

\*General education elective course  
Note: Upon completing this concentration, students are eligible to take the certification test given by the YMCA or the American College of Sports Medicine.

**MINOR REQUIREMENTS**  
All course prerequisites must be met before admission to minors. Please see advisors for appropriate prerequisites and requirements.

**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 109	Combatives	2
PEEL 200	Target Archery	2
PEEL 201	Badminton	2
PEEL 202	Bowling	2
PEEL 203	Golf	2
PEEL 204	Tennis I	2
PEEL 205	Tennis II	2
PEEL 206	Fencing	2
PEEL 207	Volleyball	2
PEEL 209	Karate I	2
PEEL 210	Karate II	2
PEEL 211	Hatha Yoga	2
PEEL 212	Afro-Caribbean Dance	2
PEEL 213	Folk, Square and Ballroom Dance I	1
PEEL 214	Folk, Square and Ballroom Dance II	1
PEEL 215	Movement Skill Development	2
PEEL 216	Personal Fitness	2
PEEL 217	Horseback Riding	2
PEEL 218	Jogging and Orienteering	2
PEEL 219	Backpacking	2
PEEL 220	Cycling	2
PEEL 221	Basic Skin and Scuba Diving	2
PEEL 222	Racquetball	2
PEEL 223	Aerobics	2
PEEL 250	Personal Movement Analysis	3

Exercise and Movement Sciences General Education Courses		
Required		
PEGE 150	Fitness for Life	3
Electives		
PEAQ 204	Elementary Swimming	2
PEEL 201	Badminton	2
PEEL 203	Golf	2
PEEL 204	Tennis I	2
PEEL 223	Aerobics	2
PEGE 240	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; possible careers that require knowledge about the movement sciences. Students visit various professional sites in the field.

1 credit

### **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 251 Standard First Aid and Personal Safety**

Develops an individual's first aid capabilities. Provides the skills of initial emergency care necessary to sustain and maintain life support until qualified medical personnel arrive. The current American Red Cross instructor's manual and updated tests for standard first aid and personal safety are the bases for the course. Students who successfully complete the course receive a certification from the American National Red Cross.

2 credits

### **PEAC 252 Cardiopulmonary Resuscitation**

The correct techniques of external chest compression and mouth-to-mouth resuscitation are stressed. Students learn to recognize early warning signs, risk factors and symptoms. Students who successfully pass the course, and are positively evaluated by an authorized CPR instructor, receive certification through the American National Red Cross.

1 credit

### **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.

Prerequisites: BIO 118 and PEAC 250

### **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.

Prerequisites: BIO 118 and PEAC 250

### **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 are considered.

Prerequisites: BIO 118, 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: BIO 118, PEAC 150, PSY 110, SOC 110

### **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 198 Basic Conditioning**

Students learn about and experience conditioning programs for fitness and/or various sports activities. Students work with the professor to design a program suitable for their individual needs.

1 credit

**PEAK 200 Beginning Tennis**

Students are introduced to the basic skills of tennis, which enable them to play a limited game.

1 credit

**PEAK 230 Recreational Games**

Development of performance proficiency in bowling. Recreational games include such activities as shuffleboard, quoits, horseshoes, table tennis, frisbee and non-competitive and new games.

1 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 227 Diving**

To equip the individual with the basic fundamentals of diving. Instruction includes forward, back, reverse, inward and twist dives. The coaching and officiating of diving as it pertains to a competitive situation are also included.

1 credit

**PEAQ 228 Synchronized Swimming**

The student learns to perform modern synchronized strokes and stunts. Students experience swimming in rhythm with others to choreographed routines.

1 credit

**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. Water Safety Instructor Certificate is awarded upon successful completion of criteria established by the American Red Cross.

Prerequisite: PEAQ 263

2 credits

**PEAQ 363 Administering and Conducting Recreational Water Activities and Programs**

A study of the various recreational activities conducted at pools, lakes and shore areas. The individual gains an understanding of the water and the types of programs best suited to each environment.

2 credits

**PEAQ 463 Pool Management**

A study of the general principles of pool management. Emphasis on the technical aspects of pool equipment and machinery as well as organizational procedures for directing the pool.

2 credits

**PEAT 267 Prevention and Care of Athletic Injuries**

Lecture and laboratory work concerned with the prevention and care of common athletic injuries: preventing sprains, strains, bruises, friction burns and blisters. Other first aid methods dealing with hemorrhage, fracture and unconsciousness are also covered. The responsibilities and legal limitations of treatment are emphasized.

Prerequisites: BIO 118 and PEAC 250



**PEAT 362 Athletic Training Modalities**

Lecture and laboratory experiences concerned with the rationale, use and application of therapeutic modalities in the rehabilitation of athletic injuries. Each modality is presented with regard to physiological effects on body tissues, therapeutic indications and contraindications and clinical applications.

Prerequisite: PEAT 267

**PEAT 363 Advanced Athletic Training**

Advanced topics and techniques concerned with care, prevention and recognition of athletic injuries. Includes principles and practices of manual muscle testing, the history and organization of the athletic training profession and the administration of athletic training programs as well as journal review.

Prerequisites: PEAT 362 and permission of instructor

**PEAT 369 Assessment of Athletic Injuries**

Lecture and laboratory experiences concerned with the mechanism, etiology, pathology, and evaluation of athletic injuries. Includes clinical signs and symptoms, and techniques in performing appropriate tests and assessment procedures for recognizing athletic injuries.

Prerequisites: PEAT 362, PEAT 363; permission of instructor

**PEAT 370 Therapeutic Exercise**

Lecture and laboratory experiences concerned with the rationale, use and application of exercise in the rehabilitation of athletic injuries, including principles involved with various types of exercise. Basic components of designing and implementing rehabilitation programs including a review of current research.

Prerequisites: PEAT 362 and permission of instructor

**PEAT 467 Fieldwork in Athletic Training**

Culminating practice experience. The student serves as an athletic trainer in a designated local high school under the direct supervision of a certified athletic trainer.

Prerequisites: PEAT 369 and 500 hours of approved clinical experience; permission of instructor

**PEAT 468 Seminar in Athletic Training**

Exposure to medical and surgical procedures in athletic medicine. Lectures by physicians and other health care professionals. Surgical observation and follow-up with physician, therapist and/or patient. Includes observation at allied health care facility.

Prerequisites: PEAT 467 and permission of instructor  
2 credits

**PECO 360 Olympic and Rhythmic Gymnastics**

Advanced skills culminating in the creation of individual routines in competitive events.

Prerequisites: One semester ballet, tumbling and apparatus, or permission of the instructor

**PECO 370 Coaching and Officiating Field Hockey**

Techniques and principles of coaching and officiating field hockey are stressed. Laboratory experiences are provided for officiating and coaching.

Prerequisite: PEAK 261 or permission of the instructor  
2 credits

**PECO 371 Coaching and Officiating Volleyball**

Advanced offensive and defensive team strategies, rules and officiating. Includes laboratory experiences in coaching and officiating. The student is also exposed to various teaching and evaluating techniques.

Prerequisite: PEAK 262 or permission of instructor  
2 credits

**PECO 372 Coaching and Officiating Soccer**

Techniques and principles of coaching and officiating soccer. Laboratory experiences are provided for officiating and coaching.

Prerequisite: PEAK 161 or permission of the instructor  
2 credits

**PECO 373 Coaching and Officiating Basketball**

Fundamental and advanced skills as well as theories of offense and defense are learned by the student. Techniques of officiating, organizing and administering a basketball team in a high school program are stressed.

Prerequisite: PEAK 162 or permission of the instructor  
2 credits

**PECO 374 Coaching and Officiating Softball**

Techniques and principles of coaching and officiating softball are emphasized along with laboratory experience for officiating and coaching.

Prerequisite: PETC 351 or permission of the instructor  
2 credits

**PECO 375 Coaching and Officiating Baseball**

Techniques of coaching, officiating, purchasing and caring for equipment and playing areas are emphasized.

Prerequisite: PETC 358 or permission of the instructor  
2 credits

**PECO 470 Coaching and Officiating Football**

Prepares students for coaching football in high schools. Fundamentals, strategy of offensive and defensive play, purchase and care of equipment and other administrative problems are emphasized.

Prerequisite: Permission of the instructor  
2 credits

**PECO 471 Coaching and Officiating Gymnastics**

Intended for the future coach and/or judge in gymnastics. Film analyses and judging tests are offered.

Prerequisite: PETC 356 or permission of the instructor  
2 credits

**PECO 472 Coaching and Officiating Swimming**

Fundamentals of aquatic activities through analyzing strokes and teaching procedures, planning and officiating swimming meets, organizing and administering an aquatic program.

Prerequisite: PEAQ 204 or permission of the instructor  
2 credits

**PECO 473 Coaching and Officiating Wrestling**

Designed to prepare wrestling officials for certification through classroom and practical application. The areas of team coaching, officiating, recruiting and meet organizing are also included.

Prerequisite: Permission of the instructor  
2 credits

**PECO 474 Coaching and Officiating Tennis**

Designed to make students knowledgeable about the process involved in selecting and coaching a tennis team. In addition, the techniques necessary to become a rated tennis official are included.

Prerequisite: PEAK 264 or permission of the instructor  
2 credits

**PECO 475 Coaching and Officiating Track and Field**

Techniques and methods of coaching and officiating, including laboratory experiences in officiating and evaluation of facilities and equipment.

2 credits

**PECO 476 Organization and Administration of Athletics**

Constructed as a coordinator of all courses dealing with an athletics program. Emphasis on the organization of the program and its administration in relation to all personnel involved.

Prerequisite: Permission of instructor

**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 back-

ground with which to appreciate dance as an audience member. Geared for students without previous dance experience.

**PEDN 275 History of Dance**

A survey course of dance as part of world history from pre-Christian civilization to the present. Studies from the early fifteenth century (when dance manuals first appeared) are emphasized. Participation in Renaissance and Baroque period dances. Readers of Labanotation may use the language of dance as a research method.

**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 281 Modern Dance II**

Continuation of the study of Humphrey-Weidman-Limon school of modern dance. Relates its principles to teaching, performing, recreation and therapy.

2 credits

**PEDN 283 Ballet I**

Theory and performing techniques of classical ballet at the beginning level. Based on the Royal Academy of Dance system of training.

2 credits

**PEDN 284 Ballet II**

Theory and performing techniques of classical ballet at the advanced-beginner level. Based on the Royal Academy of Dance syllabus.

2 credits

**PEDN 288 Modern Jazz Dance Technique**

Theory and performance of modern jazz dance technique.

2 credits

**PEDN 289 Beginning Tap Dance**

A basic course in theory and practice of tap dance and a study of this American art form.

2 credits

**PEDN 376 Dance Performance Workshop I**

Performance on an intermediate/advanced technical level and choreography in a workshop situation. Emphasizes field experience performing, choreographing and producing a dance concert for educational purposes.

Prerequisite: Registration by audition only

2 credits

**PEDN 377 Dance Performance Workshop II**

A continuation of Dance Performance Workshop I. The student takes a role of creative leadership in choreography and production.

Prerequisite: PEDN 376

2 credits

**PEDN 380 Choreography**

Dance composition on a beginning level for teachers, recreation leaders and performers.

Prerequisite: Four credits in modern dance and/or ballet or permission of instructor

**PEDN 381 Advanced Choreography and Dance Production**

Choreography on an advanced level. Study of production techniques for dance. Field experience choreographing and producing a dance concert.

Prerequisite: PEDN 380

**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 440 Dance Exercise Leadership Training**

Prepares students to teach dance classes in schools and recreational organizations. Deals with the "hows" and "whys" of dance movement.

Prerequisite: PEDN 280 or 380 or permission of the instructor  
2 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

**PEED 310 Strategies for Teaching Health and Physical Education**

Focuses on the objectives and philosophy of health and physical education programs in today's elementary schools. Student lesson plans are required. Participation by students in a spectrum of physical education activities. Required for students seeking elementary education certification.

2 credits

**PEEL 109 Combatives**

This course introduces the student to measures of protection aimed at safe-guarding life and limb. Unlike PEEL 209, Karate I, it focuses on escape and avoidance. The student, however, is taught the rudiments of striking, kicking and blocking sensitive areas of the body to initiate attacker discouragement.

2 credits

**PEEL 200 Target Archery**

Development of skill in target archery and a survey of other popular forms of archery.

2 credits

**PEEL 201 Badminton**

Development of skill in badminton, including basic strokes and playing strategy.

2 credits

**PEEL 202 Bowling**

Students learn the aiming approach and delivery for a strike and various techniques involved in picking up spares. The class is conducted at a bowling alley.

2 credits

**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 the various skills in tennis and their applications in a game situation.

2 credits

**PEEL 206 Fencing**

An introduction to skills and techniques of foil fencing.

2 credits

**PEEL 207 Volleyball**

Designed for students with little or no experience with the game. Fundamental skills, strategy and rules are learned.

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 211 Hatha Yoga**

This course introduces students to a variety of Hatha Yoga techniques (i.e., postures, breathing, meditation). Basic yoga philosophy and the benefits which may be derived from doing Hatha Yoga are included.

2 credits

**PEEL 212 African-Caribbean Dance**

A beginning course in African and Caribbean dance forms.

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 215 Movement Skill Development**

This course explores the early stages of skill development.

2 credits

**PEEL 216 Personal Fitness**

A course designed to help students develop a commitment to a lifetime of fitness.

