

WILLIAM PATERSON COLLEGE

WAYNE, NEW JERSEY

Undergraduate Catalog 1996-98

All the Elements of a Good Education

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.

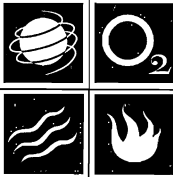
Specifically, William Paterson College complies with Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and their respective implementing regulations.

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

Web Site: <http://www.wilpaterson.edu>



WILLIAM PATERSON COLLEGE

UNDERGRADUATE CATALOG 1996-98

Academic Calendar	2
General Information	5
School of the Arts and Communication	41
School of Education	67
School of Humanities, Management and Social Sciences	79
School of Science and Health	131
Directories	173
Maps	193
Index	195

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

ACADEMIC CALENDAR



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 cancelled
30	Saturday	College closed, classes cancelled

DECEMBER

16-21	inclusive	Examination period
21	Saturday	Fall semester ends
23	Monday	Winter break begins
25-31		Christmas week, College closed

Spring 1997

JANUARY

1	Wednesday	New Year's Day, College closed
13	Monday	First day of classes
20	Monday	Martin Luther King Jr.'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 cancelled
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 cancelled
28	Friday	Good Friday, College closed, classes cancelled
29	Saturday	College closed, classes cancelled

MAY

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

Fall 1997

SEPTEMBER

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

OCTOBER

7	Monday	Last day for 50% refund for withdrawal from fall semester*
13	Monday	Columbus Day celebrated, College open, classes in session
21	Tuesday	Last day for academic withdrawal from Fall semester courses

NOVEMBER

4	Tuesday	Election Day, College open, classes in session
11	Tuesday	Veterans' Day, College open, classes in session
27	Thursday	Thanksgiving Day, College closed
28	Friday	College open, classes cancelled
29	Saturday	College closed, classes cancelled

DECEMBER

15-20	inclusive	Examination Period
20	Thursday	Fall semester ends
22	Monday	Winter Break begins
25-31		Christmas week, College closed

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

Spring 1998

JANUARY

1	Thursday	New Year's Day, College closed
12	Monday	First day of classes
16	Friday	Last day of 100% refund for withdrawal from spring semester*
18	Sunday	Commencement
19	Monday	Martin Luther King Jr.'s birthday celebrated, College closed
20	Tuesday	Commencement snow date

FEBRUARY

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

MARCH

4	Wednesday	Last day for academic withdrawal from spring semester courses
9-14	inclusive	Spring break, College open, classes cancelled

APRIL

10	Friday	Good Friday, College closed, classes cancelled
11	Saturday	College closed, classes cancelled

MAY

4-9	inclusive	Examination period
9	Saturday	Spring semester ends
12	Tuesday	Commencement
13	Wednesday	Commencement rain date

Fall 1998

SEPTEMBER

1	Tuesday	First day of classes
7	Monday	Labor Day, College closed
8	Tuesday	Last day for 100% refund for withdrawal from fall semester*

OCTOBER

7	Wednesday	Last day for 50% refund for withdrawal from fall semester*
12	Monday	Columbus Day celebrated, College open, classes in session
21	Wednesday	Last day for academic withdrawal from fall semester courses

NOVEMBER

3	Tuesday	Election Day, College open, classes in session
11	Wednesday	Veterans' Day, College open, classes in session
25	Wednesday	Monday class schedule
26	Thursday	Thanksgiving Day, College closed
27	Friday	College open, classes cancelled
28	Saturday	College closed, classes cancelled

DECEMBER

14-19	inclusive	Examination period
19	Saturday	Fall semester ends
21	Monday	Winter break begins
25-31		Christmas week, College closed

Spring 1999

JANUARY

1	Friday	New Year's Day, College closed
11	Monday	First day of classes
15	Friday	Last day of 100% refund for withdrawal from spring semester*
17	Sunday	Commencement
18	Monday	Martin Luther King Jr.'s birthday celebrated, College closed
19	Tuesday	Commencement snow date

FEBRUARY

12	Friday	Lincoln's birthday, College open, classes in session
15	Monday	Washington's birthday celebrated, College closed, classes cancelled
16	Tuesday	Monday class schedule
17	Wednesday	Last day for 50% refund for withdrawal from spring semester*

MARCH

3	Wednesday	Last day for academic withdrawal from spring semester courses
8-13	inclusive	Spring break, College open, classes cancelled

APRIL

2	Friday	Good Friday, College closed, classes cancelled
3	Saturday	College closed, classes cancelled

MAY

3-8	inclusive	Examination period
8	Saturday	Spring semester ends
11	Tuesday	Commencement
12	Wednesday	Commencement rain date

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



GENERAL

INFORMATION

WILLIAM PATERSON COLLEGE

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 programs and services, the College is a primary resource for educating the business, health care, science, education 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.

GENERAL INFORMATION

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 hilltop campus in Wayne. Even the shortest stroll around the grounds delights the eye with diversity—from the variety of faces, ages and interests of more than 9,000 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, 24 undergraduate and 13 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 our state's public colleges and universities. 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.

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, which was completed in August 1993. The construction of Hillside Hall, a 250-bed, three-story dormitory on College Road was opened in August 1993; and a major renovation to Wightman Memorial Gymnasium was completed in the spring of 1993. The expansion and renovation of Sarah Byrd Askew Library was completed in October 1995.

In the spring of 1995, construction of a new academic building overlooking Pompton Road began. Also planned for new construction 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:

The Atrium contains the office of the Dean of the School of Humanities, Management and Social Sciences and the following departments: African, African-American and Caribbean Studies; Anthropology; English; History; Languages and Cultures; Philosophy; Political Science; Psychology and Sociology and a number of academic classrooms. On the first floor, and for student use, will be Instruction and Research Technology. For further information about computer facilities, see **Academic and Institutional Support Services, Instruction and Research Technology**, ahead.

The Center for Academic Support is located on the third floor of Hunziker Wing. The Center provides tutoring and workshops for individuals seeking assistance in coursework and basic skills.

The Sarah Byrd Askew Library reopened during the Fall 1995 semester after undergoing a major expansion and renovation. The two-and-one-half-story building now contains 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. Its large collection includes periodicals, microforms, dissertations, CD-ROMs, and a complete file of ERIC (Educational Research Information Center), along with the necessary readers. Microfiche readers are also available for home use. Microfiche readers/printers and photocopy machines are available for use at a minimal cost.

The Bookstore is located on the lower level of 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, 8:30 a.m. to 4:00 p.m.; Saturday, 10:00 a.m. to 1:00 p.m. The Convenience Store hours are Monday through Thursday, 8:00 p.m. to 10:00 p.m. The Cyberplace, a computer store, is open Monday through Thursday, 12:00 p.m. to 6:00 p.m., and Friday, 12:00 p.m. to 4:00 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 College Road and houses the Campus Police Department and the Parking Violations Bureau.

Coach House The Coach House contains computer workstations available to students for classroom assignments, e-mail access and computer training sessions. The Writing Center is also located here.

College Hall houses the offices of the Vice President for Administration and Finance and the following departments: Business Services; Purchasing; Payroll; the Bursar; Information Systems; Telecommunications; the Registrar; Human Resources; Affirmative Action; College Relations; Planning, Research and Evaluation and Continuing Education. College Hall is located at 358 Hamburg Turnpike, at the College Road near Wayne General Hospital.

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

Hillside Hall, air-conditioned and complete with furnishings, provides a residential life style for 254 students. Hillside Hall is located on College Road adjacent to The Towers residential facility.

Hobart Hall, located on Pompton Road across from the main campus and accessible by a pedestrian footbridge, contains the office of the Dean of the School of Arts and Communication and the following departments: Communication; WCRN-AM and WPSC-FM, the campus radio stations; and WPC-TV, the College's cable television center; telecommunication facilities for interactive teleconferences; electronic journalism labs; film production and screening facilities; a cable distribution center; and a number of academic classrooms.

Hobart Hall Annex, located to the rear of Hobart Hall (facing Hamburg Turnpike) houses the Office of Admissions. The office is open Monday through Friday, 8:30 a.m. to 4:30 p.m.

Hobart Manor is one of the two original structures on campus (the other is 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. The mansion was restored by the College and the Alumni Association to its former grandeur. The offices of the President, Alumni Affairs, External Affairs, the Vice President for Advancement, and the WPC Foundation are located here. The Manor is the symbolic and actual center of the College's interaction with the northern New Jersey region.

Hunziker Hall houses offices and practice rooms from the Music Department and a number of academic classrooms.

Hunziker Wing contains the following departments: Nursing, Community Health and Communication Disorders, as well as a learning resource center and classrooms. The Child Care Center and Speech and Hearing Clinic are also located in the Wing, along with the Center for Academic Support (which is located on the third floor). Six air-conditioned modular units located outside Hunziker Wing provide additional classroom space for the College during this period of intense construction.

Matelson Hall houses the Athletics Office. The College plans to reconvert Matelson Hall back to a residence hall in the future.

Morrison Hall includes the office of the Dean of Student Services and the following departments: Career Services, Counseling Services, Financial Aid, the office of the Dean for Enrollment Management, EOF Program, Freshman Life and the Office of Minority Education. Morrison Hall is conveniently reached via entry gate 2 on Pompton Road.

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

Raubinger Hall contains the following offices: Provost and Executive Vice President; Graduate Studies and Research, and Dean of the School of Education. It also houses the following departments: Curriculum and Instruction, Educational Leadership, Special Education and Counseling and the Office of Field Experiences. The Departments of Accounting and Law and Marketing and Management Sciences are located on the lower level. The Departments of Computer Science and Economics and Finance are located on the first floor.

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 multi-purpose area that can accommodate 4,000 spectators at concerts or exhibitions, or can be divided into three courts for basketball and volleyball; four racquetball/handball (one equipped for wallyball) courts; a multipurpose room equipped with dance barre and mirrors; a weight/exercise room equipped with free weights, Nautilus equipment, lifecycles, rowing machines, Nordic Track Pro, Lifesteps and treadmill and Gravitron; saunas and whirlpools; and a TicketMaster outlet.

Residential Facilities The campus of William Paterson College contains five modern living quarters, which provide accommodations for 1,800 students. Housing options include single and double rooms and apartment suites. Students residing in the apartments of Pioneer and Heritage Halls, 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 of the School of Science and Health. 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, a number of classrooms, a filmmaking laboratory and the offices of the Art Department. The Center for Computer Art and Animation houses an advanced IRIS computer lab.

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

GENERAL INFORMATION

The Shuttle Bus System at the College connects the various parking areas with the academic and recreational areas of the campus. The shuttle route helps students avoid the hassle of looking for a parking space and, at the same time, allows students to enjoy a relaxing ride and tour of the campus while riding to class. The 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. at approximately 15-minutes intervals. Maps and other information can be obtained from Campus Police and the information desk in the lobby of the Student Center building.

The Student Center, serving as a focal point for campus activities, includes a dining room, meeting rooms, a snack bar, restaurant, a multivendor food court and Billy Pat's Pub. Also housed here are game rooms, performing arts and visual art lounges, the College bookstore, Cyberplace, an automatic cash machine and a ballroom. The Student Development Office is located here, as are the offices of the SGA, various student organizations, Auxiliary Services 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 also located in the Student Center. The Pioneer Gear Store is open Monday through Friday, 10:00 a.m. to 4:00 p.m. The College's Women's Center is located on the second floor.

The Towers is a four-winged residence hall that accommodates 1,033 students. Complete with modern furnishings, each room houses two students. Two rooms, connected by a bathroom, compose a suite. The Office of Residence Life is located here.

Wayne Hall houses the Advisement Center, the Student Health Center, and the primary food service facilities for resident students. Wayne Hall is adjacent to the Library.

White Hall, air-conditioned and complete with furnishings, provides, along with Matelson Hall, a residential life style for 125 students. White Hall faces parking lot number 5.

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 \$35 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 15 for the spring semester receive priority service from participating offices. Though these dates are the priority service deadlines, students may apply much earlier, and are encouraged to do so.

Application Deadlines

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

Freshmen, Transfer, Second Degree, Readmit:

Fall: May 1 Spring: November 1

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 deposit is required of all students by the Office of Admissions. This deposit is nonrefundable and nontransferable. 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 financial aid, all applicants (freshmen, transfer, readmit, second degree students) **must** submit proof of high school graduation (copy of high school diploma or high school record with date of graduation posted). Students will not be allowed to register without compliance with these laws.

Immunization

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

Art and Music Majors

All freshmen, transfer and second baccalaureate degree students selecting art as their major must submit a portfolio for review by the Art Department as part of the admissions criteria. Information regarding the review will be sent to you upon receipt of your application, or you may contact the Art Department at 201-595-2404.

All freshmen, transfer and second baccalaureate degree students selecting music 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 into 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-I/ACT Requirements

Entering freshmen must have taken the Scholastic Aptitude Test (SAT-I) or the American College Test (ACT) and have had their scores sent to the Admissions Office at William Paterson College. To submit your scores to WPC, indicate code 2518 for the SAT-I 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 April 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); however, business administration, nursing, special education, computer science, accounting majors and teacher certification programs must have a minimum 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:

1. 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 ensure accurate evaluations, applicants from out-of-state colleges should have appropriate catalogs sent to the Admissions Office.
2. Please include a copy of credit by examination, either CLEP or USAFI.

GENERAL INFORMATION

3. Credit will most likely be transferred in most cases if
 - a. the college from which credits are to be transferred is on a list of approved colleges and universities;
 - b. the courses fit into the requirements or curriculum selected;
 - c. all post-high school work carries at least a 2.0 (C) cumulative grade point average on a four (4) point scale;
 - d. a minimum grade of C is achieved for the course.
4. Admissions decisions are made on a rolling basis. Early application and early submission of all required records are advised, as first-choice courses and housing space may be limited or gone before the application deadline.
5. Applicants admitted with 60 credits must declare a major and be accepted by a major department.
6. 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 Re-Admit 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 are required to file an appeal with one of the School Deans prior to the deadline. If you are uncertain of your prior academic history, please contact the Admissions 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, accounting, computer science or nursing) may obtain a second baccalaureate degree. 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. **Note:** Students interested in the Teacher Certification Programs must complete their degree with a 2.75 GPA and apply to the Graduate Certification Program.

Full-Faith-and-Credit Policy

William Paterson College recognizes and abides by the New Jersey Full-Faith-and-Credit 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 that 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 nontransfer 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. Although admission to a state college is guaranteed, admission to a specific curriculum shall be determined by the college based upon the criteria that 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 that 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 that has as one of its major purposes the enrollment of graduates of specific programs that 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 that 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 at 201-595-2181.

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 1000 (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 students accelerated or honors courses on a college level in several fields. Examinations covering these courses are administered annually by the CEEB and are graded by the Board on a scale of 1 to 5. The 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 6 credits per semester and no more than 24. In order to qualify for registration you must meet the following requirements:

- 1. Possess a high school or GED diploma.
- 2. Must not have been in attendance at a high school for a minimum of two years prior to the completion of the application. Any applicant who attended a previous college or university must have achieved a minimum 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 nondegree application for the **deadlines** for each semester.

Special Note: Nondegree 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.

Students must submit a nondegree application with a \$20 application fee, the results of the SAT with a minimum score of 1000 (PSAT of 100), a high school transcript with a minimum rank in the 90 percentile and recommendations from a teacher and/or guidance counselor. Successful applicants may also enroll for courses during the College's summer sessions. Students enrolling in this program cannot take any math or English courses unless they have taken the 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 the semester(s) of attendance requested and that the student is in good academic standing as well as the course(s) or statement about the course(s) to be taken. This letter must be returned with the nondegree application to the admissions office for you to receive registration information. Visiting students are required to comply with William Paterson College policies.

William Paterson College students who wish to attend another college as a visiting student must be in good academic standing and should secure an approved visiting student application form from the Dean of their major. The application must be completed by the student and submitted for Dean's approval.

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.

Part Time Undergraduate Tuition and Fees

New Jersey resident (per credit)	\$108.50
Out-of-state resident (per credit)	173.50
General service fee (per credit)	11.00
Student activity fee (per credit)	2.75
Student athletic fee (per credit)	2.00
Student Center fee (per credit)	7.25
Information technology fee (per credit)	3.25

Full Time Undergraduate Tuition and Fees (Flat Rate)

New Jersey resident	12 credits or more	\$1690
Out-of-state resident	12 credits or more	\$2680
(Flat rate charge for full-time undergraduate students includes charges for general service fee, student activity fee, student athletic fee, and Student Center fee. It does not include charges for student laboratory fees and other fees listed below.)		
Information technology fee		\$50
Laboratory course fee		\$30
(Applicable courses only, maximum charge of \$90 per semester)		
Private lesson fee		\$100
Music practice room fee		\$30
(Music majors only)		
Student teaching fee		\$150
(Applicable courses only)		
Freshman orientation fee		\$25
(Each incoming full-time freshman who enrolls in September must pay the orientation fee.)		
Late fee (nonrefundable)		\$50
Bad check fee (nonrefundable)		\$15
Added course fee (nonrefundable, per course)		\$15
Partial payment fee (nonrefundable)		\$15

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

The refund schedule is as follows:

Withdrawal before the end of drop/add	100%
Withdrawal during the first third of the semester	50%
Withdrawal after the first third of the semester	NONE

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

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

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

Refund Policies for Title IV* Fund Recipients

(* Title IV funds include Pell Grants, SEOG, Perkins Loans and Federal Stafford Direct Student Loans.)

There are two additional refund schedules that differ from the general Refund Policy schedule: one for continuing Title IV fund recipients, another for first-time Title IV recipients.

First-time Title IV fund recipients who withdrew completely from William Paterson College are provided with a separate schedule under the Pro-Rata Refund policy. Title IV fund recipients who are not first-time attendees are provided a schedule of refunds via the Federal Refund Calculation.

The **Pro-Rata refund** calculation applies to any student attending the institution for the first time receiving Title IV funds whose withdrawal date is on or before the 60 percent point in time in the period of enrollment for which the student has been charged.

Week 1	90%
Week 2	80%
Week 3	80%
Week 4	70%
Week 5	60%
Week 6	60%
Week 7	50%
Week 8	40%
Week 9	40%

The schedule above affects first-time attendees only and assumes a semester based on 16 weeks.

Federal Refund Calculation Students that are not first-time attendees and are receiving Title IV funds must receive the larger of the institution’s general Refund Policy or the Federal Refund calculations.

The Federal Refund schedule is as follows for refunds of **Institutional Charges:**

- 100% - Refund 100% on or before 1 week preceding the first day of classes.
- 90% - Any time after the first day of classes up to the end of the first 10% (in time) of the period of enrollment.
- 50% - Between the end of the first 10% (in time) and the end of the first 25% of the period of enrollment.
- 25% - Between the end of the first 25% (in time) and the first 50% (in time) of the period of enrollment.

Charges subject to Pro-Rata and Federal Refund calculations are those considered “Institutional Charges,” which include Room, Board, Fees (charged to all students) and other charges.

For further information regarding refund policies please contact the Financial Aid Office or the Office of the Bursar.

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 cancelled by the College.

Tuition and fees pertain to academic year 1995-96 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.

Monthly Payment Plan The College now offers a monthly payment option through **Tuition Management Systems (TMS)**. This plan is effective starting for the Fall 1996 semester. The program allows students and families to spread all or part of the academic year's expenses over 10, 9 or 8 equal monthly payments with no interest. The cost for this service is a \$50 enrollment fee, which can be paid by telephone using your Visa or Mastercard by calling 800-722-4867.

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.

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

Student Parking The parking fee for automobiles is \$15 for the school year. The motorcycle fee is \$1. The fee is non-refundable. 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 \$60 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 \$38.

Music Instrument Fee A music fee of \$5 per semester is charged for music instrument courses. The fee is non-refundable.

Room and Board The current charge for residing on campus is \$1550 in the Towers and Hillside Hall, and \$1680 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 1996-97 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)**. FAFSAs are available from high school guidance offices or directly from the College. Transfer students must submit a financial aid transcript from their previous institution.