2 credits

**PEEL 217 Horseback Riding**

This course is designed to provide equestrian education in the English style of walk, trot and canter. Also included are stable techniques in grooming, bridling, saddling and care of equipment.

2 credits

**PEEL 218 Jogging and Orienteering**

*Orienteering:* Teaches students how to find their way with a map and compass to a given destination through an unknown area. Physiological and social benefits are discussed. *Jogging:* An introduction to and active participation in jogging. Exercise principles and the mechanics of running presented.

2 credits

**PEEL 219 Backpacking**

Students are introduced to backpacking as a recreational pursuit. Hiking techniques and skills are developed. Surviving in the wilderness is also discussed.

2 credits

**PEEL 220 Cycling**

A course to introduce the fundamentals of bicycle riding and its availability as a low-impact aerobic activity.

2 credits

**PEEL 221 Basic Skin and Scuba Diving**

Designed to provide diving education in the use, care and styles of diving equipment, physiology, physics, dive tables and decompression schedules, first aid and communication. Completion of the course entitles the student to a scuba check-out card. Students desiring the basic certification card issued by the National Association of Skin Diving Schools can fulfill the certification requirements by completing two additional, independent lessons with the instructors.

2 credits

**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 effects of physical conditioning.

2 credits

**PEEL 250 Personal Movement Analysis**

This course is based upon a system established by Rudolf Laban, which brings clarity to the understanding and performance of functional and expressive movement. As a language, Laban Movement Analysis provides an objective vocabulary to observe and describe dynamic qualities of movement, actions of the body, changes in body shape and architectural space. This course is especially helpful to those interested in anthropology, art, communication, dance, education, fitness, psychology, theatre, sociology, writing and management.

**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 386 Graded Exercise Testing and Exercise Prescription**

Theoretical information about the administration and application of graded exercise stress tests.

Prerequisite: PEAK 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: PEEP 386 or permission of instructor

**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 110 and PSY 110

**PEGE 330 Psychology of Sport**

This course entails a look at the psychological principles involved in physical activity and sport. Although the theoretical basis from which the principles derive is considered, 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 concepts 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

**PERE 290 Foundations and Programs in Recreation**

A study of the nature, scope, history and philosophy of recreation, its meanings, the services rendered in various settings, its relationship to allied disciplines and scientific foundations.

**PERE 292 Recreational Leadership**

A study of methods, materials and skills necessary for persons preparing to assume leadership roles in recreational programs.

**PERE 293 Programs in Recreation**

The study of public, voluntary and private recreation programs sponsored by governments, education, industry and other organizations. Considerations are given to administration, financial support, facilities and leadership.

**PERE 294 Camp Counseling**

A study of the nature and duties of counseling in private, municipal and organizational camps. Techniques of group work and the planning, organizing and executing of programs are included.

**PERE 305 Community Recreation**

A study of community recreation with emphasis on history, theory and philosophy; governmental involvement; other social institutions; current principles and practices.

**PERE 306 Recreation Facilities and Management**

A study of the design and management of facilities and areas for leisure enjoyment, including use of existing facilities, feasibility studies, site selection, principles of planning, construction and maintenance procedures.

**PERE 390 Introduction to Therapeutic Recreation**

Provides an in-depth study of therapeutic recreation for the ill and handicapped in various settings. Emphasis on the role of recreation as a means of therapy in rehabilitation. Internship experience is undertaken.

**PERE 482 Leisure Crafts and Activities in Recreation**

A study of leisure crafts through creative activities with a multiplicity of craft media. Focuses on program implementation with various types of groups.

**PERE 490 Organization and Administration of Recreation Programs**

The exploration of major problems and practices in the organization and administration of recreational programs in various settings.

**PERE 491 Fieldwork in Recreation**

An internship that enables the student to observe techniques of and practice in a recreational setting. The student is assigned to a recreation program.

Prerequisites: Completion of concentration courses

**PETC 311 Movement Education**

A different approach toward teaching where 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.

3 credits

**PETC 356 Gymnastics**

This course enables students to develop proficiency in performing, spotting, and analyzing skills on apparatus.

Prerequisite: PEAK 164

1 credit

**PETC 357 Team Handball/Speedball**

This course enables the student to perform skills necessary for the game, as well as analyzing movement skills.

.5 credit

**PETC 358 Softball/Flag Football**

This course enables students to become proficient in performing and analyzing skills for these activities.

.5 credit

**PETC 359 Archery/Rec Games**

Students become proficient in skills for these activities, plus focus on facilitating skill acquisition and analysis.  
.5 credit

**PETC 360 Orienteering/Hiking**

This course enables the student to become proficient in the motor skills and intellectual development necessary for orienteering and hiking.  
.5 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.  
Prerequisite: Admission to teacher certification program

**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.  
Prerequisite: Admission to teacher certification program

**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.

Prerequisite: Admission to teacher certification program; see also Curriculum and Instruction  
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: PETC 397; see also Curriculum and Instruction  
1 credit

**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

**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.

1 credit

## DEPARTMENT OF MATHEMATICS

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**Professors:** E. Goldstein, M. Kaplan, E. Phadia, R. Stevenson

**Associate Professors:** J. Coomes, B. Eastman, M. Jani, S. Maheshwari (chairperson)

**Assistant Professors:** N. Assimakopoulos, S. Hyman, D. Kalish, M. Llarull, C. Mancuso, D. Miller, S. Robinson

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, and to create 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. It is expected that an additional program leading to a bachelor of science degree in mathematics will be offered in the near future. Accordingly, the course requirements may change for the bachelor of arts degree.

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 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 School of Education (see Department of Curriculum and Instruction).

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.

The department has a computer lab for priority use by our majors. In addition, the School 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 will be 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.

Students must complete a **sophomore exam** in keeping with the college policy on assessment of student learning.

## Honors in Mathematics

Students enrolled as mathematics majors may qualify for a degree with honors if they meet the following criteria:

1. a minimum 3.25 GPA overall
2. a minimum 3.70 GPA in mathematics major courses
3. an independent study for credit beyond the degree requirements. The results of this independent study must be presented as a seminar to the department and will form a written thesis resulting in an honor's thesis.

## 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.

# CURRICULUM

## MATHEMATICS TRACK 50-51 CREDITS

MATH 195 Math Lab 3 credits  
(Strongly recommended but not required)

### Required Courses 32 credits

MATH 161	Calculus II	4
MATH 200	Logic and Discrete Mathematics	3
MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 301	Modern Algebra	3
MATH 302	Advanced Calculus	3
MATH 323	Foundations of Geometry	3
MATH 422	Complex Analysis	3
MATH 423	Real Analysis	3
MATH 425	Introduction to Topology	3

### Additional Required Courses 9 credits

ENG 300	Technical Writing	3
or		
ENG 330	Critical Writing	3
CS 140	Computer Science I	3
CS	200-level or above	3

### Electives 9-10 credits

Choose three from the following:

MATH 322	Differential Equations	3
MATH 324	Probability	3
MATH 325	Topics from Applied Math	3

MATH 380	Mathematical Models and Applications	3
MATH 399	Selected Topics	3-4
MATH 401	Applied Algebra	3
MATH 421	Mathematical Statistics	3
MATH 424	Introduction to Numerical Analysis	3
MATH 499	Independent Study	1-3

## APPLIED MATHEMATICS TRACK 51-52 CREDITS

MATH 195 Math Lab 3 credits  
(Strongly recommended but not required)

### Required Courses 33 credits

MATH 161	Calculus II	4
MATH 200	Logic and Discrete Mathematics	3
MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 230	Statistics	4
MATH 322	Differential Equations	3
MATH 324	Probability	3
MATH 325	Topics from Applied Mathematics	3
MATH 380	Mathematical Models and Applications	3
MATH 424	Introduction to Numerical Analysis	3

### Additional Required Courses 9 credits

ENG 300	Technical Writing	3
or		
ENG 330	Critical Writing	3
CS 140	Computer Science I	3
CS	200 level or above	3

### Electives 9-10 credits

Choose three from the following:

MATH 232	Statistical Computing	3
MATH 301	Modern Algebra	3
MATH 302	Advanced Calculus	3
MATH 323	Foundations of Geometry	3
MATH 399	Selected Topics	3-4
MATH 401	Applied Algebra	3
MATH 411	Advanced Discrete Mathematics	3
MATH 421	Mathematical Statistics	3
MATH 422	Complex Analysis	3
MATH 426	Calculus of Variations	3
MATH 499	Independent Study	1-3

## TEACHER CERTIFICATION REQUIREMENTS

Students interested in obtaining teacher certification in mathematics must complete, in addition to one of the Mathematics Track or Applied Mathematics Track, a total of 27 extra credits from courses prescribed by the School of Education (see **Department of Curriculum and Instruction**).

## 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.

For students majoring in business, economics, biology and psychology:

Required Courses		9-11 credits
MATH 120	Finite Math	3
or		
MATH 202	Linear Algebra	
Plus one of the following two groups of courses:		
MATH 130	Elementary Statistics and	3
MATH 150	Applied Calculus I or	3
MATH 160	Calculus I and	4
MATH 161	Calculus II	4

**Electives** 9 credits  
Three additional mathematics courses from the 200 level or higher by advisement.

**STATISTICS MINOR REQUIREMENTS**

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 prepares students to be proficient in statistical techniques useful in their chosen professions.

Required Courses		19 credits
<b>For a Non-Mathematics Major</b>		
MATH 120	Finite Math	3
or		
MATH 202	Linear Algebra	
MATH 150	Applied Calculus I	3
MATH 230	Statistics	4
MATH 232	Statistical Computing	3
MATH 324	Probability	3
MATH 421	Mathematical Statistics	3

<b>For a Mathematics Major</b>		
MATH 230	Statistics	4
MATH 324	Probability	3
MATH 232	Statistical Computing	3
MATH 399	Selected Topics	3
MATH 421	Mathematical Statistics	3
Plus one of the following (by advisement):		
MGT 470	Introduction to Operations Research	3
ECON 211	Economic Statistics II	3

**Note:** These courses cannot be used for both a math major and statistics minor.

COURSES

Unless otherwise noted, all courses are 3 credits.

**MATH 101 College Arithmetic**

This course covers the arithmetic of whole numbers, signed numbers, fractions, decimals and percents, with an emphasis on estimation and problem solving. This is a self-paced course, not a formal lecture course. **Note: Credits for this basic skills course are not applicable toward degree requirements.**

**MATH 105 Preparatory Algebra**

This course covers polynomial arithmetic, factoring, solving equations (linear and quadratic) with applications and graphing. This is a self-paced course, not a formal lecture course. **Note: Credits for this basic skills course are not applicable toward degree requirements.**

**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, introductory combinatorics and applications selected by the instructor.

**MATH 115 College Algebra**

An algebra course with emphasis on the logical development of the subject. Topics include: the algebra of fractions; linear equations and inequalities; exponents; radicals and complex numbers; non-linear equations and inequalities; and graphing linear equations, solving systems of equations, conic sections in standard position with centers at the origin, graphs and operations of functions and inverse functions.

**MATH 116 Precalculus**

This course prepares students for calculus by studying relations, functions and their applications, and graphs. The functions studied include polynomial, rational, exponential, logarithmic and trigonometric functions. Prerequisite: MATH 115 or Department Chairperson's permission

**MATH 120 Finite Mathematics**

An introduction to linear programming and probability for decision making. Topics include linear systems, matrices, the simplex method, and methods and concepts of elementary probability theory with applications to business, economics and social sciences. Some optional topics include: Markov chains, graph theory, networks and game theory. Prerequisite: MATH 115 or equivalent

**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 150 Applied Calculus I**

**(for students majoring in business, economics, psychology and social science)**  
This course covers essential ideas of the calculus: functions, limits, continuity, differentiation, antiderivatives. Business applications are stressed. Trigonometry is not required. May be followed by MATH 161 or MATH 250 to complete one year of calculus. Prerequisite: MATH 115 or equivalent



**MATH 160 Calculus I**

Limit and continuity of functions, derivatives, differentiation of algebraic and trigonometric functions, applications (including related rates and optimization), differentials, antiderivatives; integration, definite and indefinite integrals, Fundamental Theorem of Calculus, numerical integration, applications (area between two curves).

Prerequisite: Math 116

4 credits

**MATH 161 Calculus II**

Applications of the integral. Derivatives and integrals of logarithmic, exponential, inverse trigonometric and hyperbolic functions. Techniques of integration. Infinite series and introduction to the approximation problem with Taylor polynomials.

Prerequisite: MATH 150 or MATH 160

4 credits

**MATH 195 Math Lab**

Elementary linear algebra including systems of equations, matrix operations, matrix inverses, determinants, Cramer's rule and computer applications using a computer algebra system (e.g., Mathematica). Introduction to procedural programming language (e.g., PASCAL) and applications, elementary root finding methods, iteration, recursion, binary trees and graphics.

Prerequisite: MATH 115 or equivalent

**MATH 200 Logic and Discrete Mathematics**

An introduction to rigorous reasoning through logical and intuitive thinking. Topics include formal logic, set theory, proofs, mathematical induction, partial ordering, relations, functions, graph theory and applications.

Prerequisite: MATH 160 or instructor's permission

**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 230 Statistics**

A rigorous course for math and science majors emphasizes: 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.

4 credits

**MATH 232 Statistical Computing**

In this course students solve statistical problems on the computer with the help of statistical packages, such as SAS, BMD, Mstat, 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.

Prerequisites: MATH 230; or MATH 130 and instructor's permission

**MATH 250 Applied Calculus II**

(A continuation of Applied Calculus I for students majoring in business, economics, biology and psychology.)

Topics include elementary differential equations; differentials; applications of integration to probability and statistics; functions of several variables; optimization and Lagrange multipliers.

Prerequisite: MATH 150 or MATH 160

**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

**MATH 302 Advanced Calculus**

An in-depth study of limit, continuity and convergence. Topics include uniform continuity, supremum and infimum of sets, sequences, Cauchy convergence criterion, uniform convergence; infinite series, power series and Fourier Series; Nested Intervals Theorem, Bolzano-Weierstrass Theorem, and Heine-Borel Theorem.

Prerequisites: MATH 200 and MATH 201

**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 (high school) geometry is assumed.

Prerequisites: MATH 161 and MATH 200

**MATH 324 Probability**

A mathematical treatment of probability theory. Topics include probability axioms; combinatorial problems; discrete and continuous sample spaces; random variables; mathematical expectation; probability functions; densities; basic discrete and continuous distribution functions; bivariate densities and distribution functions; marginal and conditional probabilities.

Prerequisites: MATH 161; or MATH 150 and instructor's permission

**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 or instructor's permission

**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 or MATH 120

**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 5 for a selected topic. MATH 399 cannot be credited more than twice, each on a different topic, toward degree requirements.

Prerequisite: Permission of department chair  
1-5 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 or instructor's permission

**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 200 and MATH 380

**MATH 421 Mathematical Statistics**

A theoretical treatment of statistical topics including distribution theory; sampling; point and interval estimation; methods of estimation; properties of estimators; maximum likelihood estimation; 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

**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 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 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 302

**MATH 426 Calculus of Variations**

The study of functionals and function spaces, variation of a functional and the concept of weak and strong extremum. Topics include isoperimetric problem; Lagrange's and Hilbert's problem; Euler's equation and Lagrange multipliers; Hamilton-Jacobi equation and Jacobi's theorem; variational methods in problems of optimal control and the maximum principle.

Prerequisite: MATH 302 and MATH 322

**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.

1-6 credits

# DEPARTMENT OF NURSING

**Professors:** S. DeYoung (chairperson), M. Patrick

**Associate Professors:** C. Bareford, C. Barry, G. Just, D. Maciorowski, C. O'Grady, N. Samarel

**Assistant Professors:** C. Barbarito (half time), J. Bliss, K. Connolly, D. D'Amico, I. Foti, R. Harrison, A. Lynch (half time), C. Mahoney (half time), K. MacMillan (half time), M. McElgunn (half time), P. O'Brien-Barry (half time), R. Sandler (half time), J. Tracy, G. Verchot (half time)

**Instructors:** L. Carney (half time), V. Coyle (half time), C. Hollema

The Department of Nursing is nationally accredited by the National League for Nursing. Its primary mission is the education of students who will serve as professional nursing practitioners in various health care delivery settings. This 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, 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.

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 materials, carrel room, hospital equipment, and supplies for student laboratory experiences.

## Entrance Requirements

In addition to the College's admissions requirements, prospective nursing majors are required to take both a biology and chemistry course, with laboratory, in high school.

Students can 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.

Second baccalaureate degree applicants may be eligible for the two calendar year full-time Accelerated Track in Nursing. Due to limited enrollment, spaces in this track must be reserved through the Nursing Department Chairperson.

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 Nursing Department.

## CURRICULUM

MAJOR COURSES		56 credits
NUR 210	Nursing as a Profession	3
NUR 212	Adaptation Nursing I	3
NUR 213	Adaptation Nursing II	3
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	3
NUR 314	Expanding Family and Adaptation Nursing Laboratory	4
NUR 315	Established Family and Adaptation Nursing Laboratory	4
NUR 316	Family Systems and Adaptation	3
NUR <sup>†</sup>	Nursing Elective	3
NUR 410	Community Systems	2
NUR 411	Professional Practice Theory	3
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
NUR 450	Nursing Research	3

<sup>†</sup>Selected from among NUR 319, 320, 321, 323, 434, 435, 451

<b>COREQUISITE COURSES*</b>		<b>36 credits</b>
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	3
CHEM 031	College Chemistry Laboratory	1
CHEM 132	Organic Biochemistry	3
CHEM 032	Organic Biochemistry Laboratory	1
CMHL 320	Nutrition	3
MATH 130	Elementary Statistics	3
PSY 110	General Psychology	3
PSY 210	Developmental Psychology	3

\*Note: Degree requirements not listed (36) include additional general education courses.

The following courses are designed for licensed graduate nurses only.

NUR 218	Physical Assessment	1
NUR 219	Nursing Technologies	1
NUR 322	Adaptation of Client in a Family Framework	4
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

### NUR 214 Adaptation Nursing I Laboratory

Building on theory presented in NUR 212 and laboratory content, assessment techniques and basic nursing activities emphasize the one-to-one relationship between student and client with a focus on wellness and illness prevention.

Prerequisites: BIO 113, 170 and PSY 210

Taken concurrently with NUR 212

2 credits (6 laboratory hours)

### NUR 215 Adaptation Nursing II Laboratory

Building on class theory from NUR 213, students practice in a clinical setting which provides for care of the 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 wellness.

1 credit

### NUR 219 Nursing Technologies

Building on class 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

### 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

**NUR 319 Children with Cancer: Nursing Role in Adaptation**

Nursing elective which focuses on the nursing role in adaptation for children with cancer and their families in the acute, long-term or terminal phases of the illness.

Prerequisites: NUR 312, 314, 316, BIO 312

**NUR 320 Nursing Promotion of Adaptation in the Elderly**

Nursing elective course focuses 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 321 Women's Health and Adaptation Nursing**

Nursing elective which 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.

Prerequisite: NUR 312

**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.

Co- or prerequisites: NUR 316

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 and either NUR 312 or NUR 313

**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, 414 and 450

**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, 414 and 450

**NUR 416 Senior Seminar**

Students select and research a current professional nursing issue and present the topic in seminar format to the class.

Prerequisites: NUR 410, 412, 414, and 450

1 credit

**NUR 417      Community Health Adaptation  
Nursing Laboratory**

Laboratory course designed for the RN student. It 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 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 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.

Prerequisites: NUR 410, 412, 414

**NUR 435      Adaptation of the HIV+ Client**

Nursing elective which focuses on the nursing role in adaptation to changes accompanying infection with human immuno-deficiency virus (HIV). Students provide personal and health educational support to an HIV+ individual who is functioning independently in the community.

Prerequisites: NUR 410, 412, 414

**NUR 450      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 300-level nursing courses

**NUR 451      Concepts of Nursing Administration**

Nursing elective course designed to assist the professional nurse in using current management theory and strategy to investigate and approach the unique issues and problems in nursing health care management. Potential conflict areas in health care management are identified as they impact on the nurse manager's role and responsibilities.

Prerequisites: Completion of 300-level nursing courses

**NUR 499      Independent Study**

An opportunity to pursue areas of nursing interest.

As approved and to be arranged.

1-6 credits

## Administration

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To be named

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 Mathematical Association of America  
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Metropolitan New York College Placement Officers Association  
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 Middle States Association of Colleges and Schools  
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 Mid-Atlantic Placement Association  
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 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  
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 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 Council for Accreditation of Teacher Education  
 National League for Nursing  
 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 Womens' Educators  
 New Jersey College Basketball Coaches Association  
 New Jersey Marine Science Consortium  
 New Jersey Placement Group  
 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  
 Public Relations Society of America  
 Society for College and University Planning  
 Sonneck Society of American Music  
 Speech Communications Association  
 Tri-County Chamber of Commerce

## Faculty and Professional Staff

**Ellsworth J. Abare**, Associate Professor, Special Education and Counseling. B.A., University of California at Davis; M.A., Teachers College, Columbia University. Appointed February 1967.

**Diane Ackerman**, Information Systems Analyst, Enrollment Management. B.A., William Paterson College. Appointed January 1979.

**Angela M. Aguirre**, Professor, Languages and Cultures. B.A., M.Phil., CUNY; M.A., Queens College; Ph.D., CUNY. Appointed September 1980.

**Hugh Aitken**, Professor, Music. B.S., M.S., Juilliard School of Music. Appointed September 1970.

**Laura Aitken**, Professor, Curriculum and Instruction. B.A., Colby College; M.A., Wellesley College; M.S., New York University; Ph.D., Fordham University. Appointed September 1970.

**Louise Albers**, Job Location and Development Coordinator, Career Services. B.A., William Paterson College; M.S., New Jersey Institute of Technology. Appointed December 14, 1992.

**Jeffrey Albies**, Associate Director, Athletics. B.S., Long Island University; M.S., Hunter College, CUNY. Appointed January 1978.

**Abdolmaboud Ansari**, Associate Professor, Sociology. B.A., Teacher's College; M.A., Tehran University; Ph.D., New School for Social Research. Appointed March 1986.

**Peter M. Appelbaum**, Assistant Professor, Curriculum and Instruction. B.A., Wesleyan University; M.A., Duke University; M.A., Ed.D., University of Michigan. Appointed September 1993.

**Nick Assimakopoulos**, Assistant Professor, Mathematics. M.S., National University of Athens. Appointed September 1968.

**Richard Atnally**, Professor, English. B.A., St. John's University, Ph.D., University of Florida. Appointed August 1975.

**Cordelza Bailey**, Assistant Director, EOF Program. B.A., Drew University; M.A., Ohio State University. Appointed April 1990.

**James D. Baines**, Professor, Educational Leadership. B.A., Southwestern University; M.A., Baylor University, Ph.D., Tulane University. Appointed September 1970.

**A. Elsie Baires**, Assistant Director, Admissions. B.A., Montclair State College. Appointed March 1988.

**Barbara Bakst**, Director of Public Information, Department of College Relations. B.A., Saint Lawrence University. Appointed December 1980.

**Vincent Baldassano**, Assistant Professor, Educational Leadership. B.A., M.A., Jersey City State College; M.A., Newark State College; Ed.D., Teachers College, Columbia University. Appointed September 1970.

**Jane Bambrick**, Librarian 2. B.A., College Misericordia; M.L.S., Rutgers University. Appointed October 1970.

**Monique Barasch**, Assistant Professor, Languages and Cultures. Baccalaureate, Paris; M.A., Rutgers University; Ph.D., New York University. Appointed September 1979.

**Colleen Barbarito**, Assistant Professor (half time), Nursing B.S., William Paterson College; M.S., M.S.N., Seton Hall University, Ed.D., Teacher's College, Columbia University. Appointed September 1984.

**Tobias J. Barboza**, Head Athletic Trainer. B.S., Springfield College; M.S., SUNY Albany. Appointed August 1974.

**Connie Bareford-Gleim**, Associate Professor, Nursing. B.A., B.S.N., SUNY Binghamton; M.A., Ph.D., New York University. Appointed September 1987.

**Julie Barrier**, Assistant Director, Continuing Education. B.A., Upsala College; M.A., Kean College; Ed.S., Rutgers University. Appointed October 1985.

**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.

**James Barszcz**, Assistant Professor, English. B.A., Ph.D., Rutgers University; M.A., Indiana University. Appointed September 1990.

**Richard Bartone**, Assistant Professor, Communication. B.F.A., M.A., Ph.D., New York University. Appointed September 1989.

**Mary P. Baumgartner**, Assistant Professor, Sociology. B.A., M.Phil., M.A., Ph.D., Yale University. Appointed September 1993.

**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.

**Edward Bell**, Professor, Educational Leadership. B.S., Ohio State University; M.A., New York University; Ed.D., Fordham University. Appointed September 1975.

**Robert Benno**, Professor, Biology. B.S., M.S., Tulane University; Ph.D., University of Iowa. Appointed September 1982.

**Vishwa Bhat**, Assistant Professor, Communication Disorders. B.S., M.S., University of Mysore; Ph.D., University of Texas. Appointed October 1989.

**Robert Bing**, Associate Professor, Accounting and Law. A.B., Rutgers University; J.D., Georgetown University. Appointed September 1974.

**Julie Beshore-Bliss**, Assistant Professor, Nursing. B.S., University of Northern Colorado; M.A., M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1989.

**Richard Blonna**, Associate Professor, Health Science. B.S., William Paterson College; M.A., Seton Hall University; Ed.D., Temple University. Appointed September 1986.

**Leonard Bogdon**, Director, Data Processing. B.S., King's College., M.P.A., Rutgers University. Appointed October 1981.

**Stephen Bolyai**, Associate Vice President for Business Services and Controller, Administration and Finance. B.A., Northeastern University; M.B.A., Fairleigh Dickinson University. Appointed February 1988.

**Sherle Boone**, Professor, Psychology. B.A., North Carolina Central University; Ed.M., Ed.D., Rutgers University. Appointed September 1975.

**William Boos**, Assistant Professor, Philosophy. B.A., M.A., Ph.D., University of Wisconsin; Ph.D., University of Chicago. Appointed September 1993.

**Michael R. Boroznoff**, Assistant Registrar. B.A., William Paterson College. Appointed September 1976.

**Richard Bradberry**, Director, Library. B.S., Alabama State University; M.S., Atlanta University; Ph.D., University of Michigan. Appointed July 1992.

**Claudia Broglio**, Managing Assistant Director, Human Resources. B.A., Montclair State College. Appointed April 1985.

**Paulette Brower-Garrett**, Assistant Director Advise-ment Center. B.A., Drew University; M.A., Seton Hall University. Appointed April 1988.

**James Andrew Brown**, Associate Professor, Art. B.F.A., Calvin College; M.F.A., Western Michigan University. Appointed September 1982.