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 NJ State* Aid

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

- A. Be a citizen of the United States or eligible noncitizen.
- B. Have financial need (except for Unsubsidized Stafford Loan).
- C. Register with Selective Service, if required.
- D. Be accepted as a matriculated student at WPC.

- Special Note:** Nondegree students are not eligible for state or federal financial assistance of any kind.
- E. Not owe a refund on a Federal grant or be in default on a Federal educational loan.
 - F. Maintain satisfactory academic progress according to federal, state and institutional guidelines
 - G. Submit required documentation in a timely manner.

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

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

Commuter Costs		Resident Costs	
Tuition and Fees	\$3380	Tuition and Fees	\$3380
Books and Supplies	\$ 600	Books and Supplies	\$ 600
Total	\$3980	Room (Average)	\$3100
		Meal Plan (Average)	\$1700
		Total	\$8780

Tuition and fees for out-of-state students are \$5360. All charges (tuition, room, board, fees) pertain to academic year 1996-97 and are subject to change by Board of Trustees 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 and 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 Scholar Match A \$1000 matching scholarship is available for all Bloustein Scholars for demonstrated high academic achievement as indicated in their high school record and SAT scores.

William Paterson College Garden State Scholarship Match A \$500 matching scholarship is available for all Garden State Scholarship recipients (effective Fall '95).

Music Department Faculty Scholarship Scholarships are based on academic achievement and musical talent. The size and number of awards are determined by the music department. The scholarships are available to full-time new or ongoing music majors.

Music Department Awards Several awards are available each year to both incoming and ongoing music majors based upon music talent, scholarship and financial need. Awards are typically \$200 – \$400.

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 no more than 30 credits for the academic year.

Enid Hoffman Scholarship 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.

Federal and New Jersey State Financial Aid 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 monies 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.

WPC is participating in the Federal Direct Student Loan Program. This 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 System to ensure expediency in approving New Jersey grants and to assist in the timely payment of vouchers. The Gateway System provides the individual up-to-date financial aid eligibility for students who apply for grants and scholarships through the New Jersey Office of Student Assistance.

New Jersey State Grants

Tuition Aid Grants (TAG) are awarded to students who are or intend to be full-time undergraduates. Applicants must demonstrate a need for college student aid. Grants for the 1995-96 academic year ranged in value from \$400 to \$2398 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 \$825 to \$1100 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 cost 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 and demonstrate financial need. Grants currently range from \$400 to \$2340 per academic year.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students who demonstrate exceptional financial need. Grants may range from \$100 to \$4000 per academic year.

Educational Loans

Federal Direct Student Loans (formerly Guaranteed Student Loans) Subsidized and Unsubsidized Direct Stafford Loans are available to at least half-time students whose eligibility is determined by filing the FAFSA. The loan may not exceed \$2625 per academic year for freshmen; \$3500 for sophomores; and \$5500 for juniors and seniors. The interest rate is variable, with a maximum annual rate of 8.25 percent. Repayment begins six months after graduation or withdrawal from school.

A Subsidized Direct Loan is awarded on the basis of financial need. The federal government pays interest on the loan until you begin repayment and during authorized periods of deferment.

Unsubsidized loans are not awarded on the basis of need. Interest is charged from the time the loan is disbursed until it is paid in full.

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 a variable interest rate, with a maximum annual rate of 9 percent. Parents will need to fill out a separate application for a Direct Plus loan.

Perkins Loan (formerly National Direct Student Loan) These loans are available to students with financial need. Students may borrow \$4500 for the first two years of undergraduate study up to a maximum of \$9000 for undergraduate study. Repayment at 5 percent interest begins six to nine months after the borrower ceases to be at least a half-time student with up to 10 years to repay.

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 graduate and undergraduate students attending at least half-time or to their parents. A Free Application for Federal Student Aid must be submitted. The NJCLASS Loan should be used as a supplemental source of funding after application for financial assistance through sources such as grants, Perkins Loans and the Direct Stafford Loan Programs. NJCLASS applications are available in the Financial Aid Office.

Work-Study Programs

The Work-Study Programs provide jobs for students and permit them to work on or off campus for an average of 15 hours per week. Students are paid biweekly.

Veterans Programs

For information on state and federal veterans programs, including veterans benefits, veterans tuition and credit program and the POW/MIA program, contact Nina Trelisky at 201-595-2423.

Note: The total amount of scholarship and financial assistance (grants, loans and campus employment) 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 fail to maintain the minimum grade point average during any period of enrollment, will be ineligible for financial aid. An appeals process is in place for students with exceptional circumstances.

Students may regain their eligibility for financial aid by attending classes, using their own resources to earn credits or increasing their GPA in accordance with the Satisfactory Academic Progress Policy.

WPC Financial Aid Satisfactory Academic Progress Policy

A student shall be considered to be maintaining SAP for the purpose of 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 financial aid.

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

ACADEMIC AND INSTITUTIONAL SUPPORT SERVICES



The Academic Support Center

Priscilla Orr, Director

Mary Ann Spatz, Assistant Director

The Academic Support Center 595-3324
Hunziker Wing 218

The Academic Support Center provides personnel, expertise and technological tools to help you on your educational path.

The Center's staff offers tutoring in most general education subjects, including languages, history, philosophy, mathematics, communication, health, movement science and all the social sciences.

The Center organizes and conducts study skills workshops to assist students in developing effective study strategies, and offers instruction in reading skills and strategies for students with particular needs. The Center provides access to network computer facilities.

For a schedule of hours of operation, please call 201-595-3324/3325.

The Science Enrichment Center 595-3340
Science Hall 421A

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

The Center offers

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

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

Call 201-595-3340 for a schedule and complete information.

The Writing Center 595-2633
Coach House 101B

Writing Center tutors can help you

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

No appointment is required; call 595-2633 for hours of operation. Remember to bring your own 3-1/2" disk.

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 to students on a drop-in basis during the day and in the evening.

In addition to having their questions answered, students may obtain the following materials from the Advisement Center: curriculum control sheets for every major, schedule of classes booklets, academic department brochures and flyers, 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 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.

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 Outstanding Senior Award; 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. The office is open Monday, 8:00 a.m. – 7:00 p.m.; and Tuesday – Friday, 8:00 a.m. – 5:00 p.m. The office can be reached at 595-2282. Its 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 skilled to handle.

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

Computer Technology An easy-to-use computerized guidance system (SIGI Plus) aides students in the career decision making process. Computerized job matching and test preparation programs for the GRE, GMAT, and the LSAT are also available.

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

Community Service/Job Location and Development Program A counselor assists students in securing community service jobs, and part-time, summer and temporary off-campus employment. Primary emphasis is on development of career-related positions 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 videotapes on various career-related topics enable students to explore and learn at their own pace. Interview training may be enhanced with videotaping equipment.

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

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. to 5:00 p.m., Monday through Friday.

The daily schedule of activities, preplanned and spontaneous, are child-inspired. They include language, prereading and premath skills and the introduction of social studies, science, music and art in a developmentally appropriate, integrative setting. Please visit the center or call the director at 595-2529 for fees and further information.

Counseling Services

The Office of Counseling Services (Morrison Hall, 201-595-2257) offers a wide range of counseling services to students. Staff members trained in psychology and counseling 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.

Roland Watts, Assistant Dean of Students, 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 Dean of Students' Office.

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 the Dean of Students.

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

The resolution of difficulties 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 Roland Watts, Assistant Dean of Students, 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. General questions pertaining to accessibility and accommodations of students should be directed to the Dean of Students, Morrison Hall 136, 595-2218.

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

Freshman Life

The Freshman Life Office located in Morrison Hall, 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 through personal counseling, referral to a campus support service, or by means of a variety of programs and services that the office administers either directly or indirectly (freshman orientation, orientation leader training, Freshman Seminar and June registration).

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

The office also publishes the *Parent Guide*, which is distributed at Parents' Orientation.

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, located in Wayne Hall, serves the medical needs of students. It is open Monday through Friday from 8:30 a.m. to 11:00 p.m. and is staffed by three full-time nurses and a part-time physician. 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.

Instruction and Research Technology

The College provides a wide range of technology services for students. Support for technology in education and learning is provided by Instruction and Research Technology (IRT) in four locations on campus: the Atrium Building, Science Building, the Library and Hobart Hall. Supported software at all locations includes typical productivity applications that fall into five basic categories, including word processing, spreadsheets, databases, graphics programs and Internet tools.

IRT provides support for students and faculty in the use of technology for learning and in research. IRT administers the Student Technology Consulting Program, which provides training to selected students hired to give consulting support to students using the public access labs, provide training to students in computer applications and the Internet, and work in the Multimedia/Internet Publishing Group. IRT also runs the campus Unix-based electronic

mail system, available to all enrolled students, and supports student dial-in access services to the College in collaboration with Network and Hardware Services (64 lines with 28.8kbps modems using the PPP protocol).

Facilities: The Atrium Building is the new state-of-the-art technology center on campus holding 128 Pentium multimedia computers arranged in computer-intensive classrooms with video projection capacity, and a New Media Center supporting multimedia and Internet development. The New Media Center will include scanners, CD-ROM writers, digitizers, and related software tools. Computer classrooms in the Atrium are "preferred access labs", available to the general public during hours not otherwise scheduled for classroom instruction.

The Science IRT computer labs house 24 Pentium multimedia PCs and 24 Macintosh PowerPCs, providing preferred access to students and faculty in the School of Science and Health.

The Library and IRT jointly support and maintain the Electronic Resource Center (ERC) which includes Pentium PCs and Macintosh PowerPCs connected to the campus network. In addition, library-specific applications are also available in this location.

Hobart Hall houses a preferred-access classroom in the Telemedia Lab and a multimedia development center in 156 Hobart. The Telemedia Lab has 20 multimedia Pentium PCs which provide preferred access to students in scheduled courses within the School of Arts and Communication and general public access at all other times. The Multimedia Lab is a public access site with equipment including two scanners, two CD-ROM writers, twelve general-purpose workstations (6 PC and 6 Macintosh) plus four workstations customized to support graphically intensive multimedia presentation and development software for students working in small teams.

Other departmental computer labs are available to support the needs of students in particular disciplines, including mathematics, computer science, art, history, environmental science and geography, education, and accounting and law. The art department also supports a specialized high-end graphics animation lab using the latest in Silicon Graphics workstation technology.

Students will find classroom and lecture presentations increasingly utilizing computer technology in instruction as all classrooms on campus have network connections, both to the local campus network and the Internet.

The College is an Internet Class B domain (wilpaterson.edu) currently connecting through T1 lines provided by the contracted Internet service provider.

International Student Advisor

The Dean of Students Office provides a 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 Dean's office, Morrison Hall, 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 newly expanded and renovated Sarah Byrd Aske Library supports the academic programs of the College and provides both resources and services to meet the needs of the WPC community. A staff of twenty highly trained librarians and an equal number of clerical and other support staff are available to help you make the best use of the Library. We consider our staff to be the single most important resource we have to offer and hope that you will take full advantage of the rich information services that are available at your request.

The best place to begin your search for information is at the reference desk. Librarians are stationed at the desk whenever the Library is open. They can get you started on any project, large or small.

The Library houses some 300,000 volumes, 13,000 audiovisual items, 1400 periodical subscriptions, a 36-station electronic resource center, a 110-seat auditorium and two classrooms for user education. Throughout the Library you will find photocopy machines, and in the periodicals area there are microfiche and microfilm reader/printers. Also, strategically placed throughout the Library are individual study carrels and group study rooms for your use when you need private time to concentrate on an assignment or to work in small groups.

The Library is open days, evenings and weekends during the fall, spring and summer sessions, totaling approximately 85 hours a week. Exact hours are posted. 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 Office of Counseling, Morrison Hall; contact Ann Yusaitis, 201-595-2257.

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 are able to:

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

The 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 1033 underclassmen. Two double-occupancy rooms are connected by a bath and together constitute a suite housing four persons. A limited number of single-occupancy rooms are also available to students with disabilities or special needs. Each room is furnished to include beds, desks, chairs, wardrobes and drawer space. Students are responsible for their own linens and personal effects.

Located within the pavilion that connects the Towers is a spacious lounge and recreation area. Individual floors also have lounge and study space. Laundry, television and vending facilities are also located in the building.

Hillside Hall 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" is 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, plans dances, outings, dinners, lectures, study workshops, movie nights and a host of other events that take place on weekdays and weekends. Resident students traditionally are enthusiastic participants in these programs. Outdoor tennis courts, football, baseball and softball fields, in addition to a fully equipped recreation center, are a short walk from the residence halls. Wightman Gym houses a heated 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 Registrar's Office, College Hall, Nina Trelisky, 201-595-2423, to complete the necessary forms. All students receiving veteran benefits must report to the Registrar's Office, College Hall, each semester or summer session to verify course load, graduation date and academic program. The Veterans Administration requires each person receiving V.A. benefits to acknowledge and agree to all rules and regulations governing veteran eligibility at 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 call 595-2423.

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 Activities 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.

SGA Chartered Clubs and Organizations

Anthropology Club
 Baggetaway (American Lacrosse) Club
Beacon Newspaper
 Black Student Association
 Bowling Club
 Brothers for Awareness
 Business Student Association
 Caribbean Students Association
 Catholic Campus Ministry Club
 Chess Club
 Chinese Students Association
 Christian Fellowship
 Circle "K" Club
 Coalition of Lesbians, Gays and Friends
 Community Health Club
 Computer Club
 Creative Source Dance Ensemble
 Criminal Justice Assembly
 Early Childhood/Elementary Education Club
 Economic and Finance Students Association
 Equestrian Team
Essence/English Club
 Feminist Collective
 Galen Society
 Greek Senate
 History Club
 Ice Hockey Team
 Jewish Students Association
 Math Club
 Minority Opportunity Through School Transformation
 Movement Science Club
 Music and Entertainment Industry Student Assn.
 National Association for the Advancement of Colored People
 Organization of Latin American Students
 Outdoors Club

Philosophy Club
Pioneer Yearbook
 Political Science Club
 Psychology Club
 Public Relations
 Residence Hall Association
 Sisters for Awareness, Black Leadership & Equality
 Sociology Club
 Spanish Club
 Student Accounting Club
 Student Activities Programming Board
 Student Art Association
 Student Council for Exceptional Citizens
 Student Film Association
 United Asian Americans
 United Science Club (Astronomy, Dinosaur and Natural Science)
 WCRN Radio
 WPC-TV

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 co-ed cheerleading. In addition to these, there are a co-ed 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 campuswide 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 hazing 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 that 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



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.

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 that 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 that do not qualify for academic credit. All extracurricular activities shall be open to all full-time and part-time students who have paid the appropriate student activity fees, except where the organizations are members of national bodies that have more stringent requirements.

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

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

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

Undergraduate second degree students are not eligible for graduation honors.

Academic Integrity Policy

I. Standards of Academic Conduct

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

William Paterson College 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 that relate to the Academic Integrity Policy include such issues as computer security, stolen tests, falsified records and 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.

GENERAL INFORMATION

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

1. Speak directly to the faculty member within ten (10) working days of being informed of a violation or of the proposed penalty. If, after repeated attempts, the student is unable to reach the faculty member within ten (10) working days, the student must notify the department chairperson in writing within that ten (10) day period.
2. If, after discussion with the faculty member, the student is dissatisfied with the outcome, the student must contact the department chairperson presenting a dated, written and signed statement describing the specific basis for the complaint. At this time, the student will also provide the faculty member with a copy of these written materials.
3. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student will request that the chairperson convene the Department Executive Council (or other appropriate department committee) — excluding the faculty member involved — to hear the appeal. The faculty member will submit a written, dated and signed statement of the alleged violation to the council/committee. The student will submit a written, dated and signed statement describing the basis of the complaint. The accuser will assume the burden of proof. When the faculty member involved is the chairperson, then the student will request that the dean of the 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.
6. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of the procedure, read it and understands it before the appeal can proceed.

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

1. 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**.
2. 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.
3. 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.
4. 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

1. 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.
2. Students who have attempted 60 credits or more and who fail to raise the GPA to 2.0 by the end of the **Jeopardy of Dismissal** semester 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:

1. Register for no more than 12 to 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.
2. Meet with his/her academic advisor within the first ten days of the semester following the notice of unsatisfactory academic status and monthly throughout the semester or as indicated by advisor.
3. Enter into an Academic Agreement with William Paterson 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 that might warrant reconsideration of the dismissal and reinstatement.
4. The appeal process will be completed and a decision will be rendered no later than August 7. Students will be notified of the decision by mail.

Reinstatement

A successful appeal results in reinstatement into the 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:	00–23 earned hours
Sophomore:	24–57 earned hours
Junior:	58–89 earned hours
Senior:	90 or more earned hours

Course Credit Load

Credit

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

Full-Time Students Students completing 128 credits in eight (8) semesters 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 have paid for the course to be repeated before an application can be completed in the Registrar's 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 may do so by using Voice Response Registration (VRR) or by 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 Examination and Experience

Credit by Examination

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

Students who think they have sufficient knowledge, acquired by experience or private study, are encouraged to accelerate or enrich the 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. 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

Assessment of basic skills at William Paterson College is 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 during their first two semesters. Students who do not succeed in doing so will be notified. They will then have one more semester to complete their Basic Skills courses. Students who do not do so will be permitted to enroll in Basic Skills classes only, regardless of GPA, until they have successfully completed all Basic Skills courses. 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

A. Arts and Communication	6 credits
Art	
Communication	
Music	
Theatre	
(No more than 3 credits may be taken in any department.)	
B. Humanities	21 credits
Writing Effective Prose	3
Foreign Language (dependent upon placement)	0–6
History	6
Literature	3
Philosophy	3
C. Science	11–12 credits
Mathematics	3–4
Science	8
D. Social Science	9 credits
Anthropology	
Geography	
Political Science	
Psychology	
Sociology	
Economics	
(No more than 3 credits may be taken in any one area.)	
E. 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 <i>Master Schedule</i> . 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.

7. Waivers

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.

8. Academic Residency Requirement

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

9. Time Limit for Degree

A baccalaureate degree must be completed within a period of ten years from the time the student first matriculated.

Waivers and extensions of time must be approved by the school dean.

Extracurricular Activities

Key components of the 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 that do not receive academic credit.
- II. All extracurricular activities shall be open to all full-time and part-time students who have paid the appropriate student activity fees, except where the organizations are members of national bodies that have more stringent requirements.
- III. The following limitations should apply only to students who are holding office and/or participating in activities that require a regular commitment of three or more hours per week.
 - A. Extracurricular eligibility will be monitored once a year in August after the summer session is completed. Since "automatic" or academic probation is monitored in June, a student who is put on academic probation has 14 months on academic probation to raise the GPA to a 2.0 or above before becoming ineligible to participate in extracurricular activities. Each student is entitled to only one year of participating in 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

Using Quality points and Quality hours as they appear on the grade report and/or transcripts:

$$\frac{Q_{pts}}{Q_{hrs}} = GPA$$

Example: $\frac{46}{16} = 2.87$

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 College Hall, Room 140. 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 that 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 that 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.

Procedures for Investigating Complaints About Grades or Student Academic Performance

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

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

1. The student must write to the faculty member within 10 working days of the receipt of the grade or of the incident related to the student's academic performance to request an appointment to discuss the complaint. The letter must also include any pertinent documentation to substantiate the student's complaint.
2. At the meeting with the faculty member, the student must present any additional pertinent documents to substantiate the complaint. The faculty member must make available for review at this meeting materials submitted by the student for evaluation and not yet seen by the student.
3. If the student is unsuccessful in making contact with the faculty member or upon meeting with the faculty member is dissatisfied with the outcome and wishes to further pursue the complaint, the student must write to the department chairperson and request an appointment to discuss the complaint. A copy of all materials originally presented to the faculty member must be included. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of this procedure, has read it and understands it before the appeal can proceed.
4. If the complaint is not resolved at the chairperson's level, and if the student wishes to pursue the complaint, the student must request, in writing, that the department chairperson convene the Department Executive Council (or other appropriate department committee) to hear the appeal. The committee must consult with the faculty

member involved in the complaint and review the documents provided by the student. The committee will then submit a 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).