**Stephen L. Bryant**, Associate Professor, Music. B.M., Oberlin College; M.A., William Paterson College; M.M., University of Michigan. Appointed September 1989.

**Edward Burns**, Associate Professor, English. B.A., Brooklyn College, CUNY; Ph.D., City University of New York. Appointed September 1989.

**Joseph Caffarelli**, Associate Director, Residence Life. B.A., M.A., Montclair State College. Appointed February 1990.

**Robbie Cagnina**, Director, Affirmative Action. B.A., M.A., Rutgers University. Appointed January 1984.

**Francis F. Cai**, Assistant Professor, Economics and Finance. 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.

**Robert F. Callahan**, Professor, Biology. B.S., Iona College; M.S., Ph.D., Fordham University. Appointed January 1966.

**Linda P. Carney**, Instructor (half time), Nursing. B.S., Rutgers University, M.A., New York University. Appointed September 1993.

**Charles Carter**, Assistant Professor, Curriculum and Instruction. B.A., Wheaton College; M.A., University of Michigan; Ph.D., University of Toledo. Appointed September 1993.

**Anthony Cavotto**, Director, Auxiliary Services, Student Center. B.A., M.B.A., William Paterson College. Appointed September 1976.

**Maya Chadda**, Professor, Political Science. B.A., Bombay University; M.A., New York University; Ph.D., New School for Social Research. Appointed September 1977.

**Jerome P. Chamberlain**, Associate Professor, Communication. B.A., Indiana University; M.A., New School for Social Research. Appointed September 1977.

**Shirley Chambers-McFarlane**, Assistant Director of Financial Aid. B.A., William Paterson College. Appointed October 1989.

**Shirley Cheetham**, Academic Computing Support Specialist, School of Science and Health. B.SC., University of East Anglia. Appointed November 1988.

**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**, Associate Professor, Biology. B.A., Ph.D., University of Virginia. Appointed September 1985.

**Elena G. Chopek**, Associate Professor, Communication Disorders. B.A., Montclair State College; M.A., Ed.D., Teachers College, Columbia University. Appointed September 1968.

**Ronald Christensen**, Assistant Director, Admissions. B.S., Fairleigh Dickinson University, M.A., Central Michigan University. Appointed July 1989.

**Ann Ciliberti**, Librarian I, Head of Collection Development. B.A., Hamilton College; M.S. and 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**, Program Assistant, Shea Center for Performing Arts. Appointed September 1988.

**Ana Class-Rivera**, Director, Educational Opportunity Fund Program. B.A., St. Peter's College; M.A., Jersey City State College. Appointed October 1984.

**Daniel Cleary**, Electronic Technician, Communication. B.A., William Paterson College. Appointed February 1988.

**Anthony Coletta**, Professor, Curriculum and Instruction. B.A., William Paterson College; M.A., Seton Hall University; Ph.D., University of Connecticut. Appointed September 1973.

**Sheila Collins**, Associate Professor, Political Science. B.A., Carleton College; M.A., Columbia University; Ph.D., The Union Institute. Appointed September 1990.

**Murray Colosimo**, Instructor (half time), Music. B.M., M.M., M.Ed., Manhattan School of Music. Appointed September 1990.

**Kathleen A. Connolly**, Assistant Professor, Nursing. B.S., Georgetown University; M.Ed., Teachers College, Columbia University. Appointed September 1975.

**Theodore Cook**, Associate Professor, History. B.A., Trinity College; M.A., University of London; Ph.D., Princeton University. Appointed September 1988.

**Judith A. Coomes**, Associate Professor, Mathematics. B.A., Montclair State College; M.S., University of Toledo. Appointed September 1966.

**Gilbert Correa**, Assistant Director, Campus Activities. M.A., Hunter College; B.A., Fordham University. Appointed September 1991.

**Vicki Lynn Coyle**, Instructor (half time), Nursing. B.S., Trenton State College; M.S.N., Rutgers University. Appointed January 1990.

**Scott Crain**, Electronic Technician, Communication. B.A. William Paterson College. Appointed July 1988.

**Joanne Cunningham**, Assistant Professor, African, African-American and Caribbean Studies. B.A., M.A., Ed.D., Rutgers University. Appointed September 1992.

**Marina Cunningham**, Assistant Director, Continuing Education. B.A., University of Illinois; Ph.D., Northwestern University. Appointed January 1988.

**Carol D'Allara**, Assistant Director, Recreation Services. B.A. Lehman College, CUNY; M.Ed. Utah State University. Appointed September 1988.

**Nicholas D'Ambrosio**, Associate Professor, Curriculum and Instruction. B.A., M.A., Montclair State College. Appointed September 1958.

**Donita D'Amico**, Assistant Professor, Nursing. B.S., William Paterson College; Ed.M., Teachers College, Columbia University. Appointed September 1977.

**Georgia Daniel**, Director, Financial Aid. B.A., M.A., University of Toledo. Appointed March 30, 1992.

**Alice Davis**, Associate Director, Human Resources. B.A., M.S., Rutgers University. Appointed June 1988.

**Roy G. Davis**, Associate Professor, Accounting and Law. B.S., Washington and Lee University; M.B.A., Rutgers University; New Jersey CPA. Appointed September 1972.

**Alice Deakins**, Associate Professor, English. B.A., Whitworth 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.

**Leo DeBartolo**, Director of Admissions. B.A., Saint Michael's College; M.Ed., University of Vermont; M.A., New School for Social Research. Appointed October 1987.

**Elizabeth DeGroot**, Professor, English. B.A., M.A., Ph.D., New York University. Appointed September 1961.

**Patricia Delehanty**, Women's Basketball Coach. B.S., Rutgers University. Appointed August 1986.

**David Demsey**, Associate Professor, Music. B.S., University of Maine, M.M., Juilliard School, D.M.A., Eastman School of Music. Appointed September 1992.

**Danielle Desroches**, Associate Professor, Biology. B.A., Hunter College, CUNY; M.A., Ph.D., City University of New York. Appointed September 1981.

**Raymond J. DesRoches**, Professor, Music. B.A., M.M., Manhattan School of Music. Appointed September 1970.

**Sandra De Young**, Professor, Nursing. B.S.N., Fairleigh Dickinson University; M.A., Ed.M., Ed.D., Teachers College, Columbia University. Appointed September 1985.

**Rosa Diaz**, Assistant to Vice President, Enrollment Management and Student Services. B.A., Montclair State College; M.A., Syracuse University. Appointed June 1990.

## DIRECTORIES

**Sheridan L. Dodge**, Assistant Professor, Environmental Science/Geography. B.A., Dartmouth College; M.A., Boston University; Ph.D., Michigan State University. Appointed September 1993.

**Gopal C. Dorai**, Professor, Economics and Finance. B.A., Panjab University; M.A., University of Delhi; Ph.D., Wayne State University. Appointed September 1974.

**Mildred I. Dougherty**, Associate Professor, Curriculum and Instruction. B.Ed., University of Alberta; M.A., William Paterson College; Ed.D., Rutgers University. Appointed September 1968.

**Michael Driscoll**, Director, Alumni Affairs. B.A., William Paterson College; M.A., Seton Hall University. Appointed August 1982.

**William Duffy**, Librarian 1. A.B., Seton Hall University; M.L.S., Rutgers University. Appointed March 1980.

**Harold Dunn**, Electronic Technician, Communication. Appointed May 1988.

**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.

**Ana N. Eapen**, Professor, Economics and Finance. B.S., University of the Philippines; M.A., Ph.D., University of Michigan. Appointed September 1973.

**Arthur Eason**, Director, Athletics. B.A., Montclair State College; M.A., William Paterson College. Appointed September 1970.

**Beatrice E. Eastman**, Associate Professor, Mathematics. B.A., Vassar College; M.A., New York University; M.A., Hunter College CUNY; Ph.D., Fordham University. Appointed September 1977.

**Melvin A. Edelstein**, Professor, History. B.A., University of Chicago; M.A., Ph.D., Princeton University. Appointed September 1973.

**Catarina T. F. Edinger**, Associate Professor, English. B.A., M.A., Ph.D., University of Sao Paulo. Appointed September 1985.

**Nancy Einreinhofer**, Gallery Director. B.A., M.A., William Paterson College. Appointed September 1980.

**Vilma Elliott**, Assistant Director of EOF. B.A., M.A., Hunter College. Appointed October 1991.

**Robin Endicott**, Assistant Director, Alumni Affairs. B.A. Dickinson College. Appointed June 1990.

**Mark Evangelista**, Registrar. B.A., M.Ed., William Paterson College. Appointed September 1970.

**Douglass Evans**, Assistant Professor, Communication. B.S., West Virginia State College; M.S., Indiana University; M.A., Teachers College, Columbia University. Appointed September 1982.

**Mitchell Fahrner**, Director, Student Center. B.A., Temple University; M.A. Indiana University of Pennsylvania. Appointed May 1988.

**Diane Falk**, Assistant Professor, Music. B.A., Montclair State College; M.A., Columbia University; Ed.D., Teachers College, Columbia University. Appointed September 1992.

**Timothy W. Fanning**, Associate Vice President for Administration. B.A., M.A., Montclair State College. Appointed August 1971.

**Leslie Farber**, Instructor, Art. B.A., M.F.A., University of Michigan. Appointed September 1986.

**Ming Fay**, Associate Professor, Art. B.F.A., Kansas City Art Institute; M.F.A., University of California at Santa Barbara. Appointed September 1985.

**Joan T. Feeley**, Professor, Curriculum and Instruction. B.A., College Misericordia; M.S., Hunter College CUNY; Ph.D., New York University. Appointed September 1971.

**Richard Felton**, Internal Auditor. B.A., Bloomfield College; M.B.A., Manhattan College. Appointed July 1987.

**Terence R. Finnegan**, Assistant Professor, History. B.A., M.A., Marquette University, Ph.D., University of Illinois - Urbana. Appointed September 1993.

**Paul D. Finney**, Assistant Professor, Music. B.S., M.S., University of Illinois. Appointed September 1965.

**James G. Fitzsimmons**, Associate Professor, Curriculum and Instruction. B.A., Montclair State College; M.A., William Paterson College; M.A., University of Oklahoma; M.A., Columbia University. Appointed September 1966.

**Charley Flint**, Associate Professor, Sociology. B.S., North Carolina A & T State University; M.A., Ph.D., Rutgers University. Appointed September 1984.

**Richard A. Foley**, Professor, Music. B.M. Oberlin College; M.A., Columbia University; D.M.A., University of Michigan. Appointed September 1973.

**Donato D. Fornuto**, Professor, Music. B.A., City College, CUNY; M.A., Hunter College, CUNY; Ed.D., Teachers College, Columbia University. Appointed September 1967.

**Ignatia E. Foti**, Assistant Professor, Nursing. B.S., St. John's University; M.A., New York University. Appointed January 1975.

**Dona Fountoukidis**, Director of Planning, Research and Evaluation. B.A., Allegheny College; M.A., University of Michigan; Ed.D., Rutgers. Appointed October 1985.

**Dianne Franconeri**, Newswriter/Media Specialist, Office of Public Information, Department of College Relations. B.A., Duquesne University; M.A., University of Notre Dame. Appointed October 1988.

**Marie-Louise Friquegnon**, Associate Professor, Philosophy. B.A., Barnard College; M.A., Ph.D., New York University. Appointed September 1969.

**Pamela Fueshko**, Executive Assistant for Administration and Finance. B.A., M.A., William Paterson College. Appointed September 1978.

**Gerald Gallagher**, Head Football Coach/Academic Coordinator. B.A., William Paterson College. Appointed July 1989.

**Donald Garcia**, Associate Professor, Music. B.M., Sanford University; M.M., Southern Baptist Theological Seminary; B.S., M.S., Juilliard School of Music. Appointed September 1971.

**Elaine Gardiner**, Dean, School of Humanities, Management and Social Sciences, Professor, English. B.A., Washington College; M.A., Ph.D., Ohio University. Appointed August 1992.

**E. Eileen Gardner**, Assistant Professor, Biology. B.S., Northwestern University; Ph.D., University of Texas, Austin. Appointed September 1987.

**Henry Gardner**, Assistant Vice President for Minority Education. B.S., Kent State University; M.S. and Ed.D., Indiana University. Appointed June 14, 1993.

**Cathryn Lea Gaur**, Director, Speech and Hearing Clinic. B.S., M.A., Louisiana State University. Appointed March 1992.

**Louis Gaydosh**, Associate Professor, Computer Science. B.A., M.A., Ph.D., Fordham University. Appointed January 1979.

**Judith Gazdag**, Director, Academic Advisement Center. B.A., M.A., Montclair State College. Appointed July 1980.

**Carole E. Gelfer**, Assistant Professor, Communication Disorders. B.A., State University College at Cortland; M.A., Hunter College; Ph.D., City University of New York. Appointed September 1988.

**Gary Gerardi**, Associate Professor, Chemistry/Physics. B.S., Manhattan College; M.P.S., Ph.D., St. John's University. Appointed September 1977.

**Timothy Gerne**, Professor, Curriculum and Instruction. A.B., St. Peter's College; M.A., Seton Hall University; Ed.D., New York University. Appointed September 1966.

**Arvin Ghosh**, Associate Professor, Economics and Finance. M.A., Calcutta University; M.A., University of Wisconsin; Ph.D., City University of New York. Appointed September 1984.

**Katherine Gill**, Assistant Professor, Exercise and Movement Sciences. Ph.D., Florida State University. Appointed September 1990.

**Deborah Gilleran**, Writer/Editor, Office of Publications, Department of College Relations. B.A., Montclair State College; M.A., Rutgers University. Appointed November 1992.

**Barbara Gillespie**, Nurse, Student Services. R.N., Paterson General Hospital School of Nursing. Appointed September 1982.

**Ronald Glassman**, Professor, Sociology. B.A., Queens College; M.A., Ohio State University; Ph.D., New School for Social Research. Appointed September 1979.

**Kenneth Gold**, Assistant Professor, Communication. B.A., University of Connecticut, M.S., Boston University. Appointed September 1992.

**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**, Associate Professor, Special Education and Counseling. B.A., Syracuse University; M.A., George Washington University; Ph.D., Yeshiva University. Appointed September 1983.

**Janice Golojuch**, Assistant Professor, Art. A.A.S., State University of New York Technical College, B.A., M.A., State University of New York, M.F.A., Syracuse University. Appointed September 1992.

**Bradley Gooch**, Assistant Professor, English. B.A., M.A., Ph.D., Columbia University. Appointed September 1992.

**Cynthia Gramlich-Covello**, Head Field Hockey and Softball Coach. B.A., William Paterson College. Appointed October 1987.

**Barbara M. Grant**, Professor, Curriculum and Instruction. B.S., William Paterson College; M.Ed., University of Virginia; Ed.D., Teachers College, Columbia University. Appointed September 1963.

**Neil G. Grant**, Professor, Biology. B.S., University of Illinois; Ph.D., University of North Carolina. Appointed September 1977.

**Will B. Grant**, Professor, Theatre. B.S., Southern Illinois University; M.A., University of Washington; Ph.D., Cornell University. Appointed September 1970.

**Judith Green**, Professor, Psychology. A.B., Bard College; Ph.D., University of Rochester School of Medicine. Appointed September 1977.

**George Gregoriou**, Associate Professor, Political Science. B.A., Ph.D., New York University. Appointed September 1968.

**Reginald Grier**, Associate Professor, Accounting and Law. B.A., City College, CUNY; M.S.C., Ed.D., George Washington University. Appointed September 1981.

**Joanne Griffin**, Accountant 1, Business Services. B.S., Montclair State College. Appointed February 1980.

**Frank Grippo**, Associate Professor, Accounting and Law. B.A., Seton Hall University; M.B.A., Fairleigh Dickinson University; New Jersey C.P.A. Appointed September 1979.

**Joan Griscom**, Instructor (half time), Women's Studies. B.A., Vassar College; M.A., University of Minnesota; M.R.E., Union Theological Seminary; Ph.D., New York University. Appointed September 1987.

**Michele Grodner**, Associate Professor, Health Science. B.A., Rutgers University; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1987.

**Carol S. Gruber**, Professor, History. B.A., Brandeis University; M.A., Ph.D., Columbia University. Appointed January 1977.

**Bruce A. Gulbranson**, Professor, Theatre. B.S., New Bedford Institute of Textiles and Technology; M.A., University of Virginia; M.S., Institute of Textile Technology; Ed.D., Teachers College, Columbia University. Appointed September 1966.

**Nan Guptill**, 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 Professor, English; Director, General Education. B.A., Amherst College; M.A., Ph.D., Rutgers University. Appointed September 1984.

**Michael Hailparn**, Professor, Philosophy. B.A., Fresno State College; M.A., Ed.D., Teachers College, Columbia University. Appointed September 1965.

**Stephen K. Hall**, Dean, School of Science and Health, Professor, Chemistry. B.A., International Christian University, Tokyo, Japan; M.A., University of Toronto, Toronto, Canada; Ph.D., University of Pittsburgh. Appointed June 1994.

**Linda Hamalian**, Professor, English. B.A., M.A., City College, CUNY; Ph.D., Temple University. Appointed September 1984.

**Sally N. Hand**, Professor, English. B.A., University of Georgia; M.A., Florida State University; Ph.D., New York University. Appointed September 1964.

**Sharon R. Hanks**, Professor, Biology. B.A., Scripps College; M.S., Ph.D., Rutgers University. Appointed September 1974.

**Cinzia Hannibal**, Assistant Director of Transfer Admissions. B.A., Andres Bello Catholic University, Venezuela. Appointed September 1990.

**Berch Haroian**, Professor, Economics and Finance. 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.

**Ruth Harrison**, Assistant Professor, Nursing. B.S.N., University of San Francisco; M.A., New York University. Appointed September 1989.

**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.

**Thomas B. Haver**, Associate Professor, Psychology. B.S., Seton Hall University; M.A., New York University. Appointed February 1967.

**Suzanne Law Hawes**, Professor, Health Science. Seton Hill College; B.S., Columbia University; M.A., Teachers College, Columbia University; Ed.D., Rutgers University. Appointed July 1978.

**John David Haxton**, Professor, Art. B.A., University of South Florida; M.F.A., University of Michigan. Appointed September 1974.

**Joanna Hayden**, Assistant Professor, Health Science. B.A., M.A., Montclair State College; Ph.D., New York University. Appointed September 1990.

**Leola G. Hayes**, Professor, Special Education and Counseling. B.S., Winston-Salem University; M.S., City University of New York; Professional Diploma, Teachers College, Columbia University; M.A., Ph.D., New York University. Appointed September 1964.

**Thomas Heinzen**, Assistant Professor, Psychology. B.S.G.S., Rockford College; Ph.D., CUNY. Appointed September 1991.

**Hollie Heller-Ramsay**, Assistant Professor (half time), Art. B.S., University of Delaware; M.F.A., Rochester Institute of Technology. Appointed September 1989.

**Karen J. Hilberg**, Assistant Director, Recreational Services. B.S., University of New Hampshire; M.S., Indiana University. Appointed 1992.

**Ann J. Hill**, Librarian 2. B.A., Cornell University; M.L.S., Rutgers University. Appointed March 1986.



**Joseph Vinson Hill**, Assistant Professor, Music. B.A., Dartmouth College. Appointed January 1977.

**Charles Hirschkind**, Accountant 3, Business Services. B.A., Saint John's University; M.B.A., Baruch College. Appointed February 1988.

**David Horton**, Assistant Professor (half time), Art. B.F.A., M.A., Ohio State University. Appointed September 1983.

**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.

**Ching Yeh Hu**, Professor, Biology. B.S., Taiwan Agriculture College; M.S., Ph.D., West Virginia University. Appointed September 1969.

**Erh-Wen Hu**, Associate 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.

**Patricia A. Huber**, Associate Professor, Exercise and Movement Sciences. B.S., M.Ed., North Texas State University; Ed.D., Columbia University. Appointed September 1968.

**Lenore B. Hummel**, Professor, Special Education and Counseling. B.S., Queens College; M.A., Ed.D., Teachers College, Columbia University. Appointed September 1960.

**Jane Hutchison**, Librarian 1. B.A., North Carolina State University; M.L.S., University of North Carolina. Appointed December 1982.

**Stella Hyman**, Assistant Professor, Mathematics. B.S., Syracuse University; M.S., New York University. Appointed September 1968.

**Allen Isaacson**, Associate Professor, Biology. B.S., City College, CUNY; M.A., Harvard University; Ph.D., New York University. Appointed September 1969.

**Anthony Izzo**, Accountant 1, Business Services. B.S., Rider College. 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.

**Mahendra Jani**, Associate Professor, Mathematics. B.S., Gujarat University; M.S., Ph.D., City University of New York. Appointed September 1980.

**Amy G. Job**, Librarian 1. B.A., M.A., Montclair State College; M.L.S., Rutgers University. Appointed September 1968.

**Jacob Johnson**, Assistant Director, Admissions. B.A., Ithaca College. Appointed December 1986.

**Walter Johnson**, Assistant Vice President for Administration and Finance. B.S., Howard University; M.B.A., Rutgers University. Appointed February 1988.

**Leslie A. Jones**, Assistant Professor, African, African-American and Caribbean Studies. B.A., M.A., St. John's University. Appointed September 1970.

**John S. Jordan**, Associate 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**, Assistant Professor, Community Health. B.A., Skidmore College; M.A., Ph.D., New York University. Appointed September 1992.

**Gloria Just**, Associate Professor, Nursing. B.S., Upsala College/Mountainside Hospital; M.A., Ed.M., Teachers College, Columbia University; Ph.D., New York University.

**Diana Kalish**, Assistant Professor, Mathematics. B.A., Brooklyn College, CUNY; M.A., Yeshiva University; Ph.D., CUNY. Appointed September 1985.

**Meryle Kaplan**, Coordinator, Women's Center. B.A., Douglass College; M.A., University of Connecticut; Ph.D., Columbia University. Appointed October 1992.

**Meyer Kaplan**, Professor, Mathematics. B.A., Hunter College, CUNY; M.A., Adelphi College; Ph.D., Stevens Institute of Technology. Appointed September 1969.

**Rochelle Kaplan**, Assistant Professor, Curriculum and Instruction. B.A., Brooklyn College; M.A., New York University; Ph.D., CUNY. Appointed September 1988.

**Leandro Katz**, Assistant Professor, Communication. B.A., Universidad Nacional Buenos Aires. Appointed September 1987.

**Erin Kelleher**, Assistant Director of Career Services. B.A., Western New England College; M.Ed., Springfield College. Appointed January 1992.

**Ki Hee Kim**, Professor, Marketing and Management Sciences. B.A., Dan Kook University; M.A., Ph.D., University of Texas. Appointed September 1980.

**Gary Kirkpatrick**, Professor, Music. B.M., Eastman School of Music; Artist's Diploma, Academy for Music and Dramatic Arts, Vienna. Appointed September 1973.

**Robert J. Kloss**, Professor, English. B.S., Pennsylvania State University; M.A., Ph.D., Columbia University. Appointed September 1969.

**Emroy Knaus**, Assistant Professor, Marketing and Management Sciences. B.S., Washington University; M.G.A., Harvard Graduate School of Business Administration; Ph.D., University of Pennsylvania. Appointed September 1992.

**Daniel Kolak**, Assistant Professor, Philosophy. B.A., M.A., Ph.D., University of Maryland. Appointed September 1989.

**Henry Krell**, Dean of Students. B.S., Utah State University; M.A., University of Connecticut. Appointed February 1992.

**Jeffrey Kresky**, Professor, Music. B.A., Columbia College; M.F.A., Ph.D., Princeton University. Appointed September 1973.

**Neil Kressel**, Associate Professor, Psychology. B.A., M.A., Brandeis University; M.A., Ph.D., Harvard University. Appointed September 1985.

**Barbara Kurek**, Assistant Director, Financial Analysis. B.A., William Paterson College. Appointed September 1978.

**Susan Kuveke**, Associate Professor, Special Education and Counseling. B.S., SUNY Oneonta; M.Ed., University of Illinois; Ph.D., Yeshiva University. Appointed September 1974.

**Stanley Kyriakides**, Professor, Political Science. A.B., Brooklyn College, CUNY; M.B.A., Ph.D., New York University. Appointed September 1965.

**Sung Y. La**, Professor, Chemistry/Physics. B.S., West Virginia Wesleyan College; M.A., University of Connecticut; Ph.D., University of Connecticut. Appointed September 1968.

**Susan A. Laubach**, Associate Professor, Exercise and Movement Sciences. B.S., Douglass College; M.Ed., Rutgers University; Ed.D., Teachers College, Columbia University. Appointed September 1966.

**Martin M. Laurence**, Professor, Economics and Finance. B.S., Columbia University; M.B.A., Ph.D., New York University. Appointed September 1970.

**Alan H. Lazarus**, Professor, Art. B.F.A., M.F.A., Rochester Institute of Technology. Appointed September 1974.

**Anthony H. Leckey**, Assistant Director, Admissions. B.S., SUNY Buffalo. Appointed August 1993.

**Tina R. Leshner**, Assistant Professor, Communication. B.A., Wheeling Jesuit College; M.A., University of Missouri; Ed.D., Rutgers University. Appointed September 1989.

**Cho Kin Leung**, Professor, Economics and Finance.

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.

**Donald M. Levine**, Professor, Biology. B.A., University of Vermont; M.S., University of Rhode Island; Ph.D., University of Pennsylvania. Appointed September 1962.

**Jean Levitan**, Associate Professor, Health Science. B.A., Case Western Reserve University; M.A., New York University; Ph.D., New York University. Appointed September 1978.

**Norma Levy**, Associate Director of Library Services, Reader Services. B.A., New York University; M.L.S., Pratt Institute. Appointed May 1979.

**Aubyn Lewis**, Assistant Director, Counseling. B.S., City College, CUNY; M.S., University of Bridgeport. Appointed May 1978.

**Clifton Liddicoat**, Associate Professor, Economics and Finance. B.S., East Stroudsburg State College; M.A., Temple University. Appointed September 1966.

**Judith Echeveria Linder**, Assistant Director, Community Affairs. B.A., Montclair State College. Appointed August 1987.

**Stuart G. Lisbe**, Professor, Health Science. B.S., M.S., City College, CUNY; Ed.D., SUNY Buffalo. Appointed September 1968.

**John Livingston**, Assistant Professor, History. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University. Appointed September 1988.

**Peter Ljutic**, Bursar. B.S., Mercy College. Appointed August 1989.

**Marcelo Llarull**, Assistant Professor, Mathematics. M.A., Ph.D., SUNY Stony Brook. Appointed September 1990.

**Phillip D. Long**, Director of Instruction and Research Technology. A.B., University of California at Santa Cruz; Ph.D., Pennsylvania State University. Appointed January 1994.