5. If not satisfied with the Department Executive Council's (or other appropriate department committee's) decision, and if the student wishes to further pursue the complaint, the student must write to the dean of that school requesting that the complaint be brought to the School Council for a decision by the department chairpersons of the school concerned. The chairperson of the department concerned will not take part in the final vote. This decision will constitute the College's final decision.
6. The faculty unequivocally have the final responsibility with regard to grade changes.

Middle States Association Complaint Policy

Institutions must have adequate procedures for addressing written student complaints and should make those procedures and guidelines available to students. The institution should maintain a file of student complaints and make them available to the Commission upon request.

The complaint policy of the Middle States Commission on Higher Education should be readily available to students, faculty and staff. A statement concerning how they can obtain a copy of the Commission's complaint policy should be published in the Institution's student, faculty and staff handbooks, or any other official publication that delineates the Institution's grievance policy and procedures. A copy of the policy can be obtained from the President's Office or the office of the Dean of Students.

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 that will be evaluated for independent study credit.

Three credits of independent study may be undertaken in a given semester; no more than 9 credits of independent study may be credited toward degree requirements. Credit and grade are awarded by the faculty sponsor.

Leave of Absence/Withdrawal

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.

Refunds after the deadline will not be considered under any circumstances.

All sophomores, juniors and seniors can obtain the forms for a leave of absence from Counseling Services, Morrison Hall, 595-2257. All leave of absence forms for freshmen can be obtained through the Freshman Life Office, Morrison Hall, 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 nor should a withdrawal be confused with a leave of absence.**

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 Services, Morrison Hall, 595-2257. Matriculated freshmen seeking withdrawal must contact the Freshman Life Office, Morrison Hall, 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. **Refunds after the deadline will not be considered under any circumstances.**

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 utilized Voice Response Registration 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 "no bill was received" or "never having attended classes" or that "no tuition payment had been made."** Any student who registers and later decides not to attend the College must follow the Leave of Absence/Withdrawal procedures listed in this catalog.

Undeclared Students

Students who exercise their option not to select a major program when first enrolling in the 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-Professional Program in Communication Disorders

Students interested in a pre-professional program in Communication Disorders should see the Speech-Language Pathology Preparation description under the School of Science and Health.

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

Toward the mission of recruiting and retaining students of color, numerous services are offered through the Office of Minority Education (OME). Some of the services offered include the following:

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

For additional information on the services and programs provided through the Office of Minority Education, please call 201-595-3106, or come to Morrison Hall.

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 demonstrate potential for academic success. Inquiries should be directed to the EOF Program, Morrison 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 non-credit (continuing education units may be earned). Many participants come from outside the College. WPC students, faculty and staff are 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, College Hall.

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

Summer Sessions

The College offers two separate sessions comprising 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.

International Student Exchange

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

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.

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 Office of Graduate Studies and Research, Raubinger Hall.

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



School of the Arts and Communication

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

School of Education

Elementary Education — Professional preparation program
for teacher certification*

Subject Field — Professional preparation program for
teacher certification*

Special Education (B.A.)

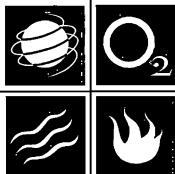
*Students seeking teacher certification are required to have
an academic major offered by one of the other schools within
the College. A complete list of these approved majors is
found on page 70 of the catalog.

School of Humanities, Management and Social Sciences

Accounting (B.S.)
African, African-American and Caribbean Studies (B.A.)
Anthropology (B.A.)
Business Administration (B.S.)
English (B.A.)
History (B.A.)
Philosophy (B.A.)
Political Science (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Spanish (B.A.)

School of Science and Health

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



SCHOOL OF THE ARTS AND COMMUNICATION

GEORGE E. MCCLOUD, PH.D., DEAN

OFFICE: HOBART HALL 206

The School of the Arts and Communication offers degrees in art, communication and music. These programs have a professional career orientation, including, in the cases of art and music, that of teaching.

The school also operates the Ben Shahn Gallery, the Shea Center for Performing Arts, a radio station (WPSC-FM), the Hunziker Theatre, the Nicholas Martini Teleconference Center, two television studios, film and animation studios, a music recording studio and audio production facility, an electronic music laboratory, as well as extensive remote and post-production facilities in both television and film. Students have extensive opportunities to use these facilities in their course work and as a part of cocurricular activities.

The school also offers arts programming in which both students and professionals participate. In addition to student film festivals and art exhibits, there are student-performed theatrical

productions, television and radio productions, sports broadcasting, and a wide array of musical ensembles. Of special note are the Wayne Chamber Orchestra, a professional ensemble that has performed with major guest soloists; the Jazz Room, a series in which some of the world's most prominent jazz performers have been featured; and the New Music Series, which features the work of the New Jersey Percussion Ensemble, a resident professional group.

DEPARTMENT OF ART



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

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

Assistant Professors: Z. Cong, A. De Laura, L. Farber, G. Gardner, D. Halbstein, H. Heller-Ramsay (half time), D. Horton (half time), L. Prince, J. Sadler

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 education 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 and 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.F.A. MAJOR REQUIREMENTS 99 CREDITS

Art History		15 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
ARTH	Art History elective	3

Studio Foundations		18 Credits
ARTS 105	Drawing	3
ARTS 110	3-D Design	3
ARTS 120	2-D Design	3
ARTS 205	Life Drawing	3
ARTS 210	Sculpture	3
ARTS 220	Painting and Color Theory	3

Art Electives or Related Cognate (By Advisement)		15 Credits
---	--	------------

Fine Arts Studio: 200 Level		Select 15 Credits
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 2-D Art	3
ARTS 290	Gallery Workshop	3

Fine Arts Studio: 300 Level		Select 18 Credits
ARTS 305	Illustration, Fine Arts and Design	3
ARTS 310	Advanced Sculpture	3
ARTS 315	Wood Materials and Experimental Design	3
ARTS 320	Advanced Painting	3
ARTS 321	Watercolor	3

ARTS 330	Advanced Printmaking	3
ARTS 331	Lithography	3
ARTS 340	Advanced Ceramics	3
ARTS 360	Advanced Textile Workshop	3
ARTS 370	Photo Lighting and Techniques	3
ARTS 371	Advanced Photography	3

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

Studio Major-Portfolio Required **3 Credits**
ARTH 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:

ARTH 101	Approaches to Western Art	3
ARTH 201	Approaches to Modern Art	3
ARTS 105	Drawing	3
ARTS 110	3-D Design	3
ARTS 120	2-D Design	3
ARTS 205	Life Drawing	3
ARTS 220	Painting and Color Theory	3
Choose any 200 or 300 Art Studio		6 Credits

MINOR REQUIREMENTS: ART HISTORY 18 CREDITS

ARTH 101	Approaches to Western Art	3
ARTH 201	Approaches to Modern Art	3
ARTH	Art History Electives	12

SECONDARY EDUCATION (K-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. 3000–500 B.C.) in Malta, England, Ireland, Germany and Scandinavia are studied. Ancient Egyptian art (3500–300 B.C.) is analyzed in the second half of the semester. The universality of early forms of art and their relation to the concerns of hunting and agricultural peoples and the complex funerary art of dynastic Egypt are discussed. Prerequisite: One course in art history

ARTH 322 Greek and Roman Art

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 A.D. 300. Major themes include the interrelationships of art, religion and the state in the ancient world and the arts of Greece and Rome as the cultural heritage of the West.

Prerequisite: One course in art history

ARTH 323 Byzantine Art

A study of architecture, painting and sculpture in the Eastern Mediterranean, the Balkans and Italy from A.D. 315 to 1453. Byzantine art is interpreted as one of the preserves of the Greco-Roman heritage, an expression of a Christian imperial state and a model for Western European art during the Middle Ages.

Prerequisite: One course in art history

ARTH 324 Medieval Art

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 Seventeenth and Eighteenth 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 2-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, freehand 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 3-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 toward general publishing and design issues as they relate to the graphic arts design.

Prerequisite: ARTS 105, 120, 205

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, 205

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

Repeatable two times

ARTS 320 Advanced Painting

Students are encouraged to develop personal aesthetics through research of various media and theories. Course allows students to explore construction, collage, mixed media, etc. Outside assignments.

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, silkscreen 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 and 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 solve problems, develop visual and written strategies, employ mixed media and deal with multisensory/multidimensional communication.

Prerequisite: ARTS 351

ARTS 460 Experimental Textile Studio

An advanced level course in which students combine pliable material with other media of their interest, including paper, felt, paint and photography. Fiber as a sculptural medium will be explored. References will be derived from primitive contemporary sources.
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. Classwork includes the production of several short computer animated pieces that are output to videotape.
Prerequisites: ARTS 385
Repeatable once

ARTS 481 Advanced Projects 2-D Computer Art

Advanced 2-D electronic paint and design techniques are explored in depth. These include resolution-independent layout and output, video and scanned input, image processing, simulated hand painting and drawing media, and 2-D animation such as multimedia presentations, TV graphics and brochure layout.
Prerequisites: ARTS 380, 382

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



Professor: G. McCloud, B. Morganstern (chairperson)
Associate Professors: J.Chamberlain, L. Katz, I. Olaye, D. Peck
Assistant Professors: J. Akrami, R. Bartone, M. Daniels, D. Evans, S. Ferris, T. Leshner, J. Nutter, G. Radford, J. Rhodes, R. Weidenaar

The Department of Communication offers a B.A. in communication with concentrations in interpersonal communication, radio and television production, broadcasting, print journalism and film. The Department is currently involved in a complete revision of this curriculum, which will consolidate the various concentrations that are described here. Consult with the Department regarding the emerging alternatives to the current curriculum described below.

The interpersonal communication concentration provides courses in the research, 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 human communication.

The radio and television production 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 twofold purpose: (1) to prepare students for careers in the field, and (2) to make students more sophisticated readers-listeners-viewers of the news media. Although 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.

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, management, consulting and so forth.

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

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 282	Intro to Electronic Publishing
ARTS 285	3-D Computer Graphics
ARTS 385	Advanced 3-D Computer Graphics
MUS 251	Audio Recording I
MUS 252	Audio Recording II
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 Television 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 324 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-scène, 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 postproduction 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 that 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 non-commercial spots, news documentary, discussion and music formats are produced for airing on campus radio and commercial and noncommercial public radio stations.

Prerequisite: COMM 353

COMM 425 Television Workshop

Students produce, write and direct video projects dealing with instructional material, news and public affairs and entertainment programming. Projects must be program-mable 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: COMM326 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 postproduction knowledge and wish to learn the standard techniques of editing a sound film. In a workshop environment, the student becomes familiar with editing vocabulary, equipment and procedures, from editing dailies to learning to prepare an A & B roll. The techniques of editing picture and sound are examined in lectures and later applied in a series of hands-on exercises and creative assignments. At the same time, the class balances the technical by providing an aesthetic overview of historical and current editing styles used in this complex art.

Prerequisite: COMM 331

COMM 444 Communication Research Foundation

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 enterprise. Students refine previously developed skills in writing and editing for broadcast. Individual and group-produced news stories in the field receive feedback from instructor and peers. Programming materials are developed and produced for use on local outlets.

Prerequisite: COMM 350

COMM 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 ongoing 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



Professors: R. DesRoches, R. Foley, N. Guptill Crain, G. Kirkpatrick, J. Kresky, S. Marcone (chairperson), R. Reid
Associate Professors: S. Bryant, D. Demsey, D. Garcia, J. Weidensaul
Assistant Professors: D. Falk, V. Hill, J. Link
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 K-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 nonmusic major.

All degree programs contain the best of both musical worlds: the flexible, innovative ideas in contemporary music combined with the finest in the traditional. As a result, students pursue a program of study eminently suited to preparing them for a professional life in music.

Auditions

A performance audition is required of all applicants to the 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.A. MUSIC (OPTION IN MUSICAL STUDIES)

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

Auditions for all B.A. Programs are by audio cassette tape only.

a. Requirements for All Instruments including Electric Guitar and Electric Bass (Except Voice and Percussion):

- Perform the following Major scales: C Major, G Major, D Major, B^b Major. (Keyboard players must perform with two hands simultaneously.)
- Perform a prepared piece in any style.

b. Requirements for Voice:

- Sing a one-octave Major scale.
- Perform a prepared piece in any style.

c. Requirements for Percussion:

- Demonstrate single, double and closed rolls on snare drum.
- Perform one prepared piece or etude.

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[#] 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

An audition tape is required; contact the Music Department for details.

In order to be considered for admission into the Jazz Program, these materials must be completed and returned:

- 1. A WPC application form
- 2. A music department application form
- 3. An audition tape

Audition Tape Requirements

In most cases, acceptance decisions are made on the basis of the audition tape. Some selected candidates will be scheduled for an in person audition at the College. Invited students who are unable to come for an in-person audition will be requested to submit a second audition tape. Please fill out and use the enclosed audition tape jacket. Audition tapes cannot be returned.

The taped performance should demonstrate ability to play within a group and as a soloist. Perform a minimum of three tunes:

- 1. One up-tempo tune such as "Cherokee," "Ornithology," "It Could Happen to You," "Just Friends" or a similar selection.
- 2. One medium-tempo tune such as "All the Things You Are," "Out of Nowhere," "Have You Met Miss Jones?" or a similar selection.
- 3. One ballad such as "Body and Soul," "In a Sentimental Mood," "I Can't Get Started" or a similar selection. One chorus within the presentation of the medium-tempo and up-tempo tunes should be performed entirely unaccompanied.

Special Audition Notes

Piano, Guitar and Mallet Instruments Performance should demonstrate ability to comp as well as to solo. One of the required selections must be performed entirely unaccompanied.

Drum Set Performance should demonstrate ability to use brushes as well as sticks. Play through the head of the up-tempo tune unaccompanied, outlining the rhythmic structure of the melody.

Bass Performance should demonstrate ability to construct a walking bass line and should showcase strengths as an improviser. Acoustic bassists should demonstrate the use of the bow.

Vocalists If currently studying voice, include a vocalise at the beginning of tape. Performance should demonstrate ability to scat as well as understanding of the lyric.

Major Programs

The B.A. degree is designed for students who desire a liberal education with emphasis on music while obtaining a diversified education in the liberal arts. The B.M. in music options are classical performance, jazz studies and performance, music management 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) 42 CREDITS

Required Courses		30 credits
MUS 000	Recital Hour (8 semesters)	0
MUS 144	Practical Musicianship*	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 207	Music History and Literature I	3
MUS 208	Music History and Literature II	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
	Performing Groups	3

*Students who are qualified to enter MUS 160 upon entrance do not take MUS 144 and enroll for an additional elective offering of three (3) credits.

Music Department Elective Courses 12 credits
Choose from any 200 level or above 3 credit course (or by advisement)

B.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 42 CREDITS**Major Courses 29 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 or	
MUS 251	Audio Recording 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
	Performing Groups	2

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 II	3
MUS 351	Audio Recording III	3
MUS 352	Audio Recording III Lab	1

*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 the 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 Communication	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 credits 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
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 234	Sophomore Recital Performance	0

ARTS AND COMMUNICATION

MUS 236	Western Art Music	3	Core Courses		78–79 Credits
	Jazz Performance Groups		MUS 000	Recital Hour (8 semesters)	0
	(2 each semester)	16	MUS 160	Freshman Comprehensive	
MUS 241	Jazz Ear Training I	2		Musicianship I	3
MUS 242	Jazz Ear Training II	2	MUS 161	Freshman Comprehensive	
MUS 251	Audio Recording I	3		Musicianship II	3
MUS 253	Jazz History & Analysis I	3	MUS 162	Applied Music Major	2
MUS 254	Jazz History & Analysis II	3	MUS 163	Applied Music Major	2
MUS 255	Jazz Harmony	3	MUS 180	Freshman Ear Training I	1
MUS 256	Applied Music Major		MUS 181	Freshman Ear Training II	1
MUS 257	Applied Music Major	3	MUS 234	Sophomore Recital Performance	0
MUS 258	Electronic Music I	3	MUS 236	Western Art Music	3
MUS 260	Sophomore Comprehensive		MUS 258	Electronic Music I	3
	Musicianship I	3	MUS 260	Sophomore Comprehensive	
MUS 261	Sophomore Comprehensive			Musicianship I	3
	Musicianship II	3	MUS 261	Sophomore Comprehensive	
MUS 268	Functional Class Jazz Piano I	1		Musicianship II	3
MUS 269	Functional Class Jazz Piano II	1	MUS 262	Applied Music Major	2
MUS 310	Junior Recital Performance I (midday)	0	MUS 263	Applied Music Major	2
MUS 311	Junior Recital Performance II (midday)	0	MUS 280	Sophomore Ear Training I	1
MUS 322	Jazz Improvisation III	2	MUS 281	Sophomore Ear Training II	1
MUS 323	Jazz Seminar	3	MUS 307	Basic Conducting	3
MUS 343	Jazz Ear Training III	2	MUS 310	Junior Recital Performance I	0
MUS 344	Jazz Ear Training IV	2	MUS 311	Junior Recital Performance II	0
MUS 356	Applied Music Major	3	MUS 317	History of American Popular Music	
MUS 357	Applied Music Major	3	MUS 362	Applied Music Major	2
MUS 368	Functional Class Jazz Piano III	1	MUS 363	Applied Music Major	2
MUS 369	Functional Class Jazz Piano IV	1	MUS 462	Applied Music Major	2
MUS 456	Applied Music Major	3	MUS 464	Senior Recital Performance	0
MUS 457	Applied Music Major	3		Performing Groups	7
MUS 464	Senior Recital Performance	0	Functional Class Piano (Choose 4 credits)		
MUS 470	Jazz Arranging I	3	MUS 164	Class Piano I	1
MUS 471	Jazz Arranging II	3	MUS 165	Class Piano II	1
*Number of credits varies according to major instrument selected. Voice, piano and percussion differ from other instrumentalists as indicated below.			MUS 264	Class Piano III	1
Vocalists: 2 years Jazz Piano Minor required (4 credits); 2 years classical voice required; not required to take Improvisation III (4 credits).			MUS 265	Class Piano IV	1
Percussionists: 2 years Jazz Piano Minor required (4 credits); not required to take Improvisation III.			MUS 266	Adv. Class Piano V	1
Pianists: 2 years Classical Piano Minor required (4 credits).			MUS 267	Adv. Class Piano VI	1
Note: Jazz students must pass second-semester-sophomore juries in order to go on to junior year in applied major.				Advanced Music Courses*	6
			*200 level or higher		
			Music Management Courses		19–20 credits
			MUS 125	Survey of the Music and Entertainment Industry*	3
			MUS 270	Structure and Content of the Music Industry*	3
			MUS 303	Music Management Internship	1
			MUS 316	Media Use in the Music and Entertainment Industry	3
			MUS 403	Music Management Seminar	1
			MUS 452	Law and Ethics in the Music and Entertainment Industry	3
			*B average should be attained to continue in program.		
			At least 5 credits from		
			MUS 303	Music Management Internship	1
			MUS 404	Music Management Honors Internship	6
			MUS 450	Personal Management in Music	3
B.M. MUSIC — MUSIC MANAGEMENT CLASSICAL PERFORMANCE OPTION REQUIREMENT AND COREQUISITES96–97 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.					

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

ACCT 211	Financial Accounting	3
CS 201	Computer Literacy: Microcomputer Applications	3
MGT 300	Principles of Management	3
LAW 251	Business Law I	3
MKT 310	Marketing	3

At Least 3 credits from

MKT 316	Multinational Marketing	3
MKT 342	Retail Marketing	3
MKT 351	Sales Management	3

B.M. MUSIC — MUSIC MANAGEMENT JAZZ**PERFORMANCE OPTIONAL REQUIREMENTS****AND COREQUISITES: 99–100 CREDITS**

Students should earn a 3.0 grade point average in MUS 125, Survey of the Music and Entertainment Industry, and one additional 3-credit music management course in order to be fully admitted to the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses 82–83 credits

MUS 000	Recital Hour (8 semesters)	0
MUS 137	Jazz Improvisation I	2
MUS 138	Jazz Improvisation II	2
MUS 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 317	History of American Popular Music or history period course	3
MUS 234	Sophomore Recital Performance	0
MUS 236	Western Art Music	3
MUS 241	Jazz Ear Training I	2
MUS 242	Jazz Ear Training II	2
MUS 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 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

Functional Class Piano

MUS 164	Class Piano I	1
MUS 165	Class Piano II	1
MUS 268	Jazz Piano I	1
MUS 269	Jazz Piano II	1

Music Management Courses 19–20 credits

MUS 125	Survey of the Music and Entertainment Industry*	3
MUS 270	Structure and Content of the Music Industry*	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar	1
MUS 452	Law and Ethics in the Music and Entertainment Industry	3

*B average should be attained to continue in program.