**Jay F. Ludwig**, Professor, Theatre. B.A., Montclair State College; M.A., Bowling Green University; Ph.D., University of Illinois. Appointed September 1961.

**Karl R. Lunde**, Professor, Art. B.A., M.A., Ph.D., Columbia University. Appointed September 1970.

**Gregory R. Lusardi**, Assistant Football Coach/Weight Room Supervisor. B.S., Slippery Rock State College; M.A., Montclair State College. Appointed September 1989.

**Aine Lynch**, Assistant Professor, (half time) Nursing. B.S., William Paterson College; M.S., Pace University. Appointed January 1993.

**Sharon Ann Lynch**, Professional Services Specialist IV, Communication Disorders. M.A., Montclair State College. Appointed September 1991.

**H. Dorothy Maciorowski**, Associate Professor, Nursing. B.S., Jersey City State College; Ed.M., Teachers College, Columbia University. Appointed September 1968.

**Kristina C. MacMillan**, Assistant Professor (half time), Nursing. B.S., Skidmore College; M.S.N., Boston College. Appointed September 1992.

**Clyde Magarelli**, Assistant Professor, Sociology. B.A., M.A., University of Maryland; Ph.D., SUNY Binghamton. Appointed September 1967.

**Charles J. Magistro**, Associate Professor, Art. B.F.A., Carnegie-Mellon University; M.F.A., Ohio State University. Appointed January 1977.

**Sandeep Maheshwari**, Associate Professor, Mathematics. B.T., Indian Institute of Technology; D.Sc., Washington University. Appointed September 1987.

**Carol Ann Mahoney**, Assistant Professor (half time), Nursing. B.S., Catholic University; M.S., University of Maryland. Appointed January 1992.

**Kathleen Malanga**, Head of Reference, Librarian 2. B.A., Douglass College; M.L.S., University of Texas. Appointed September 1983.

**Patricia M. Malone**, Assistant Professor, Curriculum and Instruction. B.A., Tufts University; M.S., M.B.A., Ed.D., University of Massachusetts. Appointed September 1993.

**Anthony M. Maltese**, Professor, Communication. B.A., Rutgers University; M.A., Teachers College, Columbia University; Ph.D., Ohio University. Appointed September 1960.

**John R. Mamone**, Associate Professor, Educational Leadership. B.A., Thiel College; Diploma, University of Madrid; M.A., University of Pennsylvania; Ed.D., Rutgers University. Appointed September 1969.

**Rita Manas**, Director, Office of Minority Education. B.A., Kean College; M.A., Seton Hall University; Ph.D., Rutgers. Appointed April 1990.

**Carl J. Mancuso**, Assistant Professor, Mathematics. B.S., University of Scranton; M.A., Montclair State College. Appointed September 1967.

**James Manning**, Associate Professor, Exercise and Movement Sciences. B.S., M.S., Niagara University; M.S., Indiana State University; Ph.D., University of Maryland. Appointed January 1984.

**Fort P. Manno**, Professor, English. B.A., Bates College; M.A., University of Connecticut; Ph.D., University of Minnesota. Appointed September 1966.

**Stephen Marcone**, Professor, Music. B.A., M.M.E., Ed.D., Syracuse University. Appointed September 1984.

**George I. Martin**, Assistant Professor, Curriculum and Instruction. B.S., M.S.Ed., State University of New York; Ed.D., University of Virginia. Appointed September 1993.

**Joseph Martinelli**, Sports Information Director, Office of Public Information, Department of College Relations. B.S., Clarion State College; M.S., Indiana University of Pennsylvania. Appointed October 1987.

**Esther Martinez**, Assistant Professor, Languages and Cultures. B.A., New York University; M.A., Ph.D., University of Michigan. Appointed September 1992.

**Reynaldo Martinez**, Assistant Director, Advisement Center. B.A., William Paterson College. Appointed October 1993.

**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**, Assistant Professor, Chemistry/Physics. B.A., Kean College of New Jersey; M.S., Ph.D., Lehigh University. Appointed September 1993.

**John Mason**, Assistant 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.

**Edward Matthews**, Assistant Production Designer, Theatre. B.A., SUNY Plattsburg; M.A., Idaho State University. 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.

**Anthony J. Mazzella**, Professor, English. B.A., Seton Hall University; M.A., Ph.D., Columbia University. Appointed September 1968.

**Robert J. McCallum**, Associate Professor, Chemistry/Physics. B.S., Clarkson College; Ph.D., University of Minnesota. Appointed September 1978.

**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.

**George McCloud**, Dean, School of Arts and Communication, Professor, Communication. B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan, Ann Arbor. Appointed July 1992.

**Jonathan McCoy**, Associate Director of Admissions. B.A., Montclair State College. Appointed October 1988.

**Marie McElgunn**, Assistant Professor (half time), Nursing. B.S., M.S., Hunter Bellevue-CUNY. Appointed September 1979.

**Richard McGuire**, Bookstore Manager. B.A., William Paterson College. Appointed November 1977.

**Lester McKee**, Academic Coordinator, Office of Minority Education. B.A., Dillard University. Appointed September 1988.

**Charles McMickle**, Professional Services Specialist II, Communication. M.A., New York University. Appointed September 1987.

**Susan P. McNamara**, Associate Vice President for Academic Affairs and Associate Provost. Professor, English. B.A., Lake Erie College; M.A., University of Pennsylvania; Ph.D., New York University. Appointed September 1967.

**Daniel Meaders**, Assistant 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.

**Ashot Merijanjan**, Professor, Chemistry/Physics. B.Sc., Abadan Institute of Technology; M.A., Ph.D., The University of Texas at Austin. Appointed September 1966.

**Gregory Miles**, Administrative Services Assistant, Administration and Finance. B.A., William Paterson College. Appointed July 1987.

**David Miller**, Assistant Professor, Mathematics. B.A., Columbia College, Columbia University; Ph.D., Courant Institute of Mathematical Sciences, New York University. Appointed September 1992.

**Barbara D. Milne**, Director of Student Programs. B.A., William Paterson College; M.B.A., Fairleigh Dickinson University. Appointed April 1978.

**Virginia R. Mollenkott**, Professor, English. A.B., Bob Jones University; M.A., Temple University; Ph.D., New York University. Appointed September 1967.

**Alberto Montare**, Professor, Psychology. B.A., M.S., City University, CUNY; Ph.D., Yeshiva University. Appointed September 1980.

**Marie Monteagudo**, Librarian 3. B.A., Douglass College; M.L.S., Rutgers University. Appointed January 1990.

**Barry Morganstern**, Associate Professor, Communication. B.S., M.S., Southern Illinois University; Ph.D., University of Missouri. Appointed September 1981.

**William Muir**, Associate Professor, Art. B.A., M.S., University of Michigan. Appointed September 1960.

**Marie Murphy-Radford**, Librarian 1. B.A., Trenton State College; M.L.S., Syracuse University. Appointed September 1984.

**Robert Murphy**, Supervisor of Audio Visual Services. B.S., Saint Peter's College. Appointed December 1987.

**Helena Myers**, Assistant Director, Financial Aid. B.A., William Paterson College. Appointed December 1975.

**Stephanie Mykietyn**, Box Office Manager, School of the Arts and Communication. B.A., Montclair State College; M.F.A., Brooklyn College. Appointed November 1985.

**Irwin Nack**, Associate Professor, History. A.B., Long Island University; M.A., Columbia University. Appointed September 1964.

**John Najarian**, Associate Professor, Computer Science. B.S., M.Phil., Ph.D., CUNY. Appointed September 1985.

**Sarah Nalle**, Associate Professor, History. A.B., Bryn Mawr College; M.A., Ph.D., Johns Hopkins University. Appointed September 1986.

**Prabhaker Nayak**, Professor, Marketing and Management Sciences. B.A., LL.B., University of Bombay; M.A., M.B.A., Indiana University; Ph.D., New York University. Appointed September 1970.

**Gilbert Ndjatou**, Assistant Professor, Computer Science and Quantitative Analysis. Licence (B.S.), Maitrise (M.S.), Yaounde University, Yaounde, Cameroon; Ph.D., Graduate School and University Center, CUNY. Appointed September 1992.

**Martin Neilan**, Physician, Health Services. B.A., Rutgers University; M.D., Autonomous University of Guadalajara, School of Medicine. Appointed March 1987.

**Charlotte Nekola**, Assistant Professor, English. B.A., Drew University; M.A., Ph.D., University of Michigan. Appointed September 1988.

**Helene Nemeth**, Tests and Measurement Specialist, Center for Academic Support. B.A., M.A., Montclair State College. Appointed January 1989.

**Sheri Newberger**, Orchestra Manager. B.A., Hunter College, M.A., William Paterson College; M.S., Brooklyn College. Appointed September 1988.

**Lori Newman**, Area Coordinator of Residence Life. M.A., B.A., Rider College. Appointed September 1990.

**Richard D. Nirenberg**, Director of College Relations. B.S., Northwestern University. Appointed November 1991.

**Andrew Noetzel**, Associate Professor, Computer Science. B.E.E., City College of New York; Ph.D., University of Pennsylvania. Appointed September 1990.

**Nancy Norville**, Dean of Enrollment Management, Enrollment Management and Student Services. B.A., West Virginia Wesleyan College; M.A., Drew University. Appointed November 1986.

**Frances Novick**, Librarian 2. B.S., Kean College; M.L.S., Rutgers University. Appointed June 1986.

**Jeanne Nutter**, Assistant Professor, Communication. B.A., M.A., University of Cincinnati; Ph.D., Howard University. Appointed September 1992.

**Patricia O'Brien-Barry**, Assistant Professor (Half-Time), Nursing. B.S.N., Seton Hall University; M.S.N., University of Pennsylvania. Appointed September 1993.

**John O'Connor**, Professor, Philosophy. B.A., Cornell University; M.A., Ph.D., Harvard University. Appointed July 1987.

**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.

**Albert Oratio**, Associate Professor, Communication Disorders. B.A., M.A., Montclair State College; Ph.D., Bowling Green State University. Appointed September 1978.

**Priscilla Orr**, Director, Academic Support Programs. B.A., University of Montana; M.A., Columbia University. Appointed August 1984.

**Carmen J. Ortiz**, Assistant Director, EOF Program. B.A., M.A., William Paterson College. Appointed September 1990.

**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.

**Behnaz Pakizegi**, Professor, Psychology. B.A., Macalester College; Ph.D., Cornell University. Appointed September 1977.

**Rimona Palas**, Instructor, Accounting and Law. B.A., Haifa University; Ph.D., Rutgers University. Appointed September 1993.

**Richard Pardi**, Associate Professor, Environmental Science/Geography. B.A., M.A., Queens College; Ph.D., University of Pennsylvania. Appointed September 1984.

**Lucille M. Paris**, Professor, Art. B.A., M.F.A., University of California at Berkeley; Ed.D., Teachers College, Columbia University. Appointed September 1959.

**Barbara L. Parker**, Assistant Professor, English. B.A., The University of California at Los Angeles; M.A., City College, the City University of New York; Ph.D., New York University. Appointed September 1989.

**Betty Ann Parrella**, Personnel Assistant 2. B.A., William Paterson College. Appointed September 1966.

**Vincent N. Parrillo**, Professor, Sociology. B.S., Seton Hall University; M.A., Montclair State College; Ed.D., Rutgers University. Appointed July 1966.

**Ronald G. Parris**, Professor, African, African-American and Caribbean Studies. B.A., University of Toronto; B.A., University of Rochester; M.A., University of California; Ph.D., Yale University. Appointed September 1989.

**Mary Patrick**, Professor, Nursing. B.S.N., Tuskegee Institute; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1983.

**Diana Peck**, Associate Professor, Communication. B.F.A., Boston University; M.A.T., Trenton State College; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1978.

**Robert M. Peller**, Associate Dean of Students, Counseling, Student Services. B.S., Yale University; Ph.D., Adelphi University. Appointed September 1970.

**Donna Perry**, Professor, English. B.A., Merrimack College; M.A., Duquesne University; Ph.D., Marquette University. Appointed September 1982.

**John Peterman**, Associate Professor, Philosophy. B.A., University of Wisconsin; M.A., Ph.D., Pennsylvania State University. Appointed September 1980.

**Edward Petkus**, Associate Professor, Educational Leadership. B.A., William Paterson College; M.A., Montclair State College; Ed.D., Rutgers University. Appointed September 1968.

**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.

**Jacques Pluss**, Associate Professor, History. B.A., Lafayette College; M.A., Ph.D., University of Chicago. Appointed September 1984.

**Dolores Podhajski**, Director of Certification, School of Education. B.S., Central Connecticut State University; M.A., Ed.D., Teachers College, Columbia University. Appointed October 1992.

**Janet S. Pollak**, Associate Professor, Anthropology. A.B., Douglass College; M.A., Temple University; Ph.D., Rutgers University. Appointed September 1977.

**Leonard Presby**, Professor, Computer Science. 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.

**Gary P. Radford**, Assistant Professor, Communication. B.A., Sheffield City Polytechnic; M.S., Southern Illinois University; Ph.D., Rutgers University. Appointed September 1990.

**Susan G. Radner**, Professor, English. A.B., Smith College; M.A., Hunter College, CUNY. Appointed September 1964.

**Kathleen Ragan**, Associate Director, Foundation. B.A., M.A., Montclair State College. Appointed August 1988.

**Swadesh Raj**, Associate Professor, Chemistry/Physics. B.S., M.S., Agra University; Ph.D., Pennsylvania State University. Appointed September 1985.