At least 5 credits from

MUS 303	Music Management Internship	1
MUS 404	Music Management Honors Internship	6
MUS 450	Personal Management in Music	3

School of Humanities, Management and**Social Sciences Corequisites 18 credits**

ACCT 211	Financial Accounting	3
CS 201	Computer Literacy: Microcomputer Applications	3
MGT 300	Principles of Management	3
LAW 251	Business Law I	3
MKT 310	Marketing	3

At least 3 credits from

MKT 316	Multinational Marketing	3
MKT 342	Retail Marketing	3
MKT 351	Sales Management	3

B.M. MUSIC — CLASSICAL PERFORMANCE K-12 MUSIC CERTIFICATION OPTION

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 K-12. Students whose performance is on a standard band or orchestral instrument take the instrumental concentration.

Students are admitted to this program on a probationary status for the freshman and sophomore years. Full status in the program is determined prior to the beginning of the junior year.

Note: Performance majors in keyboard or guitar who desire an instrumental concentration must also meet the entrance audition requirements on a band or orchestral instrument outlined previously. Performance majors in keyboard or guitar must meet the entrance requirements for a voice minor, i.e., demonstrate voice potential as a prospective teacher of choral/vocal music in the public schools.

ARTS AND COMMUNICATION

VOCAL CONCENTRATION 75-79 CREDITS

MUS 000	Recital Hour (7 semesters)	0
MUS 101	Flute and Clarinet	1
MUS 103	Trumpet	1
MUS 105	Strings	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 (four semesters — for voice applied majors only)	0-4
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	
MUS 302	Arranging	3
MUS 305	Applied Music Minor	1
MUS 306	Applied Music Minor	1
MUS 307	Basic Conducting	3
MUS 308	Choral Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
MUS 325	Teaching Strategies — Elementary Music* (cert. req'd.)	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	Teaching Strategies — Secondary Music* (cert. req'd.)	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 (K-12) 23 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 77 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	Strings	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 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 or	
MUS 302	Arranging	3
MUS 307	Basic Conducting	3
MUS 309	Instrumental Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
MUS 325	Teaching Strategies — Elementary Music* (cert. req'd.)	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	Teaching Strategies — Secondary Music* (cert. req'd.)	3
MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance Performing Groups	0 11

*These courses must be taken in sequence.

Additional Certification Requirements (K-12) 23 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 and Literature I and II	6
	Performance Ensembles	2

**MUSIC MANAGEMENT MINOR 24 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. 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 241	Jazz Ear Training I	2
MUS 242	Jazz Ear Training II	2
MUS 270	Structure and Content of the Music and Entertainment Industry	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar (2 semesters)	2
MUS 450	Personal Management in Music	3
MUS 452	Law and Ethics in the Music and Entertainment Industry	3
MUS	Music Elective*	3

*200 level or higher, excluding music management courses

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 282	Opera Workshop
MUS 283	Flute Ensemble
MUS 289	French Horn Ensemble
MUS 372,3,4,5	Junior Chamber Jazz I,II,III,IV
MUS 472,3,4,5	Senior Chamber Jazz I,II,III,IV

Instrumental Classes: Class instruction in basic performance skills on standard instruments. Students proven proficient on an instrument, upon examination, are excused from that class. Classes meet two hours weekly for one semester and are open to music education students only.
1 credit each

MUS 101	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.

COURSES

Unless otherwise noted, all courses are for 3 credits.

Performing Groups: A placement audition and the permission of the conductor required. General education credit may be given to nonmajors for participation in these groups. **1 credit each**

MUS 172,3,4,5	Freshman Chamber Jazz I,II,III,IV
MUS 200	Concert Choir
MUS 201	Women's Choral Ensemble (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 137 Jazz Improvisation I

A workshop course aimed at helping the student evolve an individual style of improvisation. Emphasis on chord scales, interpretation of chord symbols, notation, harmonic and melodic analysis techniques, transposition and common jazz figures and patterns. Ear training and analysis of improvised solos. One weekly class meeting in lecture format, one in performance groups.

MUS 138 Jazz Improvisation II

Expansion of concepts and principles introduced in MUS 137. Emphasis on chord substitution, extended and altered harmonics, melodic development, memorization, student jazz compositions and ear training and analysis.

Prerequisite: MUS 137

MUS 144 Practical Musicianship (see MUS 244)**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 inter-relationships as they form the basis for listening, performing and creating. Includes contrapuntal textures in two and three parts, compositional devices, diatonic harmony in three and four parts, secondary dominants and diminished seventh chords, modulation, analysis and composition of music in the smaller contrapuntal and homophonic forms for various vocal and instrumental combinations.

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. Method and materials for teaching. Not open to voice majors. Prerequisite: For MUS 167, MUS 166

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.

Prerequisite: MUS 161

MUS 241 Jazz Ear Training I

An integrated course in ear training that includes the development of sight-singing, diction, improvisation and rhythmic skills as they especially apply to the jazz style.

Prerequisite: MUS 181

2 credits

MUS 242 Jazz Ear Training II

An integrated course in ear training that includes the development of sight-singing, diction, improvisation and rhythmic skills as they especially apply to the jazz style and continuation of Ear Training I.

Prerequisite: MUS 241

2 credits

MUS 243 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 will be 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. (co-numbered MUS 144 for music majors)

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. Ability to read music required. Placement test will be given at first class meeting. Prerequisite: MUS 244 (co-numbered 144) 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. The course emphasizes how each period developed both musically and historically, as well as in-depth analysis of its major performers, arrangers and composers. Prerequisite: MUS 161

MUS 254 Jazz History and Analysis II

A study of the evolution of jazz from bebop to the present. The course emphasizes how each period developed both musically and historically, as well as an in-depth analysis of its major performers, arrangers and composers. Prerequisite: MUS 161

MUS 255 Jazz Harmony**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. Ability to read music required. Placement test will be given at first class meeting.

Prerequisite: MUS 244 (co-numbered 144) 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, forms the nucleus of this course.

Prerequisite: MUS 260 for 261

MUS 264–265 Functional Class Piano III and IV

This is the second year of the beginning piano course for music majors who do not have keyboard facility and should not be chosen by keyboard majors. The work of this course continues the development of the skills begun in MUS 164–165 with more advanced work in technique, transposition, improvisation, score reading and accompanying and harmonization styles. Music education students must pass a proficiency test upon completion of MUS 265.

Prerequisite: Music Majors only
1 credit each

MUS 266–267 Functional Class Piano: Advanced

This special section is for keyboard majors and qualified vocal and instrumental majors. The course assumes that the student already possesses considerable keyboard facility. The course is designed to develop the skills needed to utilize the piano in school positions, sacred music posts and situations other than the solo recital. The skills to be developed include transposition, improvisation, score reading, a thorough working knowledge of chords and their application to creating accompaniments and arrangements from lead sheets. Prerequisite: Music Majors only

1 credit each

MUS 268–269, 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 will develop compositional skills in the homophonic forms. Two-, three- and five-part song forms, minuet and trio and rondo forms will be explored by way of musical analysis. Specific projects of composition will be assigned for each of the above-named forms. Student works will be 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 that 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 among these areas and their connections with composition, performance, criticism and pedagogy. Extensive training in the techniques of scholarship, preparation of papers and dissertations and the use of the library.
Prerequisite: Music Majors only

MUS 307 Basic Conducting

Presents the basic techniques of conducting, both with and without a baton. These techniques include basic beat patterns, preparation, cut-offs, fermatas, tempos, moods, use of the left hand, etc. Each student conducts, using the class as the performing medium.
Prerequisite: MUS 261

MUS 308 Choral Conducting

Develops and refines the basic techniques of conducting acquired in Basic Conducting. Actual conducting experience applies these techniques to the specific demands of vocal music. Other areas of study include organization and administration of secondary school choral groups, tone and diction and rehearsal techniques.
Prerequisite: MUS 307

MUS 309 Instrumental Conducting

Basic conducting techniques applied to the media of orchestra and band. Score reading, rehearsal techniques and interpretation are included in addition to further development of physical skill.
Prerequisite: MUS 307

MUS 310 Junior Recital Performance I (midday)

Taken with MUS 356, 362, 390
Prerequisite: MUS 234
0 credits

MUS 311 Junior Recital Performance II (midday)

Taken with MUS 357, 363
Prerequisite: MUS 234, MUS 310
0 credits

MUS 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.

Prerequisite: MUS 120 or Music Major

MUS 332 Music in the Late Renaissance and Baroque Periods

Western music from the sixteenth, seventeenth and early eighteenth centuries is listened to, analyzed and discussed.

Prerequisite: MUS 120 or Music Major

MUS 333 Music in the Rococo and Classical Periods

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

Prerequisite: MUS 120 or Music Major

MUS 334 Music in the Romantic Period

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

Prerequisite: MUS 120 or Music Major

MUS 335 Choral Literature

A chronological survey and examination of representative choral compositions from each period of Western music, with emphasis on style and its relation to performance. Music is studied in relation to the cultural environment of its time.

Prerequisite: Permission of the instructor

MUS 336 Accompanying

Provides opportunities for 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.

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.

3 credits

MUS 352 Audio Recording III Lab

This lab should be taken simultaneously with Audio III: Mixing Consoles and Recording Media. It will allow students to apply and reinforce their knowledge of the general concepts of signal routing and troubleshooting learned in Audio III and previous courses in audio recording. The lab will also provide students with continued opportunity to fine-tune their music mixing skills. Students will be asked to work, in small groups, on projects which specifically apply certain console and mixing techniques, and they will be required to document and justify their reasons for taking certain actions during the course of their projects.

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 456, MUS 457, MUS 462, or MUS 463.

MUS 401 Twentieth-Century Music

A survey of contemporary music as exemplified by representative works of the leading composers of the century. Detailed analysis of a limited number of works which represent significant stylistic and expressive trends.

Prerequisite: MUS 160

MUS 403 Music Management Seminar

Lectures by industry experts. Attendance is mandatory.
1 credit

MUS 404 Music Management Honors Internship

Culmination of music management education for students with 3.2 GPA or higher. Assigned to an area in the music industry as an intern, the student gains experience in the business role in the music and entertainment industry. Students put to practical use the skills learned in music management courses.
6 credits

MUS 407 Sacred Music Internship

Through practical work situations, the student experiences firsthand many of the varied and specialized musical and administrative duties performed by musicians in the field of sacred music.
1 credit

MUS 408 Advanced Choral Conducting

Provides continued study and practice of choral conducting techniques. Emphasis on developing good vocal tone production in choral groups, style and interpretation in choral literature and program building. Some of the standard larger choral works are studied.
2 credits

MUS 409 Counterpoint

Technique of contrapuntal writing and analysis. Study includes writing two- and three-part textures, as well as parallel analysis of musical literature drawn from several periods and styles.

Prerequisite: MUS 261

MUS 410 Maintenance and Repair of Music Instruments

Problems of repair with respect to brass, woodwind, string and percussion instruments.
Laboratory sessions

MUS 411 Piano Tuning

Complete explanation and application of tuning acoustic and electric pianos by the equal temperament system. Problems, procedures and exploration of standard techniques.

MUS 412 Music Graphics

The history, theory and practice of preparing graphic music copy.

MUS 425 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.

Prerequisite: MUS 125

MUS 452 Law and Ethics in the Music and Entertainment Industry

Legal aspects of the industry. Ethical considerations for management and artists, domestic and international copyrights, contracts, labor agreements, trade practice regulations, piracy, payola. For music management majors and minors only.

Prerequisite: MUS 125

MUS 464 Senior Recital Performance (midday)

B.M. majors take this with MUS 462; B.M. in classical performance majors take this with MUS 490; B.M. jazz majors take this with MUS 456 and 457.
0 credits

MUS 470 Jazz Arranging I

Introduction to basic concepts and techniques of contemporary arranging. Study of instrumental ranges and transpositions, chord symbolization, rhythm section, notation, etc. Four-part sectional writing with attention to voice leading, blend and textural effects.

Prerequisites: MUS 261 and/or permission of the instructor

MUS 471 Jazz Arranging II

Expansion of the principles introduced in MUS 470. Instructor assigns specific technical and expressive problems aimed at helping the student develop the writing skill and concepts necessary to realize complete arrangements for a large jazz ensemble.

Prerequisites: MUS 470 or permission of the instructor

MUS 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

At the printing of this catalog, the degree in dramatic arts was discontinued. Consequently, the student must consult with the department regarding the frequency of these offerings.

Dramatic Arts

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. The goals of the courses are 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.

COURSES

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 may be 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.

Prerequisite: THEA 130

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.

Prerequisite: THEA 170

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.

Prerequisite: THEA 270

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.

Prerequisite: THEA 272

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.

Prerequisite: THEA 236

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.

Prerequisite: THEA 239

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.

Prerequisite: THEA 274

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.

Prerequisite: THEA 275

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.

Prerequisite: THEA 335

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

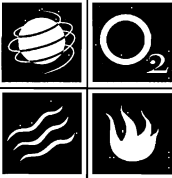
Study of the educational and artistic modes of contemporary children's theatre. Focuses on styles of presentation and children's dramatic literature.

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, ED.D. DEAN

OFFICE: RAUBINGER 430

SHELLEY B. WEPNER, ASSISTANT TO THE DEAN

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 and Certification (NASDTEC).

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 establishing reciprocal relationships with the surrounding community to enhance its preservice and in-service course offerings.

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 school through 12th grade). A separate program in early childhood education is currently inactive.

Elementary education and subject field (often referred to as secondary education) candidates must pursue study in an academic major in consultation with their academic advisors.

Regularly admitted full-time and part-time students interested in pursuing a teacher education certification program must indicate their choice early and apply for admission to a program. Certain programs require a full-time semester of practicum. All programs require a full-time semester of student teaching in the area appropriate to the major.

Office of Field Experiences

Shelley B. Wepner
Assistant to the Dean

The Office of Field Experiences (Raubinger Hall 434) coordinates practica, which are preliminary observational and teaching experiences in the schools, and student teaching. Applications for practicum must be submitted to the Office of Field Experiences by the posted deadline (see advisor) the semester before the actual experience. Applications for student teaching must be submitted to the Office of Field Experiences by March 1 of any year for assignments during the next school year. Students must have an overall cumulative GPA of 2.5 at the time of application.

Office of Certification

Dolores Podhajski, Director
Nancy Norris-Bauer, Associate Director

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 for Student Teaching

In order to be eligible for student teaching (EDUC 414, 415, or 417), a student must have the following prerequisites:

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department that is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.50 at the close of semester immediately preceding the student teaching experience;
 - b. A cumulative grade point average of 2.50 in the academic major and in the teacher education sequence, as deemed appropriate by the appropriate certification program;
 - c. Satisfactory completion of all preliminary field experiences and courses required in the program;
 - d. A minimum of 96 credits completed at the time of application for the senior teaching internship;
 - e. Completion of all requirements based on the freshman basic skills tests in reading, writing and mathematics, and the successful completion of English 110, Writing Effective Prose, prior to admission to the teacher education sequence;
 - f. An analysis of speech patterns and if applicable, problem diagnosis;
 - g. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. Documentation of negative results on the Mantoux Test.
4. Submission of the Student Teaching Application, including a biographical data form, to the Office of Field Experiences no later than March 1 preceding the academic year of the internship for the following Fall or spring semester.

Students must pay a student teaching fee, currently \$140, in addition to tuition and fees prior to the student teaching semester.

Policies for the Internship

1. All students will have at least one urban and one suburban/rural school experience which is satisfied during practicum and student teaching. Students in the Subject Field certification program will have at least one N-8 experience and one 9-12 experience for practicum and student teaching.
2. Students cannot be assigned to a cooperating school or district which they have attended, or in which they have been employed, to a school or district in which a relative is employed or attends, or to a district in which they reside.
3. All placements must originate from the Office of Field Experiences. Students cannot contact a district to initiate a placement.
4. Placements are made in the students' major field in a public (or approved private) school district.
5. Placements are not made beyond the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex. This policy is enforced to ensure the availability of a college supervisor.

Prerequisites for Practicum

In order to be eligible for practicum (CIEE 301, CISE 290, CISE 351, SPED 202, SPED 320, PETC 397 or 398 (Science and Health), a student must have the following prerequisites:

1. Admission to the appropriate certification program;
2. Approval of the individual applicant by the department that is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.50 at the close of the semester immediately preceding the practicum experience;
 - b. A cumulative grade point average of 2.50 in the academic major and in the teacher education sequence, as deemed appropriate by the appropriate certification program;
 - c. A minimum of 60 credits for the N-8 program, 30 for Subject Field N-12, and 30 for Special Education completed at the undergraduate level;
 - d. Completion of all requirements based on the freshman basic skills tests in reading, writing and mathematics, and the successful completion of English 110 Writing Effective Prose, prior to admission to the teacher education sequence;
 - e. An analysis of speech patterns and, if applicable, problem diagnosis;
 - f. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. Documentation of negative results on the Mantoux Test.
4. Submission of the Practicum Application, including a biographical data form, to the Office of Field Experiences by the deadline preceding the semester of the practicum.

PRACTICUM COURSES

CIEE 301 **Practicum**

CISE 290 **N-12 Subject Field Experience I**

CISE 351 **N-12 Subject Field Experience II**

(See Department of Curriculum and Instruction for course descriptions.)

SPED 202 **Prepracticum Special Education**

SPED 320 **Practicum in Special Education**

(See Department of Special Education and Counseling for course descriptions.)

PETC 397 **Practicum I: Elementary School Experience**

PETC 398 **Practicum II: Secondary School Experience**

(See Department of Exercise and Movement Sciences for course descriptions.)

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., résumé writing, interviewing skills, organizing credential files). Each student develops a portfolio demonstrating his/her teaching abilities.

Prerequisites: Successful completion of all courses listed in the professional program

10 credits for undergraduate elementary (N-8)

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: Successful completion of all courses in the major and professional program (special education or physical education)

12 credits

EDUC 417 Senior Teaching Internship

The Student Teaching Internship is designed for the student to apply learnings about professional knowledge, humanistic practices and reflective thinking to a classroom situation on a full-time basis for one semester. The student works with an experienced teacher who guides the student in his or her subject field, working with individual, small group, and whole-class instruction. The student is observed by a college supervisor who, along with the cooperating teacher, provides appropriate feedback and guidance.

Prerequisites: CISE 411–414 (one in a cluster) and CISE 415 Successful completion of all courses listed in the professional program (N-12)

Corequisite: CISE 416

9 credits for undergraduate subject field (N-12)

EDUC 499 Independent Study

As approved and to be arranged.

1–6 credits

DEPARTMENT OF CURRICULUM AND INSTRUCTION



Professors: A. Coletta, T. Gerne, B. Grant, N. Seminoff, M. Turkish, D. White, S. Wollock
Associate Professors: M. Dougherty, R. Kaplan (chairperson), S. Wepner
Assistant Professors: P. Appelbaum, A. Chirwa, P. Malone, G. Martin, C. Rhodes
Instructors: M. Coe, A. Hylton-Lindsay

The Department of Curriculum and Instruction offers teacher education programs leading to eligibility for 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
 Anthropology
 Art (History, Studio)
 Biology
 Communication 1. Interpersonal
 2. Journalism
 Environmental Science
 English (Literature, Writing)
 Geography
 History
 Mathematics
 Mathematics/Applied
 Philosophy
 Political Science
 Psychology
 Sociology
 Spanish

Subject Field Certification (N-12)

For students seeking certification (N-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

African, African-American
 and Caribbean Studies*
 Anthropology
 Art
 Biology
 English
 Environmental Science
 Geography*
 History*
 Mathematics
 Music
 Political Science*
 Sociology
 Spanish

Subject Field Specialization

Social Studies
 Social Studies
 Art
 Biological Science
 Social Studies
 Earth Science
 Social Studies
 Social Studies
 Mathematics
 Music
 Social Studies
 Social Studies
 Spanish

*These academic majors need to be carefully supervised to ensure that state certification requirements for the subject field specialization are met.

Specific requirements and course descriptions for each major can be found in this catalog under the appropriate department.

Requirements

General Education All students must complete the general education requirements as prescribed by the 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. 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 (N-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 Certification, Hunziker 205A.

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.

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."

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. All courses and field experiences in the professional preparation program must be completed at the college. No transfers or substitutions from other colleges are accepted.

COURSE REQUIREMENTS* 30 CREDITS

CIED 203	Teaching as a Profession	3
CISE 290	N-12 Subject Field Experience I	1
CISE 321	Teaching Methods in Secondary Education	2
CISE 310	Educational Psychology	3
CIRL 330	Reading Strategies for the Content Areas	3
CISE 351	N-12 Subject Field Experience II	1

Select one of the following:

CISE 411	Methods for Teaching Secondary Social Studies/Seminar	3
CISE 412	Methods for Teaching Secondary English/Language Arts/Seminar	3
CISE 413	Methods of Teaching Secondary Math/Science/Seminar	3
CISE 414	Methods of Teaching Secondary Creative Arts/Seminar	3
CISE 415	Technology in the Classroom	2
CISE 416	Teaching Seminar and Perspectives	3
EDUC 417	Senior Internship	9

*These courses must be taken in sequence. Prior application required to the Office of Field Experiences for CISE 290, CISE 351, AND EDUC 417. 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. All courses and field experiences in the professional preparation program must be completed at the college. No transfers or substitutions of professional courses from other colleges are accepted.

COURSE REQUIREMENTS 30 CREDITS

CIED 203	Teaching as a Profession*	3
CIRL 229	Literacy and Learning*	3
CIEE 301	Practicum***	2
CIEE 320	Language Arts and Literature**	2
CIEE 324	Learning and Assessment in Mathematics**	2
CIEE 325	ACE/Arts and Creativity in Education**	2
CIEE 327	Science Education and Natural Phenomena**	2

CIEE 328	Social Studies and Global Education**	2
CIEE 413	Technology Across the Curriculum†	2
EDUC 414	Student Teaching 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.

COURSES

Unless otherwise noted, all courses are 3 credits.

CIED 203 Teaching as a Profession

This course examines the historical and philosophical foundations of education, including introductory knowledge of classroom management, teaching methods, learning styles, child development, legal issues, a code of ethics, diversity, multicultural education and the role of reflection in teaching. Students will conduct observations in N-8 (elementary) and N-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Students' speaking and writing skills will be assessed. 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: CIRL 229

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

2 credits

CIEE 320 Language Arts and Literature

This language arts and literature course is designed for preservice teachers who are working with or will be working with students in an 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: CIRL 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; see department for listing of approved courses.

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

16 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: CIED 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.

Prerequisite: CISE 290

Corequisites: CISE 351, one of 411-414, and CISE 415

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 N-12 Subject Field Experience I

The N-12 Subject Field Experience I course is a one-day-per-week semester-long field experience, under the supervision of an experienced teacher. WPC students are expected to observe, work one-to-one with classroom students, and teach at least one lesson that will be observed and evaluated by the supervisor. CISE 290 is taken concurrently with CISE 320.

A separate seminar class is not part of this course; rather, CISE 320 will be used as a seminar for WPC students to reflect on their field experiences.

Prerequisite: CIED 203

Corequisites: CISE 310 and CISE 321

CISE 310 Educational Psychology

This course provides prospective teachers with background in applying psychological theories, principles, and research to educational settings. Emphasis is on examining the role that teachers play in facilitating students' learning and social development. Methods for adapting instruction to diverse needs are explored.

Prerequisite: A course in General Psychology; CIED 203

Corequisites: CISE 290 and CISE 321

CISE 321 Teaching Methods in Secondary Education

This course is designed to provide students in the secondary (N-12) education certification program the knowledge required to translate theories into practice; to reflect upon how past educational practices continue to affect current practice; to intelligently select and utilize appropriate teaching methods; to manage effectively the classroom; and to select, administer, and grade appropriate evaluation instruments. Students will also meet in seminar to discuss their CISE 290 subject field experiences.

Prerequisite: CIED 203

Corequisites: CISE 290 and CISE 310

2 credits

CISE 351 N-12 Subject Field Experience II

The N-12 Subject Field Experience II course is a one-day-per-week, semester-long field experience, under the supervision of an experienced teacher. WPC students are expected to initially observe, work one-to-one with classroom students, work closely with the cooperating teacher, and gradually increase their teaching responsibilities. The supervisor will formally observe and evaluate two lessons. WPC students will take CISE 351 concurrently with one of the discipline-specific methods courses (e.g., CISE 410–413). A separate seminar class is not part of this course; rather, the appropriate methods course will be used as a seminar for WPC students to reflect on their field experiences.

Prerequisites: CISE 290, CISE 310, CISE 321

Corequisites: CISE 415, CIRL 330, Choose one: CISE 411–414
2 credits

CISE 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson

1–6 credits

CISE 411 Methods for Teaching Secondary Social Studies/Seminar

This course examines the long-standing controversies over the goals of the social studies and integrates this historical background with practice in lesson planning and the utilization of effective teaching strategies. Emphasis is placed on the rationale, curricula themes and pedagogy of multicultural approaches to the social studies.

Prerequisites: CISE 290, CISE 310, CISE 321

Corequisites: CISE 351, CIRL 330, CISE 415

3 credits

CISE 412 Methods for Teaching Secondary English/Language Arts/Seminar

This course is designed to provide students with an opportunity to articulate their visions of themselves as English teachers and the implications of that vision, and to engage students in developing instructional theories and practices that will help them enact that vision. This course is predicated on the assumption that all teaching is based on theory — that **practice reveals theory**. Students will learn the way language is best learned and the way knowledge of English/language arts is constructed.

Prerequisite: CISE 290, CISE 310, CISE 321

Corequisites: CISE 351, CIRL 330, CISE 415

3 credits

CISE 413 Methods of Teaching Secondary Math/Science/Seminar

Learning and assessment of mathematics and science N-12 is understood and applied according to the latest recommendations of the National Council of Teaching of Mathematics and the National Science Teachers Association. Strategies of teaching whole class and small groups, hands-on experiences, safety, integrating math and science across the curriculum, telecomputing and technology for subject field learning are examined in depth. This course is coordinated with a practicum field experience.

Prerequisites: CISE 290, CISE 310, CISE 321

Corequisites: CISE 351, CIRL 330, CISE 415

3 credits

CISE 414 Methods of Teaching Secondary Creative Arts/Seminar

Designed for future teachers of creative arts, the course is established to provide opportunities for college students to understand teaching and learning obligations of N-12 environments, to provide teaching skills in the subject-specific areas, to develop instructional platform skills, to prepare for assignments as student interns, classroom teachers, and ultimately for leadership roles in education.

Prerequisites: CISE 290, CISE 310, CISE 321

Corequisites: CISE 351, CIRL 330, CISE 415

3 credits

CISE 415 Technology in the Classroom

This is an introductory course in using technology in the teaching/learning process. Students will learn how technology is used in the classroom, and a tool to foster critical and creative thinking. In the context of reflective hands-on exploration, students will evaluate and critically analyze educational software relevant to the curriculum of their assigned student teaching class and will develop and implement cooperative, technology-based learning experiences.

Prerequisites: CISE 290, CISE 310, CISE 321

Corequisites: CIRL 330, CISE 351, Choose one: CISE 411-414

CISE 416 Teaching Seminar and Perspectives

This course will be taught in conjunction with the student teaching experience. It includes former areas covered by the student teaching seminar: discussion of and reflection upon the students' experiences in the classroom, career development information, legal and professional aspects of teaching. In addition, current issues in education will be covered. These would include teaching in a urban school, teaching exceptional students, multicultural issues, relationships with other teachers, innovative practice within a bureaucracy, and other prospective concerns of the students.

Prerequisite: CISE 351, CIRL 330, CISE 415, Choose one: CISE 411-414

Corequisite: EDUC 417

CISE 499 Independent Study

As approved and to be arranged.

1-6 credits

DEPARTMENT OF EDUCATIONAL LEADERSHIP



Professors: J. Baines, E. Bell, W. Willis (chairperson)

Associate Professors: J. Mamone

Assistant Professor: V. Baldassano

The Department of Educational Leadership offers the following undergraduate courses.

COURSES

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 approved and to be arranged.

1-6 credits

DEPARTMENT OF SPECIAL EDUCATION AND COUNSELING



Professors: L. Hayes, L. Hummel (chairperson), S. Kuveke, W. Younie

Associate Professors: M. Goldstein, M. Catarina

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.

Requirements

Students who wish to major in special education must present documented evidence of having worked with handicapped children for 120 clock hours in school settings prior to completing 45 credits. This requirement, detailed in the department's undergraduate handbook, yields no academic credit. 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 be maintained in the major and for entry to the field experiences. See the department for additional admission, retention and graduation requirements.

The Office of Field 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 or	
CIEE 320	Language Arts and Literature	3
CISE 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
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 special 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 postschool 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
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



**THE SCHOOL OF HUMANITIES,
MANAGEMENT AND SOCIAL SCIENCES**

ELAINE GARDINER, PH.D, DEAN

OFFICE: ATRIUM

The School of Humanities, Management and Social Sciences offers undergraduate degree programs in accounting; African, African-American and Caribbean Studies; anthropology; business administration (with concentrations in management, marketing and finance); economics; English; history; philosophy; political science; psychology; sociology; 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 the humanities 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 college 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.

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 and (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.

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. Waiguchu

Associate Professors: R. Bing, R. Davis, R. C. Grier,
F. Grippo, (chairperson), M. Rudnick, G. Sheehan

Assistant Professors: M. Mwaura, J. Wilkerson

Instructor: M. Seda

The Department of Accounting and Law offers a major program in accounting leading to a bachelor of science (B.S.) degree. The curriculum is balanced between general education and business and accounting education. Accordingly, students are prepared to enter 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 (M.B.A.), 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 B.S. and M.B.A. degrees and meet the requirements to take the CPA exam.

CURRICULUM

MAJOR REQUIREMENTS 60 CREDITS

Business Program Core 33 credits

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

Accounting Courses 21 credits

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

Additional Requirements 6 credits

LAW 251	Business Law I: Contracts	3
LAW 252	Business Law II: Sales and Negotiable Instruments 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, breakeven 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

Associate Professor: L. Agard-Jones, O. Traore (chairperson)

Assistant Professor: J. Cunningham

Visiting Distinguished Professor 1996-97: A. Tait

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 (K-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 the United States	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, African-American and Caribbean Theatre	3
AACS 233 Introduction to the Art of Africa	3
AACS 261 African, African-American and Caribbean Religions	3
AACS 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.

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who are interested in obtaining teaching certification must complete additional courses as prescribed by the School of Education (see **Department of Curriculum and Instruction**).

COURSES

Unless otherwise noted, all courses are 3 credits.

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.

AACS 150 Racism and Sexism in the United States

A study of the historical, philosophical, social and political treatments and interpretation of blacks and women in the United States. Selected topics include media stereotypes of blacks and women, definitions and rationalizations of racism and sexism, the role that blacks and women have played in U.S. history, the relationship between the nineteenth-century abolitionist movement and the early feminist movement, the relationship between the 1960s civil rights movement and the women's liberation movement.

AACS 155 Perspectives on Justice and Racism: The African-American Experience

Analysis of racism in the formulation and implementation of the law, in the courts, in penal institutions and in the police department. Attention is also given to the historical and sociocultural problems associated with the attainment of social justice for African-Americans.

AACS 206 Elementary 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 (e.g., Santeria, Candomble, Vodun). Attention is also given to the role of religion in the survival and struggles of peoples of African origin.

AACS 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 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, autobiographies and fiction.

AACS 329 The African-American Literary Experience II

Focuses mainly on African-American drama, poetry and essays.

AACS 338 African Politics

Deals with post-independence governmental political parties and ideological inclinations among African states. Emphasis is on the origin and evolution of political institutions and their function within contemporary Africa.

AACS 341 Contemporary Caribbean Societies

Examines the major problems facing the Caribbean today. The focus is on the present factors affecting the development of Caribbean societies and the difficulties confronting national and regional efforts to transform their economies. The basic economic, political and cultural features of the Caribbean are defined and analyzed. Attention is also given to initiatives at regional integration as well as changing United States-Caribbean relations.

AACS 358 Psychology of African-Americans

Examines traditional schools of psychology as they pertain to the psychological experience of African-Americans.

Alternative psychological considerations relative to the African-American experience, including those advanced by noted African-American psychologists, are also explored.

AACS 380 Research Methods on the African, African-American and Caribbean Experience

Introduces students to methodological approaches and strategies of research, including field work, on the African, African-American and Caribbean experience.

AACS 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean. Prerequisite: Permission of the department chairperson
1–6 credits

AACS 401 African-American Social Thought

The development of African-American social thought in the nineteenth century regarding the nature of being and the circumstances and fortunes of peoples of African descent. Includes the ideas of David Walker, Martin Delaney, Frederick Douglass, W.E. Dubois, Marcus Garvey, Malcolm X, Martin Luther King, Stokely Carmichael, Bayard Rustin, Amiri Baraka and Molefi Asante.

AACS 402 Pan-Africanism and the Black Experience

An analysis of Pan-Africanism as a social movement, its origins, objectives, strategies, leadership and followers. Concern is with the philosophy of the movement as a bridging or integrating framework for bringing together continental Africans and Africans in the diaspora in a common and collective exercise.

AACS 412 Fundamentals of Social Work

Deals with the basic concepts and practices of social work as they relate to the social problems of urban neighborhoods. Particularly useful for students planning to pursue a career or graduate study in social work.

AACS 420 Economic Structure of the Black Community

Beginning with an introduction to economics, the course focuses on the economic relations between the inner city and the rest of the economy.

AACS 499 Independent Study

As approved and to be arranged.
1–6 credits

DEPARTMENT OF ANTHROPOLOGY

Associate Professors: A. Barrow, J. Pollak

Assistant Professor: G. Pope (interim chairperson)

Anthropology

Anthropology is designed to provide students a comprehensive understanding of human nature. This major is based on an integrated view of culture, human evolution and human variation within a global sphere. The multicultural and holistic perspectives that students acquire in anthropology will uniquely prepare them for a wide range of professional and international careers in a number of diverse fields, such as advertising, business, criminology, communication, education, government, journalism, medicine, psychology, science and public service. Students will also be equipped to pursue graduate study in anthropology or other related fields.

An emphasis on applied anthropology within the anthropology major is available to students by advisement and is designed to examine specific problems and issues concerning humanity in broader and more holistic contexts than other fields. The focus is on application; that is, developing an understanding of existing cultural problems and issues in a global context and identifying potential solutions. Students who wish to emphasize this applied area will be encouraged, by advisement, to elect particular courses in other social sciences in addition to the anthropology courses listed here.

Internships, field studies and interdisciplinary programs in archaeology physical anthropology and applied anthropology provide students with campuswide opportunities to apply specialized knowledge gained from anthropological studies as well as learn to participate more effectively in a world community that is increasingly becoming more urban and multicultural.

CURRICULUM**MAJOR REQUIREMENTS 33 CREDITS**

Required Courses		12 Credits
ANTH 130	Introduction to Anthropology	3
ANTH 200	Human Variation	3
ANTH 210	Archaeology	3
ANTH 301	Anthropological Theory and Method	3

MAJOR ELECTIVES

Select from the following by advisement		21 Credits
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 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	The Ethnology of East Asia	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 12 Credits**

ANTH 130	Introduction of Anthropology	3
ANTH 200	Human Variation	3
ANTH 210	Archaeology	3
ANTH 301	Anthropological Theory and Method	3

ELECTIVES 6 Credits

Courses in anthropology by advisement

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who are interested in obtaining teaching certification must complete additional courses as prescribed by the School of Education (see **Department of Curriculum and Instruction**).

COURSES

Unless otherwise noted, all courses are 3 credits.

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: ANTH 130

ANTH 210 Archaeology

Introduces students to the scientific study of extinct societies. Research design, site survey and excavation, data recording and interpretation, artifact identification and treatment and cultural resource management are among the topics covered.

Prerequisite: ANTH 130

ANTH 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 as 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, is 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 it reflects a symbolic world will be examined. The focus is upon the changes wrought upon the host society and the sociopolitical and cultural consequences of tourism.

ANTH 341 Law in Society and Culture

This course examines mechanisms societies have developed to resolve disputes. Comparing American society to other industrial and preindustrial societies, law and political organizations are shown to have cultural ways of coping with conflict strongly linked to variations in subsistence, economy and social stratification.

ANTH 342 The Ethnology of East Asia: China and Japan

Examines the development of Chinese and Japanese cultures through the study of marriage, the family, village life, economic organization and religion. Modernization, industrialization and cultural change are also explored.

ANTH 353 Human Types: A Comparative Study of Cultures

The comparative study of cultures in sociocultural anthropology. Introduces students to the Human Relations Area Files (HRAF) and ethnological theory and method.

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 will be 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. 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
1-6 credits

ANTH 408 Indians of North America

Demonstrates the continuum of indigenous cultures in North America from pre-Columbian times to the present using historical, ecological and empirical field data to study cultural processes and changes and the ways they affect interethnic and interracial interaction in the United States.

ANTH 450 Shamans, Witches and Magic

A course in comparative religion focusing on shamanism and non-Western belief systems.

ANTH 491 Internship

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)

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, T. Ramin, P. Swanson

Assistant Professors: F. Cai

The economics and finance program supports the general education and business programs of the College and offers a finance concentration leading to a bachelor of science (B.S.) degree.

Economics courses provide students a broad conceptual framework for understanding the social interrelations of consumers, business, workers and the government. Students who take some advanced coursework in economics also learn the analytical tools of economic decision making.

The finance concentration within the business administration degree program (B.S.) serves students who wish to have careers in 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

FINANCE CONCENTRATION**BUSINESS PROGRAM CORE (SEE ABOVE) 33 CREDITS**

Finance Courses		21 Credits
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

Additional Requirements 6 Credits

CS 201	Computer Literacy Microcomputer Applications	3
300- or 400-level accounting, business or economics course		3

COURSES

Unless otherwise noted, all courses are for 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 will cover 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

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.

Prerequisites: ECON 201

ECON 321 Public Finance

A study of the economic principles that are most useful in analyzing the government's role in the economy; the economic principles to be stressed are those that are particularly helpful in the 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

Emphasizes economic elements in the historical growth of the United States from colonial to contemporary times. An analysis is made of the changing role of government, technological innovation, industrial pioneering and competition in the development of the American economy.

ECON 340 Labor and Management in the American Economy (also listed as MGT 340)

An examination of how labor and management are affected by various theories and institutional approaches and policies, such as public legislation on labor and management relations, collective bargaining, labor unions, inflation and unemployment.

Prerequisites: ECON 201 and 202

ECON 360 Economic Growth and Development

A study of the sources of economic growth and development and the private and public policies that affect this historical trend. Both underdeveloped and developed countries are considered.

Prerequisites: ECON 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

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 the approval of the department.

1–6 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

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 between various rates across major capital markets' participants, and analyzes strategies to manage and modify return and risk in an uncertain environment. The emphasis is on identifying the characteristics of participants that give rise to basic similarities and/or differences in their behavior, rather than on their detailed operating business activities.

Prerequisites: FIN 320

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.