**Taghi Ramin**, Assistant Professor, Economics and Finance. B.S., University of Tehran; M.A., Long Island University; Ph.D., New York University. Appointed September 1984.

**Richard L. Reed**, Professor, Art. B.S., M.Ed., State College, Kutztown; Ed.D., Teachers College, Columbia University. Appointed September 1964.

**Rufus Reid**, Associate Professor, Music. B.M., Northwestern University. Appointed October 1979.

**Susan Reiss**, Director, Child Care Center. B.S., SUNY New Paltz; M.S., Bank Street College. Appointed December 1991.

**Soon Man Rhim**, Professor, Sociology. B.Th., Yonsei University; M.R.E., Union Theological Seminary; M.A., Columbia University; Ph.D., Drew University. Appointed September 1971.

**Carol Rhodes**, Assistant Professor, Curriculum and Instruction. B.A., M.S., Brooklyn College; Ph.D., New York University. Appointed September 1992.

**John Rhodes**, Assistant Professor, Communication. A.B., Occidental College; M.A., New York University. Appointed September 1990.

**John Riismandel**, Director of Continuing Education. B.A., University of Maryland; M.A., Vanderbilt University; Ph.D., University of Maryland. Appointed July 1993.

**Maureen E. Riley-Davis**, Librarian 1. B.A., H. Sophie Newcomb College, Tulane University; M.A.T., University of Massachusetts; M.L.S., Rutgers University. Appointed December 1975.

**Terry M. Ripmaster**, Professor, History. B.A., M.A., Western Michigan University; Ph.D., New York University. Appointed September 1966.

**Lance S. Risley**, Assistant Professor, Biology. B.S., Sam Houston State University; M.S., University of Tennessee; Ph.D., University of Georgia. Appointed September 1990.

**Louis J. Rivela**, Professor, Chemistry/Physics. B.S., Rutgers University; M.S., Ph.D., University of North Carolina. Appointed September 1969.

**Maximina Rivera**, (Acting) Resident Director, Residence Life. B.A., Seton Hall University; M.A., Montclair State College. Appointed July 1993.

**George C. Robb**, Assistant Professor, History. B.A., University of Texas, Ph.D., Northwestern University. Appointed September 1993.

**Sam Robinson**, Assistant Professor, Mathematics. B.S., University of North Carolina; Ph.D., Virginia Polytechnic Institute and State University. Appointed September 1989.

**John N. Rockman**, Assistant Professor, Curriculum and Instruction. B.S., Antioch College; M.A., George Peabody College. Appointed September 1959.

**Ricardo Rodriguez**, Athletic Equipment Manager. A.A.S., Middlesex County College. Appointed August 1988.

**William Rosa**, Associate Professor, Languages and Cultures. B.A., Universidad de Puerto Rico; M.A., Michigan State University; Ph.D., Ohio State University. Appointed September 1986.

**Robert Rosen**, Associate Professor, English. B.S., Massachusetts Institute of Technology; M.A., Ph.D., Rutgers University. Appointed September 1978.

**Sharon Rosengard**, Assistant Director, Career Services. B.S., Ithaca College; M.Ed., Seton Hall University. Appointed August 1993.

**John H. Rosengren**, Professor, Biology. B.A., Wooster College; M.A., Ed.D., Teachers College, Columbia University. Appointed September 1959.

**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 II, Head of Lending Services. B.S., Trenton State College; M.L.S., Rutgers University. Appointed July 1992.

**Martin Rudnick**, Associate Professor, Accounting and Law. B.S., M.A., University of Alabama; C.P.A. Appointed September 1978.

**Annemarie Russoniello**, Writer/Editor, Office of Publications, Department of College Relations. B.A., Montclair State College; M.A., New York University. Appointed September 1989.

**Peter Ryerson**, Chief, Operations, Police and Public Safety. B.S., William Paterson College. Appointed October 1988.

**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.

**James T. Sadler**, Assistant Professor, Art. B.F.A., Massachusetts College of Art. Appointed September 1993.

**Nelda Samarel**, Associate Professor, Nursing. B.S., University of the State of New York; M.S., Hunter College; Ed.D., Rutgers Graduate School of Education. Appointed September 1990.

**Barbara S. Sandberg**, Professor, Theatre. B.S., Indiana University; M.A., Ed.D., Teachers College, Columbia University. Appointed September 1963.

**Robin Lynn Sandler**, Assistant Professor, (half-time), Nursing. A.A.S., Bergen Community College, B.M. Indiana University; B.S., M.S., Seton Hall University. Appointed September 1993.

**Dennis Santillo**, Director, External Relations. B.A., Seton Hall University. Appointed July 1972.

**Gunvor G. Satra**, Associate Professor, History. Candidatus Magister, University of Oslau; M.A., University of Florida. Appointed September 1965.

**Arlene Scala**, Instructor (half-time), Women's Studies. B.A., M.A., William Paterson College. Appointed September 1986.

**Alan Schaeffer**, Program Assistant, Shea Center. B.A., Kean College. Appointed September 1990.

**Marc Schaeffer**, Assistant Vice President for Academic Affairs Administration. B.A., Queens College, CUNY; M.A., Hunter College, CUNY; Ed.D., Teachers College, Columbia University. Appointed December 1989.

**Paul Schmidt**, Director of Payroll. B.A., St. Charles Seminary; J.D., Rutgers University. Appointed May 1980.

**Gary K. Schubert**, Professor, Art. B.S., University of Wisconsin; M.F.A., University of Massachusetts. Appointed September 1969.

**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**, Professional Services Specialist IV, Theatre. B.A., Brooklyn College. Appointed January 1990.

**Susan Semegram**, Alumni Records and Research Coordinator. B.S., William Paterson College. Appointed October 1990.

**Nancy E. Seminoff**, Dean, School of Education, Professor, Curriculum and Instruction. B.S., Northern Michigan University; M.A., Michigan State University; Ed.D., Wayne State University. Appointed September 1991.

**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/Physics. M.S., Ph.D., Panjab University. Appointed September 1980.

**Erin Shaughnessy**, Head Women's Basketball Coach. B.S., William Paterson College. Appointed October 1992.

**Gerald Sheehan**, Associate Professor, Accounting and Law. B.S., Fordham University; J.D., New York Law School. Appointed September 1972.

**Carole J. Sheffield**, Professor, Political Science. B.S., Eastern Connecticut State College; M.A., Ph.D., Miami University, Ohio. Appointed September 1973.

**Nancy Sheffield-Warman**, Librarian 3. B.A., Beloit College; M.L.S., Rutgers University. Appointed December 1991.

**David Sherman**, Production Company Manager, Theatre. B.S., Centenary College; M.A., Montclair State College. Appointed September 1988.

**William Siegrist**, Assistant Director of Physical Plant. B.S., New Jersey Institute of Technology. Appointed May 1989.

**Melanie Sigal**, Student Advocate. B.A., Wesleyan University; M.Ed., Teachers College, Columbia University. Appointed November 1989.

## DIRECTORIES

**Scott Sigmon**, Assistant Professor, Special Education and Counseling. B.A., Bloomfield College; M.A., Montclair State College; Ed.D., Rutgers University. Appointed September 1992.

**Sam Silas**, Professor, Exercise and Movement Sciences. B.S., M.S., Ph.D., Southern Illinois University. Appointed July 1985.

**Toby Silverman**, Professor, Psychology. B.A., Brooklyn College, CUNY; M.A., Teachers College, Columbia University; Ph.D., New York University. Appointed September 1975.

**Barry R. Silverstein**, Professor, Psychology. B.A., City College, CUNY; M.A., Teachers College, Columbia University. Appointed September 1969.

**Rajendra Singh**, Assistant Vice President for Human Resources. B.A., Hamline University; M.A., University of Minnesota. Appointed March 1989.

**William Small, Jr.**, Professor, Political Science. A.B., Howard University; J.D., Howard University School of Law. Appointed September 1970.

**Keith Smith**, Instructor, Curriculum and Instruction. B.F.A., M.F.A., California College of Arts and Crafts. Appointed September 1993.

**Sharon Smith**, Associate Professor, Art. B.A., Stanford University; M.A., Ph.D., New York University. Appointed September 1974.

**Mary Ann Spatz**, Assistant Director, Center for Academic Support. B.S., Fordham University; M.S., Iona College. Appointed January 1988.

**Arnold Speert**, President; Professor, Chemistry/Physics. B.S., City College, CUNY; Ph.D., Princeton University. Appointed September 1970.

**Deborah Spina**, Assistant Director of Student Development. B.A., Villanova University; M.A., Bowling Green State University. Appointed October 1989.

**Peter Spiridon**, Vice President for Administration and Finance. B.S., M.S., New York University. Appointed December 1979.

**Peter Stein**, Professor, Sociology. B.A., City College CUNY; M.A., Ph.D., Princeton University. Appointed September 1979.

**Robert L. Stevenson**, Professor, Mathematics. B.S., Hobart College; M.Ed., Rutgers University; Ph.D., New York University. Appointed February 1967.

**John B. Stimson**, Professor, Sociology. A.B., M.A., Ph.D., New York University. Appointed September 1974.

**Barbara Stomber**, Student Government Advisor. B.S., William Paterson College; M.A., Montclair State College. Appointed January 1990.

**Daniel S. Sugarman**, Professor, Psychology. B.A., New York University; M.A., Ph.D., Teachers College, Columbia University. Appointed September 1962.

**Myron J. Swack**, Professor, Special Education and Counseling. B.S., Ohio State University; M.A., Eastern Michigan State University; Ph.D., University of Michigan. Appointed September 1969.

**Paul Swanson**, Associate Professor, Economics and Finance. B.A., Iowa State University; M.A., M. Phil., Ph.D., Columbia University. Appointed September 1982.

**Joseph Tanis**, Director, William Paterson College Foundation. B.A., M.A., William Paterson College; M.A., Montclair State College. Appointed November 1975.

**Susanna Tardi**, Assistant Professor, Sociology. B.A., Kean College of New Jersey; M.A., Ph.D., New York University. Appointed September 1992.

**Frank Tedesco**, Network Support Specialist, Instruction, Research and Technology. B.A., William Paterson College. Appointed January 1991.

**Gary H. Telfer**, Instructor, Art. B.A., University of Ottawa; B.F.A., Nova Scotia College of Art and Design; M.A., William Paterson College. Appointed September 1993.

**Jinn-Tsair Teng**, Associate 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**, Director, Office of Publications, Department of College Relations. B.A., M.A., Northeastern University. Appointed September 1986.

**Ella Susan Thacker**, Assistant Registrar. B.A., University of Pittsburgh; M.S., Robert Morris College. Appointed July 1993.

**Pamela Theus**, Librarian 2. B.S., West Chester University; M.L.S., Drexel University. Appointed May 1988.

**Phillip Thiuri**, Associate Professor, Environmental Science and Geography. B.A., St. Michael's College; M.Sc., Cornell University; Ph.D., Syracuse University. Appointed September 1992.

**Isabel Tirado**, Associate Professor, History. B.A., M.A., Hunter College, CUNY; Ph.D., University of California at Berkeley. Appointed September 1985.



**Vincent Tong**, Assistant Professor, Marketing and Management Sciences. B.A., New York University; M.A., University of Michigan; Ph.D., Yale University. Appointed September 1991.

**Janet P. Tracy**, Assistant Professor, Nursing. B.S.N., University of Iowa; M.S., University of Colorado, 1972. 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.

**Joan Tuohy**, Professor, Educational Leadership. B.S., Oneonta State College; M.A., Teachers College, Columbia University; Ed.D., Rutgers University. Appointed September 1968.

**Marion P. Turkish**, Professor, Curriculum and Instruction. A.B., George Washington University; M.A., Teachers College, Columbia University; Ph.D., Fordham University. Appointed February 1972.

**Kathleen Unger**, Director, Recreation Services; B.S. Niagara University; M.A., Montclair State College. Appointed October 1987.

**John Urinyi**, Director of Facilities, Planning and Operations. B.S., M.S., Stevens Institute of Technology. Appointed March 1993.

**Lee Vadala**, Administrative Assistant, President's Office. B.A., William Paterson College. Appointed November 1976.

**Stephen Garrett Vail**, Assistant Professor, Biology. B.A.; Carleton College; M.S., University of Maryland; Ph.D., University of California, Davis. Appointed September 1993.

**Joseph Van Putten**, Instructor, Art. B.F.A., M.A., William Paterson College. Appointed September 1992.

**Donald R. Vardiman**, Professor, Psychology. B.A., Texas Technological College; Ph.D., University of Oklahoma. Appointed September 1970.

**Hank Robert Verbeek**, Graphic Artist. A.A.S., New School for Social Research/Parsons School of Design. Appointed August 1983.

**Gertrude Verchot**, Assistant Professor (half time), Nursing. B.S., M.S., Seton Hall University. Appointed September 1993.

**Alfred Vizzone**, Training and Support Specialist, Instruction, Research and Technology. B.A., M.A., William Paterson College. Appointed January 1993.

**Serge P. Von Duvillard**, Assistant Professor, Exercise and Movement Sciences. B.S., M.S., SUNY Cortland; Ph.D., FACSM, University of North Texas. Appointed September 1993.

**Jane R. Voos**, Professor, Biology. B.A., Hunter College, CUNY; Ph.D., Columbia University. Appointed September 1968.

**Miryam Wahrman**, Associate Professor, Biology. B.A., Hunter College, CUNY; Ph.D., Cornell University. Appointed September 1984.