Prerequisites: FIN 320

FIN 403 Capital Budgeting

Examines the firm's investment decisions in projects within the context of value creation. Covers investment decision making under certainty and under risk. Certainty equivalent, CAPM and risk adjusted return, sequential decision making and sensitivity models are discussed. Problems and cases are assigned for analysis and class presentation.

Prerequisites: FIN 320

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 partnership is also examined.

Prerequisites: ACCT 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, J. Jordan, R. Kloss,
F. Manno, A. Mazzella, S. McNamara, V. Mollenkott,
D. Perry, S. Radner, R. Rosen, S. Wertheim
Associate Professors: E. Burns, A. Deakins, C. Edinger
(chairperson), S. Hahn, C. Nekola
Assistant Professors: B. Gooch, J. Hartman, B. Parker,
H. Vila

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.

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

Electives 6 Credits

Select two additional English courses at or above the 200 level.

WRITING CONCENTRATION REQUIREMENTS 33 CREDITS

Core Courses 18 credits

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	3
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

Literature Electives **6 credits**
Any two literature courses at or above the 200-level 6

Advanced Writing Courses **9 credits**

GROUP I (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-level course in English communication skills (listening, speaking, reading, writing) designed for the non-native English-speaking student.

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. May include works by Dickinson, Twain, Nemerov, Denise Levertov, Robert Haydan, 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 150

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 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, Zamaytin.

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 the 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 Brontë, 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 Charlotte Brontë, Toni Morrison, Julia Alvarez, Edna O'Brien, 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* and *Blowup*. 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, Lady M.W. Montague.

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, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, Arnold, Emily Brontë, Christine Rosetti, Wilde, Joyce, Yeats, Woolf.

Prerequisite: ENG 110

ENG 303 American Literature to 1865

Major and minor American authors from the beginnings through Poe, Hawthorne, Melville, Emerson, Thoreau, Fuller.

Prerequisite: ENG 110

ENG 304 American Literature 1865-1914

Major and minor American authors of the period; emphasis on Whitman, Dickinson, Twain, James, Edith Wharton, Stephen Crane.

Prerequisite: ENG 110

ENG 305 Literature of Western Europe: To the Renaissance

Great works of the early Western world: by Homer, Sappho, 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 Molière, Goethe, Balzac, Flaubert, Dostoevsky, Mann, Sartre, Proust, Pirandello, Camus, García Marquez, 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 200

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 200

ENG 312 Donne, Jonson and Their Contemporaries

Study of British literature, 1600–60, 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 200

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 200

ENG 314 The Age of Johnson

British literature, 1750–98, 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 200

ENG 315 Romantic Movement in England

Romantic poetry and prose; Burns, Blake, Wordsworth (William and Dorothy), Coleridge, Scott, Byron, Shelley (Percy and Mary), Keats, the Brontës; critics of the period.

Prerequisite: ENG 200

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 200

ENG 317 Modern American Literature

Leading American writers of the modern period, such as Wharton, F. Scott Fitzgerald, Hemingway and Faulkner; Stevens, Frost, Eliot, O'Neill, Millay, Hughes, Hurston, Wolfe, Steinbeck, Flannery O'Connor, Gwendolyn Brooks, Richard Wright.

Prerequisite: ENG 150

ENG 318 Modern British Literature

British fiction, poetry, drama, criticism since 1885. May include Forster, Hardy, Joyce, Yeats, Shaw, Auden, Woolf, Conrad, Hopkins, Lawrence; Elizabeth Bowen, Katherine Mansfield; Irish Renaissance, naturalism, symbolism.

Prerequisite: ENG 200

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, Levertov, Plath, Ginsberg, Lowell, H.D., Marianne Moore, Hughes, Robert Duncan and Gary Snyder. It may study such literary concepts as symbolism, imagism, modernism, postmodernism, beat poetry.

Prerequisite: ENG 200

ENG 320 The English Novel: Defoe to Austen

Selected novels by Defoe, Richardson, Fielding, Smollett, Sterne, Austen.

Prerequisite: ENG 200

ENG 321 The English Novel: Dickens to Hardy

Selected novels by Dickens, Thackeray, Trollope, Meredith, George Eliot, Hardy.

Prerequisite: ENG 200

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 movement, 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 200

ENG 323 Twentieth-Century European Fiction

Readings of representative novelists, including Proust, Mann, Hesse, Kafka, Camus, Moravia, Solzhenitsyn.

Prerequisite: ENG 200

ENG 325 Literature Across the Americas

The course will focus on fiction, poetry and drama produced in North, Central and South Americas, offering comparative readings of selected texts. Writers may include Alice Munro, Margaret Atwood, Zora Neale Hurston, William Faulkner, Ernest Hemingway, Jorge Luis Borges, Gabriel García Márquez, Clarice Lispector, Graciliano Ramos, Jorge Amado.

Prerequisite: ENG 150

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 340 Contemporary Literature

British, American and continental fiction and poetry 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 150

ENG 350 Ethnic American Literature

Ethnic American Literature explores the rich multicultural nature of the American experience, focusing on Immigrant, Native American, and African-American literature in their historical and cultural context. Writers include Toni Morrison, Pietro Di Donato, Henry Roth, Amy Tan, Piri Thomas, Maxine Hong Kingston, James Welch, Jerre Mangione, Anzia Yezierska, Zora Neale Hurston, Toni Cade Bambara, Louise Erdrich, among others. In addition, students will research their own ethnic roots and family histories.

Prerequisite: ENG 150

ENG 399 Selected Topics

A topic of contemporary or other interest is selected.

Prerequisite: ENG 200

1-6 credits

ENG 401 Linguistics and Grammars

Study of contemporary grammars to understand the structures and functions of the varieties of English.

Prerequisite: ENG 110

ENG 402 Development of the English Language

A historical survey of changes in English vocabulary, pronunciation, spelling and grammar, including the social context of language change.

Prerequisite: ENG 110

ENG 403 Grammar and Style

The study of the contemporary American English sentence in its historical and sociolinguistic contexts, with attention to the structure of the sentence, editing problems for writers, the role of Standard English, and variation for stylistic effect.

Prerequisite: ENG 110

ENG 410 Chaucer and His Age

Emphasis is on Chaucer's *Canterbury Tales* and Chaucer's language, late Middle English of the South East Midlands. Some attention is given to the historical background of the period and, if time permits, a number of Chaucer's shorter works are read and discussed.

Prerequisite: ENG 200

ENG 411 Shakespeare: Comedies and Histories

Study of such plays as *Richard II*, *Henry IV*, *Henry V*, *A Midsummer Night's Dream*, *The Merchant of Venice* and *Much Ado About Nothing*, *Twelfth Night*.

Prerequisite: ENG 200

ENG 412 Shakespeare: Tragedies and Romances

Study of such plays as *Hamlet*, *Macbeth*, *Romeo and Juliet*, *Othello*, *King Lear*, *The Tempest*.

Prerequisite: ENG 200

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 200

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 200

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 150

ENG 422 The Psychological Novel

The relationship between depth psychology and literature and the use of psychoanalysis in interpreting and understanding the novel. Authors may include Gide, Woolf, Joyce, Beckett and others.

Prerequisite: ENG 150

ENG 423 Myth, Symbol and Literature

Study of symbol, ritual and myth formation and primitive, classical, biblical and social symbols and myths as they appear and function in literature and other media.

Prerequisite: ENG 200

ENG 480 Seminar in English Literature

Designed to help students study, in depth, a single British author or work chosen by the instructor.

Prerequisite: ENG 200

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 200

ENG 490 Internship in English

On-the-job training with regional employers. Students write regularly for the employer and the academic coordinator.

Prerequisite: ENG 200, junior or senior level, GPA 3.0 or better

ENG 499 Independent Study

As approved and to be arranged.

Prerequisite: ENG 200

13 credits

DEPARTMENT OF HISTORY



Professors: M. Edelstein, C. Gruber

Associate Professors: T. F. Cook, Jr., J. Livingston,

I. Nack, S. Nalle, J. Pluss, G. Satra, I. Tirado (chairperson)

Assistant Professors: J. Cho, T. Finnegan, E. Gonzalez,

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

MAJOR REQUIREMENTS 33 CREDITS

Area Requirements 6 Credits

HIST 205	United States History Through Reconstruction	3
HIST 206	United States History Since Reconstruction	3

Plus two European history electives and one 3-credit course in non-Western history, e.g., Asian, Middle Eastern or Latin American history. The courses may be at the 300- or 400-level and are credited toward elective requirements.

Elective Requirements 27 Credits

HIST 260	Historiography	3
Six courses at the 300 level		18
Two courses at the 400 level		6

Note: Of the 33 credits required for the major, no more than 18 can be taken in United States, European or non-Western history.

The 6 credits of European and 3 credits of non-Western history electives in the Area Requirements are credited toward the 27 credits of the Elective Requirements by level.

MINOR REQUIREMENTS 18 CREDITS

Students can minor in history by taking an 18-credit program that includes history 205 and 206, a non-Western history course (which will count for the non-Western GE requirement), and three elective courses, one of which must be in European history.

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who are interested in obtaining teaching certification in history must complete additional courses as prescribed by the 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 postindustrial society in the late twentieth century and introduces students to the objectives, methodology and sources of social history.

Prerequisite: HIST 101

HIST 302 Origins of Civilization

A survey of the world's oldest civilizations, including ancient Egypt, Mesopotamia, the Hebrews and the ancient Near East in general. The course examines how and why civilizations originated and developed in the ancient Near East. Focus includes art and archaeology as well as political, social and religious history.

Prerequisite: HIST 101

HIST 303 Greek Civilization

Covers the cultural background of ancient Greece and the rise and fall of Athenian democracy. Thucydides and other commentators are used for a critical study of the great issues of Greek civilization.

Prerequisite: HIST 101

HIST 304 Rome: Republic and Empire

A survey of critical issues and developments in Roman history from the founding of the city in the eighth century B.C. to the fall of the Empire in the fifth century A.D. Particular attention is placed on the historical effects of social and political growth and decline. Topics include both political-constitutional history and the development of social institutions such as the family and marriage.

Prerequisite: HIST 101

HIST 306 Europe in the Middle Ages

Covers the early Middle Ages and the emergence of medieval order, fact and theories of the relations between church and state, Europe in the High Middle Ages, the development of secular and urban society, formation of nation states, the artistic and intellectual culture of castle, cathedral and university.

Prerequisite: HIST 101

HIST 307 Imperial Spain 1450–1700

How did a country of nine million discover, conquer and colonize two continents, dominate Europe for 150 years and create one of the world's major cultures? This course surveys the political and cultural history of Spain and her empire from 1450 to 1700.

Prerequisite: HIST 101

HIST 308 History of Christianity

A history of Christianity from the ancient world to the present, primarily in its European setting. Focus is on the reciprocal impact of the forms, thought and organization of the Christian religion and society and culture.

Prerequisite: HIST 101

HIST 309 The Italian Renaissance

This course concentrates on the cultural, political and social foundations of the Renaissance in Italy between 1350 and 1550. Because of the Italian Renaissance's profound influence on all of Europe, some attention is paid to tracing the spread of Renaissance ideas to other countries.

Prerequisite: HIST 101

HIST 310 Modern France Since 1815

The development of France, one of the first democratic republics, from the Bourbon Restoration in 1814 through the Fifth Republic today, featuring a multifaceted approach to French history. Emphasis is on continuity versus change and stability versus instability. The course explores the reasons for France's decline and later resurgence as a European power.

Prerequisite: HIST 101

HIST 312 Reformation Europe

Martin Luther's challenge to the Catholic Church in 1517 led to 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 will be 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 347 Irish History

A survey course of Irish history from 1600 to the present. The course will pay special attention to the Irish struggle for independence from British rule and the defining characteristics of Irish as opposed to English culture.

Prerequisite: HIST 102

HIST 348 The British Empire and Imperialism

Survey of the history of the British Empire. Major course themes will include the politics of imperialism and the economic and cultural significance of empire.

HIST 427 Peasant Russia

The course examines the Russian peasantry from the Emancipation of 1861 to forced collectivization in the 1930s. Prerequisite: For History majors only; nonmajors may take course with instructor's permission

HIST 428 Stalin and His Times

An examination of Stalin's rise within the leadership of the communist party and Soviet state, Stalin's impact on Soviet domestic policy and international affairs, and the process of de-Stalinization since the 1950s through the present. Prerequisite: For History majors only; nonmajors may take course with instructor's permission

HIST 429 The Russian Revolution 1917–32

This course examines the causes and impact of the revolutions of 1917, the major political parties and figures and the social dynamics within the revolutionary movement. The course then focuses on the first 15 years of Soviet power, delving into the type of society created, the conflicts within the leadership and the rise of Stalin.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission

HIST 430 The French Revolution and the Napoleonic Era

Examines crucial periods such as the revolution of 1789; the Year II, the revolutionary dictatorship and the Terror; and the Napoleonic era. While political history is stressed, great emphasis is placed on social history.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission

HIST 432 Intellectual History of Ancient and Medieval Civilizations

An examination of the artistic, practical (ethical and political), theoretical and religious thought of ancient and medieval civilization in the West.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission

HIST 444 European Religion 1500–1700

Between 1400 and 1700, Europe went through the religious upheaval of the Protestant and Catholic Reformations. This seminar attempts to understand the impact of the Reformations on European society by reading outstanding books in the field.

Prerequisite: For history majors only; non-majors may take course with instructor's permission

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, AfricanAmerican 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 350 American Slavery

This course examines the institution of American slavery from its early beginnings to 1867. Special attention will be paid to the life of the enslaved black: his religion, his personality, his culture, his acculturation, and his heritage.

HIST 403 Interpreting U.S. History

Primarily for students with a special interest in American history. Provides an opportunity to critically examine areas in which important reinterpretations have been made or in which controversy exists among scholars.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission

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: For History majors only; nonmajors may take course with 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 A.D. 1258. The subjects of concentration are (1) the expansion of Islam as a political movement, (2) the formulation of the prophetic message into the religion and law that became the spiritual nucleus of the new civilization, (3) the absorption of the subject peoples (Jews, Christians, Iranians, Turks, Berbers) into the civilization and the role they played in its development and broadening visions and (4) the intellectual achievements of the High Caliphate in law, theology, mysticism, science, philosophy.

Prerequisite: HIST 101

HIST 391 Islamic/Middle Eastern History and Civilization II

This is a continuation of Islamic/Middle Eastern History and Civilization I. The course covers a seven-century span, from the Mongol Conquest and destruction of Baghdad and the Classical Abassid Caliphate in 1258 to modern times in the Islamic Middle East. In addition to the political history of the Islamic World, the course surveys the institutional, administrative, religious and intellectual changes that were intended to meet the successive challenges facing Muslim society, from the murder of the last Abassid Caliph by the Mongols to the rise of a resurgent Western Europe and Russia that ultimately, in the nineteenth and twentieth centuries, came to dominate the once powerful heartland of Islam, from Morocco to Central Asia.

Prerequisite: HIST 101

HIST 392 Contemporary Middle East

This course is a survey of Middle Eastern History from World War II to the present, with an emphasis on political, social and economic development, nationalism and militarism, and contemporary problems threatening the uneasy peace in the region.

Prerequisite: HIST 101

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), will inform 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: For History majors only; nonmajors may take course with instructor's permission

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 350 History Museum Studies

Through the study of artifacts, museum theory and practice, field trips and group research, students will examine the issues of collecting, preserving, interpreting and exhibiting material culture in history museums.

Prerequisites: HIST 101 and HIST 102

HIST 399 Selected Topics

A subject not covered by an existing course will be offered as recommended by the department and approved by the Dean.

Prerequisite: HIST 102

1–6 credits

HIST 400 Internship in History

This course is offered to qualified history majors to provide on-the-job training as interns at one of the following museums or institutions: Botto House Museum, New Jersey Historical Society, Passaic County Historical Society located in Lambert Castle, etc. Internships offer training in museum work, archival work and as tour guides.

Prerequisites: HIST 102; History Major

HIST 417 War and Society

The history of war and the interrelationship of conflict and conflict resolution in the development of human societies is treated in a comparative framework. Military institutions, science and technology and cultural treatment of war are among the topics included.

Prerequisites: For History majors only; nonmajors may take course with instructor's permission

HIST 433 Comparative Revolutions

A comparative study of revolution as a historical phenomenon. An analysis of various theoretical models of revolutionary change provides the conceptual tools with which to compare revolutions in different historical and cultural settings. Major attention is focused on an intensive analysis of selected major revolutions.

Prerequisites: For History majors only; nonmajors may take course with instructor's permission

HIST 480 Seminar

Topics chosen and announced by faculty. Readings, reports and papers related to specific topics.

Prerequisite: For History majors only; nonmajors may take course with instructor's permission.

1-3 credits

HIST 499 Independent Study

As approved and to be arranged.

1-6 credits

May not be used as a substitute for Capstone (400 level) Seminar.

**HONORS PROGRAM IN
THE HUMANITIES**



Taught by different members of the school, and directed by a faculty member, 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 and (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 serve better the interests and needs of working students. The practical experience and problems of such students are taken as the starting point for developing a comprehensive view of life in the twentieth century and examining the role of the humanities in responding to its problems. A larger historical perspective is then developed in order to appreciate more fully the possibilities and limits of our human nature.

HONORS COURSES 15 CREDITS

HUMH 201	Humanities Honors Seminar III: Representations of Humanities in the World of Work Today	3
HUMH 202	Humanities Honors Seminar IV: Representations of Humanities Through Historical Perspectives	3
HUMH 498	Humanities Honors Research: Independent Study	3
HUMH 499	Humanities Honors Thesis: Independent Study	3
Plus one of the following:		
HUMH 300	Humanities Honors Colloquium: The Twentieth Century and Its Discontents	3
HUMH 301	Humanities Honors Colloquium: The Enlightenment: Origins of Modern Consciousness	3
HUMH 302	Humanities Honors Colloquium: Medieval and Renaissance Culture	3
HUMH 303	Humanities Honors Colloquium: Classical Tradition and Christian Civilization	3

COURSES

Unless otherwise noted, all courses are 3 credits.

HUMH 199 Humanities Honors Seminar I: Representations of Humanity Past and Present

Selected humanistic problems in the literature, history and philosophy of the past and present. The semester is divided into two periods—classical and medieval-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. The semester is divided into two periods—the age of revolutions and the twentieth century—with emphasis on representative authors, e.g., Shakespeare, Cervantes, Wordsworth, T.S. Eliot. Readings, seminar discussions, guest lecturers and educational films explore such perennial questions as the interplay of self and society, the value of intelligence, humankind's place in nature, heroism, etc.

HUMH 201 Humanities Honors Seminar III: Representations of Humanities in the World of Work Today

An examination of human life and its problems in the twentieth century, specifically designed to interest the evening working student. Our technological culture has promised unlimited control and prosperity, but has also brought alienation and complexity. Possible solutions offered by politics, behavioral science and philosophy are discussed. This course develops a perspective for understanding our human context and provides a focus for dealing with its problems.

HUMH 202 Humanities Honors Seminar IV: Representations of Humanities Through Historical Perspectives

An examination of classic expressions of human nature and values from the ancient Greeks through the twentieth century, specifically designed to interest the working evening student. There is an emphasis on such issues as the hero as an expression of cultural values, the educational role of the epic and other literary forms and the various means people have found to achieve self-discovery and salvation.

HUMH 300 Humanities Honors Colloquium: The Twentieth Century and Its Discontents

An interdisciplinary examination of some specific contemporary cultural issue — the loss of self in modern life, myth-making impact of technology, etc. Each semester focuses on a different facet of modern consciousness, including such aspects as creative experience, scientific outlook and existentialism.

HUMH 301 Humanities Honors Colloquium: The Enlightenment: Origins of Modern Consciousness

An examination of the contributions of the Enlightenment to the development of modern Western consciousness. The course explores the role of reason and sentiment in the development of European cultures of the eighteenth century.

HUMH 302 Humanities Honors Colloquium: Medieval and Renaissance Culture

An examination of the thought, literature, art and social structure of the Middle Ages and the Renaissance, c. 400–1500. The course stresses the features distinctive to the period and those that have influenced the modern world.

HUMH 303 Humanities Honors Colloquium: Classical Tradition and Christian Civilization

A study of the philosophical, anthropological and social concepts of the Greeks and Romans and their impact on Christian culture. Emphasis on comparing individual thought and expression and social organization within our modern world.

HUMH 401 Humanities Honors Thesis Seminar I

The first of two capstone courses in the program, combining the group work of a senior seminar with the close individual work of a senior thesis project.

HUMH 402 Humanities Honors Thesis Seminar II

The second, culminating capstone course in the program, combining the group work of a senior seminar with the close individual work of a senior thesis project.

Prerequisite: HUMH 498

HUMH 498 Humanities Honors Research: Independent Study

Independent study and research in an approved subject for the honors 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 department and approved by the dean.
Prerequisite: Permission of the department chairperson
1–6 credits

HUM 499 Independent Study

As approved and to be arranged.
1–6 credits

DEPARTMENT OF LANGUAGES AND CULTURES



Professors: A. Aguirre (chairperson), O. de la Suarée, O. Saa
Associate Professors: W. Rosa, K. Yoon
Assistant Professor: 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); (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 preprofessional 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, collegewide 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 collegewide 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 language languages by granting 3 to 6 credits, depending on the AP scores.

Students who wish to complete their Language requirement in one semester should register for Intensive Spanish I and II, SPAN 106 (6 credits). First-year students who wish to complete their Spanish-language study in consecutive semesters (Basic Spanish I in the Fall, Basic Spanish II the following Spring) should contact the Department of Languages and Cultures for the numbers of the Basic I sections to be included in the **Linked-Spanish Program** in the Fall. Students in a 'linked-Spanish' 110 are guaranteed a seat in the corresponding Spanish II section the following Spring, with the same professor and at the same scheduled time.

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 completing 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). These examinations are offered in April, May and June.

Students who wish to obtain an Exemption or Challenge credits for proficiency (Basic I and/or Basic II) in a language not offered at William Paterson College (e.g., Polish, Greek, Serbo-Croatian, etc.) may take a proficiency exam at an approved institution under the William Paterson Language Proficiency Assessment Program. For further details, contact the Department of Languages and Cultures.

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

I. Section A. 12 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

II. Section B. 6 Credits

Additional Courses (select two courses)

Students are encouraged to take a literary course:

FR 219 Commercial French 3

FR 220 French: 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 nearnative fluency. Advanced placement may be obtained by standard examination or by decision of the Spanish Curriculum Committee.

MAJOR REQUIREMENTS 30 CREDITS

I. Section A: 12 Credits

SPAN 221 Spanish: The Spoken Language 3

SPAN 222 Advanced 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 228 Literature of Hispanics in the U.S.

or

SPAN 230 Introduction to Spanish Literature I: To 1700

or

SPAN 231 Introduction to Spanish Literature II: From 1700 3

SPAN 232 Survey of Latin American Literature

II. Section B: 18 Credits

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

Group B: Nineteenth and Twentieth-Century Literature

SPAN 330 Spanish Literature of the Twentieth Century 3

SPAN 334 Romanticism in Spain: Prose and Poetry 3

SPAN 434 The Nineteenth-Century Novel of Spain 3

Group C: Spanish American Literature to 1900

SPAN 336 Modernismo: Prose and Poetry 3

SPAN 430 The Literature of Spanish America to Modernism 3

SPAN 433 The Novel of Spanish America 3

SPAN 436 The Modern Spanish American Essay 3

Group D: Spanish American Literature: Modern

SPAN 431 The Modern Literature of Spanish America: 1888 to the Present 3

SPAN 433 The Novel of Spanish America 3

SPAN 480 Seminar: Spanish America 3

Group E: Spanish Drama

SPAN 332 The Drama of the Golden Age 3

SPAN 335 Modern Spanish American Drama 3

SPAN 337 The Romantic Theatre in Spain 3

CERTIFICATION REQUIREMENTS 27 CREDITS

Students interested in obtaining teaching certification in Spanish must complete the 27 credit series listed under the **Department of Curriculum and Instruction**.

SPANISH MINOR REQUIREMENTS 18 CREDITS

SPAN 221	Spanish: The Spoken Language	
or		
SPAN 222	Advanced 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: To 1700	
or		
SPAN 231	Introduction to Spanish Literature II: From 1700	3

Plus one course from each of the following three 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

Group B: Spanish American Literature to 1900

SPAN 336	Modernismo: Prose and Poetry	3
SPAN 430	The Literature of Spanish America to Modernism	3
SPAN 433	The Novel of Spanish America	3
SPAN 436	The Modern Spanish American Essay	3

Group C: Spanish Drama

SPAN 332	The Drama of the Golden Age	3
SPAN 335	Modern Spanish American Drama	3
SPAN 337	The Romantic Theatre in Spain	3

LEGAL INTERPRETATION AND TRANSLATION MINOR

The minor in legal interpretation and translation is an interdisciplinary program in scope. It provides preparation for future positions in the legal interpreting field, in the courts, with private attorneys and at the community level as bilingual/bicultural personnel. The minor in legal interpretation and translation offers preparation for future professional studies in legal interpretation and translation at the graduate level.

PREREQUISITE

Students must prove proficiency in English and in Spanish regardless of their major.

REQUIREMENTS 18 CREDITS

The minor in legal interpretation and translation consists of four courses in the field of legal interpretation and translation, one law content course and one language, language-related or culture course.

SPAN 351	Introduction to Interlingual Communication	3
SPAN 352	Introduction to Written Translation	3
SPAN 451	Interpreting I	3
SPAN 452	Interpreting II	3

Plus

Legal Content Course (select one) 3 credits

LAW 120	Introduction to Law and Legal Systems
LAW 206	Substantive Criminal Law

Language Content Course (select one) 3 credits

SPAN 221	Spanish: The Spoken Language
SPAN 222	Advanced Spanish Conversation and Composition
SPAN 227	Hispanic Culture III: Culture of Hispanics in the United States
SPAN 228	Hispanic Literature in the United States
ENG 330	Critical Writing

Depending upon their major, students are advised to choose free and upper-level elective courses from the following:

FREE ELECTIVES**Theatre**

THEA 170	Acting: Improvisation
----------	-----------------------

UPPER-LEVEL ELECTIVES**Communication**

COMM 265	Foundations of Language
COMM 266	Dynamics of Communication
COMM 340	Intercultural Communication
COMM 364	Voice and Speech Production

Philosophy

PHIL 200	Ethics
PHIL 210	Logic

Sociology

SOC 335	Sociology of the Law
SOC 336	Comparative Criminal Justice Systems

Computer Science

CS 201	Computer Literacy: Microcomputer Applications
--------	--

Note: In fulfilling general education requirements, it is recommended that students take AACS 155, Justice and Racism, and LAT 110 and LAT 111, Basic Latin I and II.

COURSES

Unless otherwise noted, all courses are 3 credits.

Courses marked * require one hour of lab work per week.

FR 110 Basic French I*

An introductory course in which the skills of understanding, speaking, reading and writing basic French are developed. An elementary introduction to French culture is received as part of the language learning and forms a nucleus around which students can build a deeper appreciation of the achievements of the French and their way of life.

FR 111 Basic French II*

Provides the student ongoing development of contemporary conversational French and reading and writing skills beyond the beginning level.

Prerequisite: FR 110 or equivalent

FR 112 Intermediate French I

A thorough review of basic French and completion of fundamentals of French grammar and vocabulary. Systematic aural/oral practice. Training to read French literary and journalistic selections with considerable ease and to write brief, correct grammatical French compositions.

Prerequisite: FR 111 or permission of chairperson

FR 113 Intermediate French II

A continuation and intensification of Intermediate French I. The goal is a sophisticated level of comprehension and discussion. Guided readings of French short stories and newspaper and magazine articles or a novel.

Prerequisite: FR 112 or equivalent

FR 200 Introduction to French Culture and Literature

An introduction to the cultural and literary heritage of France from medieval times to the present.

Prerequisite: FR 113

FR 219 Commercial French

Introduction to French business vocabulary. Training in understanding and drafting French commercial correspondence and practice in oral communication in everyday business situations. The course also familiarizes students with those aspects of French that are useful to them in commercial exchanges with the French.

Prerequisite: FR 113

FR 220 French: Translating I

An introductory course in the art and practice of translating from English into French and from French into English. The course is divided into three segments: practice in bilingual translation of simple narrative, descriptive and expository material with emphasis upon fundamental structural comparison; analysis of bilingual renditions of selected well-known literary passages with emphasis upon fundamental comparative stylistics and with some student practice in translation; practice in bilingual translation of basic business correspondence.

Prerequisites: FR 113

FR 222 Advanced French Conversation and Composition I

Intensive oral and written practice in French on an advanced level. Practice in colloquial, idiomatic French and the supplementary use of newspapers, magazines and other media.

Prerequisite: Intermediate-level proficiency or FR 113

FR 223 Advanced French Conversation and Composition II

Continuation and intensification of FR 222. Extensive incorporation of contemporary French cultural material in conversation and intensive practice in composition.

Prerequisite: FR 222 or equivalent

FR 230 Masterpieces of French Literature

An introduction to the major literary trends and schools in France from the Renaissance to the Nouveau roman.

Selected readings from masters of each major literary period.

Prerequisite: FR 223

FR 240 Cultural Heritage of France

An introduction to the cultural heritage of France from medieval times through the nineteenth century, including France's major contributions to Western thought and the arts and sciences. May be taken simultaneously with FR 222.

Prerequisite: FR 222

FR 241 Contemporary French Life

Contemporary France, its thought, its lifestyle, its contributions to contemporary Western culture. Examination and discussion of the major social and political problems of contemporary France. The impact and contribution of French films today. May be taken simultaneously with FR 222.

Prerequisite: FR 222

FR 300 Twentieth-Century French Literature in Translation

This one-term course enables students, through reading and critical discussion, to confront the ideas and tendencies reflected in the works of the major French writers of the twentieth century. The confusion, diversity, violence and hopes, which are keynotes of the contemporary period, are dramatically portrayed in the various literary selections offered.

Prerequisite: FR 230

FR 320 Interpreting French Literature

A theoretical presentation of the French method of stylistic analysis known as *explication de texte* and the application of this method to selected texts from various periods of French literature.

Prerequisite: FR 230

FR 331 The Twentieth-Century French Novel

A study of the novel of twentieth-century France, with particular attention to such authors as Gide, Proust, Mauriac, Sartre, Camus, Robbe-Grillet.

Prerequisite: FR 230

FR 333 The Modern French Theatre

Major dramatists and movements in France from the beginning of the century to the present. Emphasis on French existentialism through the theatre of the absurd.

Prerequisite: FR 230

FR 334 French Literature to 1600

A study of the literature of medieval France and of the French Renaissance.

Prerequisite: FR 230

FR 336 French Poetry

A study of the French poetic tradition and major poetic works from the medieval period to postsurrealism.

Prerequisite: FR 230

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

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 222

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 320

FR 435 Seventeenth-Century French Tragedy and Comedy

The French classical tragedy, tragicomedy and comedy.

Prerequisite: FR 230

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

FR 480 Senior Seminar

In-depth study of a selected author or theme.

Prerequisite: FR 230

FR 499 Independent Study

As approved and to be arranged.

1–6 credits by permission of the dean

SPAN 106 Intensive Basic Spanish I and II

This course introduces the student to the basic elements of the Spanish language as used in contemporary Spanish conversation in everyday situations. The student will also be exposed to basic forms of the written language and carefully graded readings aimed at widening the students' working vocabulary.

Prerequisite: Two years of high school Spanish or permission of the chair

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.

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 permission of chair

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 permission of chair

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 permission of chair

SPAN 114 Contemporary Spanish for Native Speakers

A study of the oral and grammatical structure in today's standard Spanish. Intensive practice in oral and written composition. For native speakers only.

Prerequisite: Permission of chair

SPAN 118 Spoken Spanish for Tourists

Develops the student's ability to speak, understand and read basic and simplified Spanish.

Prerequisite: SPAN 111

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.

Prerequisite: SPAN 113

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: SPAN 113

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: SPAN 113

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: SPAN 113

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: SPAN 113

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: SPAN 113

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.
Prerequisite: SPAN 113

SPAN 230 Introduction to Spanish Literature I: To 1700

Survey of Spanish literature from its beginnings to 1700.
Prerequisite: SPAN 113

SPAN 231 Introduction to Spanish Literature II: From 1700

A survey of Spanish literature from 1700 to the present.
Prerequisite: SPAN 113

SPAN 232 Survey of Latin American Literature

This course presents an overview of the Spanish American literature from the fifteenth to the twentieth century. This course will highlight the major writers and literary trends that has contributed to the formation of this major cultural production of the Western world.
Prerequisite: SPAN 113

SPAN 250 Literary Analysis and Research Method

The course is an introduction to bibliographical research and basic literary analytical methods and approaches, with attention to the exigencies of different genres and literary periods. It will also provide an overall appreciation of the principal periods and movements of Peninsular and Latin American literary history and their historical contexts and of the history of and trends within Hispanic literary traditions.
Prerequisite: SPAN 113

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, García Marquez, Fuentes, Borges, Carpentier, Sabato and Laguerre.
Prerequisite: SPAN 331 or SPAN 222

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 García Marquez, Fuentes, Borges, Carpentier, Sabato and Laguerre.
Prerequisite: SPAN 221 or SPAN 222

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, Martí, Henríques, Urena, Loynaz, Llorens Torres, Brull, Pales, Matos, Florit, Guillen, del Cabral, Marques, Bosch, Carpentier, Laguerre, others.
Prerequisite: SPAN 221 or SPAN 222

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-Inclán, Ortega y Gasset, Benavente, Perez de Ayala, Machado, Jimenez, Salinas, Lorca Guillen, Aleixandre, Sastre, Gironella, Cela and Laforet.
Prerequisite: SPAN 221 or SPAN 222

SPAN 331 The Golden Age of Spain

The great creations of the Spanish Golden Age. El Lazarillo de Tormes and El Buscón are read as examples of picaresque novels. Fray Luis de Leon, Santa Teresa de Jesus and San Juan de la Cruz are read as examples of mystical literature. An introduction to Novelas Ejemplares and *Don Quixote* is also included.
Prerequisite: SPAN 221 or SPAN 222

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: SPAN 221 or SPAN 222

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: SPAN 221 or SPAN 222

SPAN 334 Romanticism in Spain: Prose and Poetry

A study of poetry and prose of the Spanish romanticists. In the postromantic period special attention is given to Becquer and the aesthetics of the new poetry.
Prerequisite: SPAN 221 or SPAN 222

SPAN 335 Modern Spanish American Drama

A study of representative dramatists from 1900 to the present. Writers included are Florencio Sanchez, Ugli, Marques, Wolff, Arrivi, Solorzano, Dragun and Illaurrutia.
Prerequisite: SPAN 221 or SPAN 222

SPAN 336 Modernismo: Prose and Poetry

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 Martí, 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, Reyless and others, who compose the second generation.
Prerequisite: SPAN 221 or SPAN 222

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: SPAN 221 or SPAN 222

SPAN 351 Introduction to Interlingual Communication

Presentation of the various factors involved in communication and of the differences between oral and written communication. Introduction to translation and interpretation as process of interlingual communication: types of translation; modes of interpretation; work of translators and interpreters. Improvement of active and passive skills in A and B languages. Development of oral/aural skills required for interpretation. Simple oral and written language-switching exercises.
Prerequisite: SPAN 221 or SPAN 222

SPAN 352 Introduction to Written Translation

Analysis of source texts: units of meaning, context, situation. Introduction to types of translation equivalence. Translation exercises using general texts.
Prerequisite: SPAN 351

SPAN 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: SPAN 230 or SPAN 231

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: SPAN 336

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: SPAN 430

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: SPAN 231 or permission of chair

SPAN 435 Cervantes and His Age

A study of Cervantes' artistic creation and its relation to the culture of the sixteenth century. Special emphasis is given to *Don Quixote* and the development of the novel as a genre.
Prerequisite: SPAN 331 or SPAN 333

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: SPAN 335 or SPAN 336

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: SPAN 352 or permission of director

SPAN 452 Interpreting II

Development of note-taking techniques. Practice of sight translation and consecutive interpretation using more difficult and varied texts than in Interpreting I. Introduction to simultaneous interpretation.
Prerequisite: SPAN 451 or permission of director

SPAN 480 Seminar: Spanish America

An in-depth study of a selected author or theme in Spanish American literature.
Prerequisite: Permission of chair

SPAN 481 Spanish Seminar

An in-depth study of a selected author or theme from Spain.
Prerequisite: Permission of chair

SPAN 499 Independent Study

As approved and to be arranged.
1–6 credits

Other Languages

Arabic

ARAB 110 Basic Arabic I*

An introduction to basic standard classical modern Arabic as used all over the Arab world in books, mass media, official records and documents, etc. The course pays special attention to pronunciation, calligraphy, sentence structure and vocabulary. It aims at developing the student's ability to hear, comprehend, read, write and speak Arabic. Basic grammar is introduced all along the course.

ARAB 111 Basic Arabic II*

A study of standard classical Arabic used commonly all over the world. Allows for interpretation and in-depth understanding of Arabic prose and poetry.
Prerequisite: ARAB 110

ARAB 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 is on the understanding of 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 1200 lexical items, including 1000 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: CHIN 113

CHIN 223 Advanced Chinese Conversation and Composition II

A continuation of CHIN 222. Provides a wide range of more advanced vocabulary and a number of common sayings, as well as a metaphorical use of common words that form part of the verbal and cultural backgrounds of Chinese people.
Prerequisite: CHIN 222

CHIN 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

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

GER 120 Scientific German

Designed for potential science majors and minors. Students receive guidance in reading current scientific and technological journals independently.
Prerequisite: Permission of chairperson

GER 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
Prerequisite: Permission of the department chairperson
1-6 credits

GER 499 German Independent Study

As approved and to be arranged.
Permission of the dean.
1-6 credits

Greek

GRK 110 Classical Greek for Beginners I*

An introductory course that provides the student the basic elements of classical Greek. Primary emphasis is on structure and morphology; the aim is a graded reading knowledge. Since classical Greek is a nonliving language, classes expose the student to translation of simple grammatical forms and sentences in order to develop an extensive vocabulary.

GRK 111 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.
Prerequisite: GRK 110

GRK 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.
Prerequisite: Permission of the department chairperson
1-6 credits

GRK 499 Greek Independent Study

As approved and to be arranged.
1-6 credits

Hebrew

HEBR 110 Basic Hebrew I*

The elements of Hebrew: elementary conversation, writing, fundamentals of grammar and reading of simple texts.

HEBR 111 Basic Hebrew II*

Continuation of Hebrew I: readings of text of medium difficulty, conversation and more complicated grammatical structure.
Prerequisite: HEBR 110

HEBR 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.

Prerequisite: HEBR 111

HEBR 113 Intermediate Hebrew II

A continuation of Intermediate Hebrew I including more advanced literature, grammar and conversation.

Prerequisite: HEBR 112

HEBR 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1–6 credits

HEBR 499 Hebrew Independent Study

As approved and to be arranged.

Permission of the dean.

1–6 credits

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.

Prerequisite: IT 110

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

IT 113 Intermediate Italian II

Aims at strengthening further the four language skills, i.e., understanding, speaking, reading, writing, through an essentially audiolingual approach and the reading and discussion of literary selections.

Prerequisite: IT 112

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.

Prerequisite: IT 113

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.

Prerequisite: IT 113

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.

Prerequisite: IT 113

IT 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1–6 credits

IT 499 Italian Independent Study

As approved and to be arranged.

Permission of the dean.

1–3 credits

Japanese

JPAN 110 Basic Japanese I*

Begins with an introduction to the Japanese sound system and to the romanization used in the textbook. Students are taught simple Japanese sentences with vocabulary introduced in a natural context and introduced to the hiragana and katakana syllabaries. Equal attention is given to listening, speaking, reading and writing.

JPAN 111 Basic Japanese II*

A more in-depth study of the Japanese sound system and the romanization used in the textbook. Students are taught more challenging vocabulary and sentence structure. The hiragana and katakana syllabaries are studied as well. Equal attention is given to speaking, reading, writing and comprehension.