**Muruku Waiguchu**, Professor, Accounting and Law. B.A., Central College; M.A., Queens College; Ph.D., Temple University. Appointed September 1970.

**Edith Wallace**, Professor, Biology. B.A., M.A., Montclair State College; Ph.D., Rutgers University. Appointed September 1968.

**Roland Watts**, Assistant Dean/Director, Residence Life. B.A., Richmond College; M.A., Cambridge College. Appointed July 1986.

**Reynold H. Weidenaar**, Assistant Professor, Communication. B.Mus., Cleveland Institute of Music; M.A., Ph.D., New York University. Appointed September 1993.

**Jane Weidensaul**, Associate Professor, Music. B.S., Juilliard School of Music; M.F.A., Ph.D., Rutgers University. Appointed September 1975.

**Martin Weinstein**, Professor, Political Science. B.A., Columbia College; M.A., Ph.D., New York University. Appointed September 1971.

**David R. Weisbrot**, Professor, Biology. B.S., M.A., Brooklyn College, CUNY; Ph.D., Columbia University. Appointed January 1973.

**Valentino Weiss**, Associate Operations Director, Student Center. B.A., William Paterson College. Appointed November 1974.

**Shelley Wepner**, Associate Professor, Curriculum and Instruction. B.S., University of Pittsburgh; M.S., Ed.D., University of Pennsylvania. Appointed September 1982.

**Jean M. Werth**, Professor, Biology. B.S., Nazareth College; M.S., Ph.D., Syracuse University. Appointed September 1972.

**Stanley C. Wertheim**, Professor, English. B.A., M.A., Ph.D., New York University. Appointed September 1970.

**Matthew Whelan**, Assistant Director of Admissions. B.A., Mercyhurst College. Appointed February 1992.

## DIRECTORIES

**Doris G. White**, Professor, Curriculum and Instruction. B.S., M.S., Ph.D., University of Wisconsin. Appointed September 1957.

**Robert K. White**, Professor, Psychology. B.A., Milligan College; Ph.D., University of Texas. Appointed September 1968.

**Patricia Whiteman**, Assistant Director, Residence Life. B.A., M.Ed., Elmira College. Appointed October 1987.

**James Wilkerson**, Assistant Professor, Accounting and Law. A.B., M.A., Seton Hall University; J.D., Rutgers School of Law. Appointed September 1981.

**Bruce Williams**, Assistant Professor, Languages and Cultures. B.A., M.A., University of Pennsylvania; M.A., Ph.D., University of California-Los Angeles. Appointed September 1993.

**Gloria Williams**, Assistant Director, Advisement Center. B.A., M.A., William Paterson College. Appointed July 1979.

**William M. Willis**, Professor, Educational Leadership. Ed.M., Ed.D., Harvard Graduate School of Education. Appointed September 1972.

**Lois M. Wolf**, Associate Professor, Political Science. B.A., M.A., Rutgers University. Appointed September 1964.

**Lisa R. Wolfson**, Assistant Registrar. B.A., Brooklyn College. Appointed July 1993.

**Robert Wolk**, Librarian 3. B.A., M.L.S., Brooklyn College; M.A., State University of New York at Oneonta. Appointed December 1989.

**Stanley W. Wollock**, Professor, Curriculum and Instruction. B.S., Kutztown State College; M.Ed., Western Maryland College; Ed.D., New York University. Appointed September 1962.

**William H. Woodworth**, Professor, Music. B.M.E., Eastern Michigan University; M.M., University of Kentucky; Ed.D., University of Michigan. Appointed September 1966.

**Anne Wright**, Director of Freshman Life. B.A., Rosemont College; M.A., Montclair State College. Appointed March 1989.

**Keumsil Kim Yoon**, Associate Professor, Languages and Cultures. B.A., Ewha University; M.A., Ph.D., University of Paris-Sorbonne. Appointed October 1985.

**William J. Younie**, Professor, Special Education and Counseling. B.S., Boston State College; Ed.M., Tufts University; Ed.D., Columbia University. Appointed September 1970.

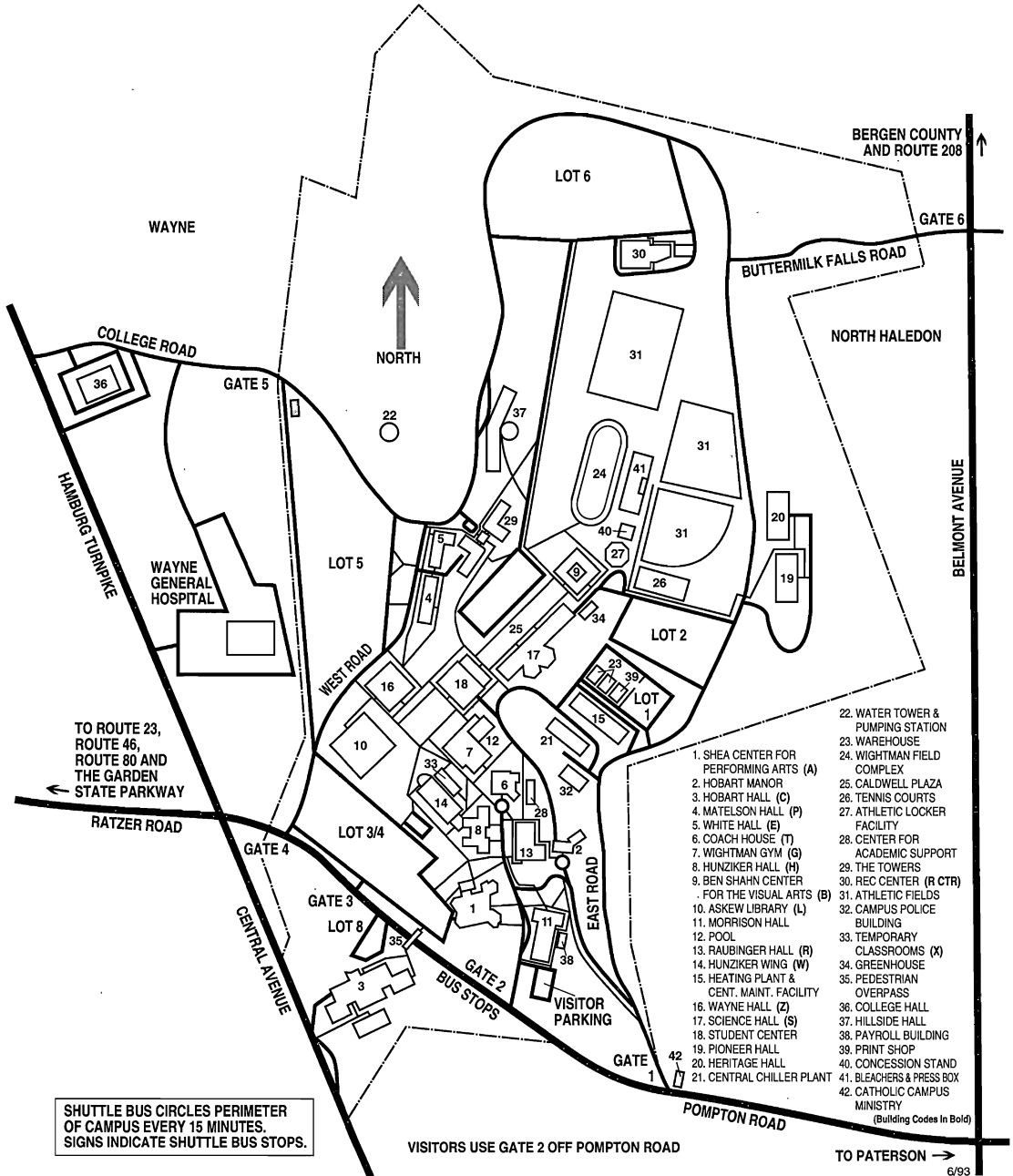
**Ann Yusaitis**, Assistant Director, Counseling. B.S., M.A., Seton Hall University. Appointed September 1967.

**Jane Zeff**, Associate Director of Planning, Research and Evaluation. B.A., Hunter College; Ph.D., University of Massachusetts. Appointed November 1989.

**Mary Beth Zeman**, Newswriter/Media Specialist, Office of Public Information, Department of College Relations. B.A., Douglass College of Rutgers. Appointed August 1986.

**Kenneth M. Zurich**, Director, Career Services. B.A., M.A., Montclair State College. Appointed November 1972.

# CAMPUS MAP



# HOW TO REACH WPC

## 1. From New York City via George Washington Bridge or Lincoln Tunnel or Eastern New Jersey:

Take Route 46 West or Route 80 West or Route 3 West to 46 West. \*Proceed to Route 23 North. Continue on Route 23 North to Alps Road exit. Proceed approximately two miles to third traffic light at intersection of Alps and Ratzer Roads. Turn right on Ratzer and proceed approximately two miles to traffic light at intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer becomes Pompton Road. Proceed about 200 yards. College entry Gates 4 through 1 are on left along Pompton Road.

## 2. From Southern and Central New Jersey via the 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. Follow directions from \* in #1 above.

## 3. From Western New Jersey:

Take Route 80 East to Exit 53. Proceed one-half mile on Route 46 East. Exit on Riverview Drive, Wayne. Proceed to sixth traffic light. Turn right on Valley Road. Proceed to fourth traffic light. Turn right on Ratzer Road and proceed approximately two miles to traffic light at intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer becomes Pompton Road. Proceed about 200 yards. College entry Gates 4 through 1 are on left along Pompton Road.

## 4. Take Route 46 East. Follow directions from \* in #1 above.

## 5. From Northern New Jersey:

Take Route 23 South to the Ratzer Road/Service Road jughandle. Cross highway, then proceed North on Service Road to Ratzer Road exit. Proceed on Ratzer Road; move into left-hand lane to approach first traffic light. Proceed through light; then immediately bear right to continue on Ratzer Road. Proceed to third traffic light at the intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer Road becomes Pompton Road. Proceed about 200 yards. College entry Gates 4 through 1 are on left along Pompton Road.

### Or:

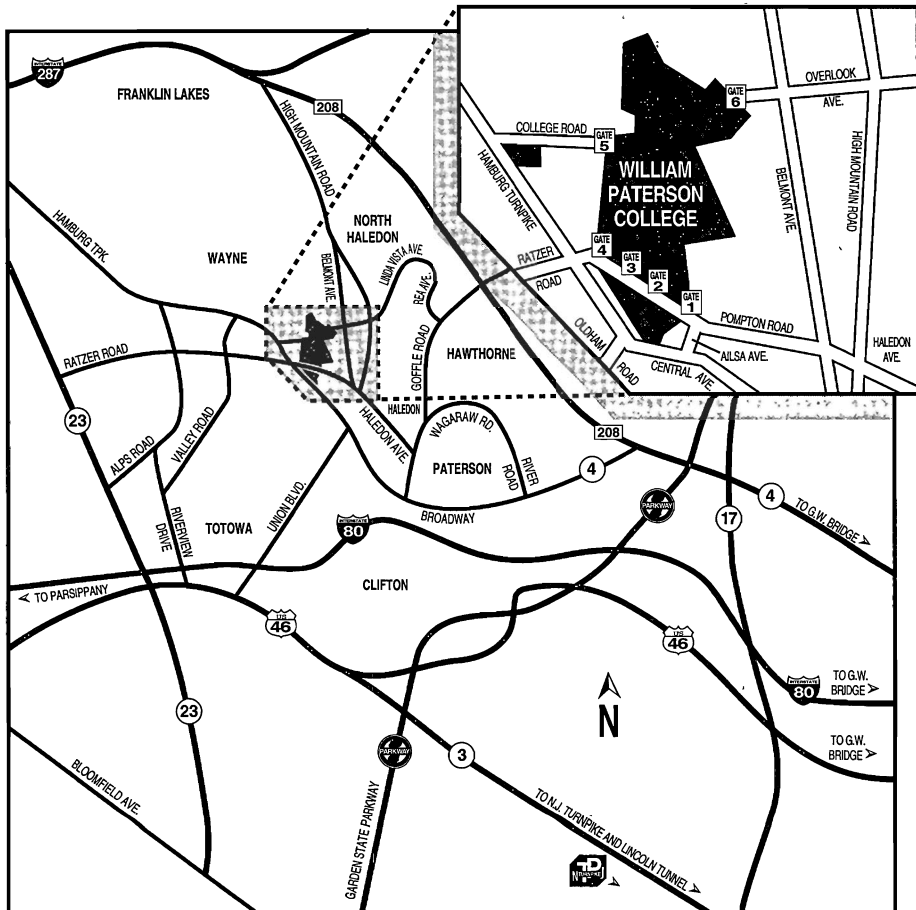
Take Route 208 South to exit marked Colonial Road - High Mountain Road - Franklin Lakes. Proceed on exit ramp to stop sign. Turn left on High Mountain Road. Continue approximately three and one-half miles to fork. Take right fork on Belmont Avenue. Proceed on Belmont about two miles to traffic light (Dunkin' Donuts on left). Turn right on Pompton Road. Proceed uphill approximately one-half mile. College entry Gates 1 through 4 are on right along Pompton Road.

## 6. From Northern New Jersey via the Garden State Parkway:

Take the Garden State Parkway South to Exit 159, Route 80 West. Follow directions from \* in #1 above.

## Public Transportation

Public transportation to the College is available from the surrounding areas. The New Jersey Transit bus P54 runs directly to the College. For further information on bus service, telephone 1-800-772-2222.



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# NOTES

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## LIBRARY RATE