Prerequisite: JPAN 110

JPAN 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

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

JPAN 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1–6 credits

JPAN 499 Japanese Independent Study

As approved and to be arranged.

Permission of the dean

1–3 credits

Korean

KORE 110 Basic Korean I*

Designed for students with no previous knowledge of Korean. Introduction to Korean, including elements of grammar and vocabulary in a natural context. Equal attention is given to listening comprehension, oral skills, reading and writing.

KORE 111 Basic Korean II*

Continuation of Basic Korean I. Designed to increase the students' knowledge of grammar, vocabulary and idioms; it provides the necessary basic foundation for further study in his/her area of study. Equal attention is given to listening comprehension, oral skills, reading and writing.

Prerequisite: KORE 110 or equivalency

Latin

LAT 110 Basic Latin I*

Introduces the basic elements of classical Latin. The student is exposed to the cultural and historical background of the Romans as a means of understanding the Roman contribution to our age and culture.

LAT 111 Basic Latin II*

Reading and translating complex forms of classical Latin, stressing correlations with the English language.

Prerequisite: LAT 110 or equivalency

LAT 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

LAT 499 Independent Study

As approved and to be arranged.
1-6 credits

Portuguese

PORT 110 Basic Portuguese I*

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 the 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.

Prerequisite: PORT 110 or equivalency

PORT 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

PORT 499 Independent Study

As approved and to be arranged.
Permission of the dean.
1-6 credits

Russian

RUS 110 Basic Russian I*

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.

Prerequisite: RUS 110

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.

Prerequisite: RUS 111

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.

Prerequisite: 112

RUS 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chairperson
1-6 credits

RUS 499 Russian Independent Study

As approved and to be arranged.
Permission of the dean.
1-6 credits

DEPARTMENT OF MARKETING AND MANAGEMENT SCIENCES



Professors: P. Nayak (chairperson), K.H. Kim

Associate Professor: W. Matthews, J. Teng

Assistant Professors: R. De Luca, R. Lawson, E. Knaus

The business administration program, leading to the bachelor of science (B.S.) degree, enables students to elect a concentration in management, marketing or finance. (See the Department of Economics and Finance for the finance concentration.) The program is grounded in liberal studies and provides strong exposure to a variety of disciplines, which allows the student to have maximum flexibility with which to meet the challenges of the current and future job market.

CURRICULUM

MAJOR REQUIREMENTS 60 CREDITS

Business Program 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 Systems	3
MGT 431	Production and Operations Management	3
MGT 460	Business Strategy and Policy	3
MKT 310	Marketing	3

CONCENTRATION

(MANAGEMENT OR MARKETING) 21 CREDITS

Management

ECON 211	Economic Statistics II	3
MGT 306	Organizational Behavior	3
MGT 308	Organizational Theory and Design	3
MGT 309	International Management	3
MGT 315	Human Resources Planning	3
MGT 451	Management Planning and Control	3
MGT 480	Seminar in Management	3

Marketing

ECON 211	Economic Statistics II	3
MGT 309	International Management	3
MKT 314	Advertising	3
MKT 316	Multinational Marketing	3
MKT 430	Product Planning and Management	3
MKT 465	Marketing Research	3
MKT 475	Transportation and Business Logistics Management	3

Additional Requirements

6 credits

CS 201	Computer Literacy: Microcomputer Applications	3
--------	---	---

COURSES

Unless otherwise noted, all courses are 3 credits.

MGT 202 Introduction to Business

This is a sophomore-level course for students considering majoring in the business disciplines of management, marketing, accounting, economics and finance. The course provides an overview and basic vocabulary within the general area of business. For students continuing on as majors in the business disciplines, the course provides a framework of understanding for more specific advanced courses. For students not majoring in business, the course adds to their general education and preparation for life through an introduction to the world of business.

MGT 300 Principles of Management

Introduces basic principles, policies, problems and successful methods of business organization and management.

Emphasizes management's ability to analyze, plan, coordinate and control the varied activities of production, personnel, finance and marketing. Also examines social responsibility and environmental factors affecting business policy and operation.

Prerequisites: ECON 201, 202, ACCT 211 and 212

MGT 305 Management Information Systems

Provides methodology of the design, analysis and evaluation of management information systems. Topics include organizational implications of information technology, planning and control systems, implementation of an integrated system, technical treatment of MIS management and application of computers via microcomputer packages in business environments.

Prerequisites: CS 201 and MGT 300

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 multiproduct 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 are stressed for operating system design, planning, control, problem solutions, productivity, inventory, scheduling, quality and capacity management, control system development, new technology evaluation and transportation problems.

Prerequisites: MGT 300 and ECON 210

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. L. Friquignon, M. Hailparn, J. O'Connor, P. Rothenberg

Associate Professors: D. Kolak (chairperson), J. Peterman

Assistant Professor: W. Boos, V. Velarde-Mayol

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	Seventeenth- and Eighteenth-Century Philosophy: The History of Modern Philosophy from Descartes to Kant	3
PHIL 218	Nineteenth-Century Philosophy: Post-Kantian German Idealism	3

Topical Areas 6 Credits

Two of the following:

PHIL 220	Philosophy of Religion	3
PHIL 222	Political Philosophy	3
PHIL 223	Philosophy of Science	3
PHIL 312	Metaphysics	3
PHIL 317	Theory of Knowledge	3

Great Thinkers 3 Credits

One of the following:

PHIL 326	Plato	3
PHIL 327	Aristotle	3
PHIL 404	Seminar: Classics in Philosophy	3

Electives 9 Credits

Complete 9 credits from among any additional philosophy courses.

MINOR REQUIREMENTS 15 CREDITS

Students must complete 15 credits of philosophy courses beyond the 100 level.

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who wish to obtain teaching certification must complete additional courses as prescribed by the School of Education (see **Department of Curriculum and Instruction**).

COURSES

Unless otherwise noted, all courses are 3 credits.

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 NeoPlatonists. Recommended for history majors. Also provides literature majors with the sources of classical intellectual allusions that abound in literature and drama.

Prerequisite: PHIL 110

PHIL 216 Philosophy in the Middle Ages

An introduction to philosophical ideas of the Middle Ages among Christians, Muslims and Jews. Emphasis on the metaphysics of Augustine, Avicenna, Maimonides and the works of Aquinas and Ockham.

Prerequisite: PHIL 110

**PHIL 217 Seventeenth and Eighteenth Century
Philosophy: The History of Modern
Philosophy from Descartes to Kant**

Deals with the seventeenth and eighteenth centuries, principally with the following problems: the assimilation of science as faced by Descartes, Spinoza and Leibniz; the order of nature suggested by Newtonian science and its effect on Locke, Berkeley and Hume; natural theology in the Enlightenment; and the natural rights political philosophy of Locke, the British moralists.

Prerequisite: PHIL 110

**PHIL 218 Nineteenth-Century Philosophy:
Post-Kantian German Idealism**

An introduction to post-Kantian German idealism as exhibited by Fichte, Schelling, Hegel, et al., and the transformation of and the reaction against idealism as seen in the writings of Schopenhauer, Marx, Kierkegaard and Nietzsche.

Prerequisite: PHIL 110

PHIL 220 Philosophy of Religion

An analytic study of religious beliefs. Emphasis on the problems of the meaning and truth of religious utterances; the existence of God; the compatibility of God and evil; the relationship among religion, psychology and morality; and the philosophical adequacy of mysticism, both East and West.

Prerequisite: PHIL 110

PHIL 221 Philosophy of Art

An examination of theories of art from Plato to Dewey. The role of inspiration, intelligence, skill, expression, experience and emotion in the arts is discussed.

Prerequisite: PHIL 110

PHIL 222 Political Philosophy

Explores the relation between the state and the individual, asking what obligations and duties each has to the other. Also considers acts of civil disobedience and resistance and inquires into the role of tolerance in contemporary society.

Prerequisite: PHIL 110

PHIL 223 Philosophy of Science

Analyzes the logic of scientific inquiry and the logical structure of its intellectual products. Primarily an examination of both logical patterns exhibited in the organization of scientific knowledge and logical methods whose use, despite changes in special techniques and revolution in substantive theory, is the most enduring feature of modern science.

Prerequisite: PHIL 110

PHIL 224 Philosophy of the Social Sciences

Deals with the logic of social inquiry. Asks whether customary scientific methods apply to the social sciences. Examines explanatory proposals; e.g., hermeneutic interpretation (*verstehen*), functionalism, structuralism, behaviorism, et al.

Prerequisite: PHIL 110

PHIL 225 Philosophy of History

A philosophical examination of historical language and inquiry, the logic of historical development, problems of historical explanation and generalization and value judgments.

Prerequisite: PHIL 110

PHIL 227 Eastern Philosophy and Religion

A comparative study of the principal past and present Eastern religions and of man's religious feelings and experience.

Prerequisite: PHIL 110

PHIL 228 Critical Thinking and Scientific Method

Covers methods of inquiry as used in empirical research. Explanation, hypothetico-deductive method, confirmation and types of inductive thinking form the basis of the course. In addition, special attention is given to relating course material to the thinking of the student.

Prerequisite: PHIL 110

PHIL 300 Contemporary Analytic Philosophy

A study of the development of an important philosophical movement of the twentieth century, tracing its development from Bertrand Russell through the logical positivists, Ayer and Carnap, G.E. Moore, Gilbert Ryle, to ordinary language analysis, exemplified by Wittgenstein and Austin.

Prerequisite: PHIL 110

PHIL 305 Existentialism and Phenomenology

Examines such existential themes as death, freedom, responsibility, subjectivity, anguish, time and the self as they appear in both literary and philosophical works. Phenomenology as one philosophical method that can be applied to such themes is considered. Includes the works of Sartre, Kierkegaard, Camus, Kafka, Heidegger and others.

Prerequisite: PHIL 110

PHIL 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 priori knowledge, analytic statements and related topics. Views of traditional and contemporary philosophers are discussed.

Prerequisite: PHIL 110

PHIL 318 American Philosophy

An introduction to American philosophy through reading and examining selected writings of such classical American philosophers as Pierce, James, Royce, Dewey and Santayana.

Prerequisite: PHIL 110

PHIL 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 Figes, 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 you should love. Typical readings include the *Republic*, *Symposium*, *Meno*, *Protagoras* and *Phaedrus*.

Prerequisite: PHIL 110

PHIL 327 Aristotle

Aristotle was Plato's student and presented his ideas in a much more systematic and straightforward manner. His works attempt to explain specific areas of human experience, such as the basic rules of logical thought, the nature of mind, how we should act and why poetry moves us to laugh and cry. Typical readings include the *Ethics*, *Politics*, *Organon* (works on logic) and *Metaphysics* (which examines why and how what is, is).

Prerequisite: PHIL 110

PHIL 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, aesthetic vs. monetary well-being, responsibility to future generations, short-term and long-term benefits vs. costs, intrinsic vs. extrinsic values, etc.

Prerequisites: PHIL 110 and ENV 110

PHIL 336 From Religion to Philosophy

Covers the transition from a reliance on prophets, poets, dramatists and the "wise man," to a reliance on the philosopher in matters dealing with human action, inquiry and artistic products.

Prerequisite: PHIL 110

PHIL 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, such as one of Plato's dialogues, a treatise from Aristotle, Augustine, or St. Thomas; or works such as Kant's *Critique of Pure Reason*, Mill's *Utilitarianism*, James' *Pragmatism*, Willgenstein's *Tractatus*, et al., is explored in depth.

Prerequisite: PHIL 110

PHIL 408 Philosophy of Language

Examines the philosophical theories of language.

Prerequisites: Either PHIL 210, PHIL 312, PHIL 315, PHIL 317, CS 410, or ENG 401

PHIL 499 Independent Study

As approved and to be arranged.

1-6 credits

DEPARTMENT OF POLITICAL SCIENCE



Professors: M. Chadda, S. Kyriakides, S. Shalom,
C. Sheffield, W. Small, M. Weinstein
Associate Professors: S. Collins (chairperson), 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, government, and interest groups that interact with 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 Constitutional Law, Political Socialization, Politics of Poverty, European Political Systems, United States Foreign Policy, State Government, African-American or Caribbean Politics, or various courses in women's studies.

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

Required Courses		18 credits
POL 120	American Government and Politics	3
POL 202	Research Methods in Political Science	3
POL 211	Classical and Medieval Political Theory	3
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

Political Science Electives 18 credits
Select six additional courses from among Political Science offerings.

MINOR REQUIREMENTS 18 CREDITS

Required Courses		3 credits
POL 120	American Government and Politics	3
Political Science Electives		15 credits
(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

Prerequisites
All courses on the 200 level or above require either POL 110, Introduction to Politics, or POL 120, American Government and Politics. There are a few exceptions, which are noted under the course description.

POL 110 Introduction to Politics
(Not required of political science majors)
An inquiry into the nature, methodology and subject matter of politics. Basic ideas and problems in the field of politics — value-free inquiry, freedom, authority, justice, equality, alienation, revolution and change, rights and obligation — are examined in their philosophical and real-world setting. (offered every semester)

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. (offered every semester)

POL 202 Research Methods in Political Science
Designed to enable students to do research in political science and critically evaluate political science literature. Topics include utilizing library resources, survey research, and the use and misuse of statistics. (offered every semester)

POL 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. (offered infrequently)

POL 211 Classical and Medieval Political Theory
Analyzes, in depth, the political ideas of important classical and medieval philosophers and schools of thought. Ideas on justice, authority, rights and duties, equality, laws and constitutions and the "good life" are given an analytical and historical perspective. (offered once a year)

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. (offered once a year)

POL 221 State Government

A study of the American system of federalism through consideration of the dynamics of government in the fifty states and their relationship to national and local governments with special emphasis on New Jersey. Attention is given to the executive, legislative and judicial organizations and to the performance of governmental functions within a political framework. (offered once a year)

POL 223 Urban and Suburban Politics

A theoretical and empirical analysis of the distribution of political power in both central cities and suburban areas. The historical role of U.S. cities and the present urban crisis will be emphasized. (offered once a year)

POL 224 Political Parties

A study of the organization and operation of political parties in the United States. Formal structure, the role of ideology, voting behavior and the influence of pressure groups on political parties are examined. (offered infrequently)

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. (offered once a year)

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 that make black communities relatively powerless; how this powerlessness can be ameliorated; a historical overview of black political participation, as well as a study of the present black impact on the political process. (Same course as AACS 244; offered once a year)

No prerequisite.

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. (offered every semester)

POL 240 International Relations

A study of the nation-state system, the struggle for power, the changing patterns of the international system and the basic influences shaping the foreign policy of states. (offered every semester)

POL 272 Politics and Sex

What is it like to be female in a male-dominated society? This course critically examines the socio-political construction of patriarchy and the conscious and nonconscious, intentional and unintentional ways in which male supremacy is reproduced in contemporary society. Particular emphasis will be on the mechanisms of social control designed to limit women's participation in society and to ensure the perpetuation of male dominance. (offered every semester)

No prerequisite

POL 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. (offered every third year)

POL 322 The American Presidency

A study of the origins and evolution of the presidency. The various roles of the president are analyzed and attention is given to the growing pains of and the resulting challenges to the modern presidency. (offered every other year)

POL 323 Political Socialization

One of the continuing and central themes of political theory: how citizens are inducted into their politics. The concept of political culture is subjected to a close and critical examination, and major attention is devoted to the processes, agents and transmission belts through which political values and attitudes are formed and communicated to succeeding generations. (offered once a year)

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. (offered once a year)

POL 325 Constitutional Law: Civil Liberties and Civil Rights

Leading decisions of the U.S. 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. (offered once a year)

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 to be considered include the rules and procedures of lawmaking, the committee structure, the impact of pressure groups and campaign financing; divided government; partisanship; budgeting; relations among 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. (offered every two years)

POL 328 Urban Policies and Problems

An intensive consideration of the formation and implementation of selected urban policies and programs. Fieldwork on a specific topic is encouraged. (offered infrequently)

POL 332 European Political Systems

This course examines five major West European countries — Britain, France, Germany, Italy, and Sweden — while also surveying political regimes in southern and central Europe. In addition, we study the development of "Europewide" political institutions and policies. (offered two out of three years)

POL 333 Politics of the Third World

A comparative analysis of selected transitional politics systems in Latin America, Africa and Asia. General problems arising during the transition from traditional societies to modern industrial states are examined to describe typical patterns of political change. (offered every two years)

POL 335 Russia and the Successor States

This course surveys the political systems and cultures of the Russian Federation and the other successor states that have emerged from the breakup of the old Soviet Union. The major focus will be 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. (offered every third year)

POL 336 Politics of Asia: India and China

This course examines the politics of China and India from a comparative perspective. China chose socialism in 1949; in 1947 India opted for a liberal capitalist democratic system. Thus these two largest countries in Asia offer excellent material for studying the process of modernization and change in ideologically contrasting settings. (offered every two years)

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. (offered once a year)

POL 338 Caribbean Political Systems

A survey of political development in the varied societies of the Caribbean. Cuba, Haiti, the Dominican Republic, other former British colonies, the French and Dutch islands and Central America are covered. Colonialism, trade relations and cultural forces are also dealt with to enhance understanding of trends in the region. (offered once a year)

POL 339 African Politics

Deals with postindependence governmental political parties and ideological inclinations among African states. Emphasis is on origin and evolution of political institutions and their functions within contemporary Africa. (Same course as AACS 338; offered once a year)

POL 342 International Political Economy

Analyses of global issues — such as the quest for new international order, world trade dilemmas, economic relations between rich and poor states and their political implications — from a political-economical perspective. (offered every two years)

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. (offered once a year)

POL 347 The Middle East in World Politics

The Middle East — that region stretching from North Africa to Southwest Asia — is of tremendous importance in international relations, containing as it does immense oil resources, strategic waterways, colonial legacies, and contending nationalist movements. This course examines both the role of outside powers and local actors in this volatile region. (offered three out of four years)

POL 348 War and Peace

What causes war? What promotes peace? An examination of the economic, political, psychological and other causes of war, and various strategies for preventing it. (offered every third year)

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. (offered two out of every three years)

POL 353 Politics and Labor Movements

A variety of philosophical, ideological and historical-institutional arrangements related to labor are explored. Emphasis on the origins and development of trade unionism and class consciousness, relations between capital and labor, old and new working class, role of labor in competitive and monopoly capitalism, technology and labor, job satisfaction and alienation under capitalism and socialism. (offered every two years)

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 "world view" 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 also from environmental science, history, economics, philosophy and law. (offered every two years)

POL 373 Politics of Sexual Violence

This course provides an overview of the contemporary issues of sexual violence. It defines the scope and reality of sexual violence and examines the processes by which sexual violence is perpetuated and maintained at the micro-level and the macro-level of society. (offered every third semester)

Prerequisite: WS 110, WS 150, AACS 150, or POL 272

POL 399 Selected Topics

Topics not covered by an existing course are offered under this designation. Students may take more than one Selected Topics course.

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. (offered every three–four semesters)

POL 414 Capitalism and Socialism

Nineteenth-century origins of socialist theory are analyzed, but emphasis is on twentieth-century schools of socialist theory and practice — Marxism, Leninism, Trotskyism, Maoism, African socialism, anarcho-communism, women's liberation, the new left, the Greens, and developments in the post-Communist period. (offered every three–four semesters)

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, development and function of the UN, particularly in the post-Cold War world, and the role of law in international relations. (offered every third year)

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 and permission of chairperson

POL 499 Independent Study

As approved and to be arranged with instructor and by chairperson.

1–6 credits

DEPARTMENT OF PSYCHOLOGY



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 (chairperson), N. Kressel

Assistant Professors: T. Heinzen, J. Gordon

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 also 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 psychology, 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

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.

A. Required Core		17 credits
PSY 110	General Psychology	3
PSY 202	Experimental Psychology I: Applied Statistics	4
PSY 203	Experimental Psychology II: Laboratory	4
PSY 230	History and Systems of Psychology	3
PSY 480	Seminar in Psychology	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	3

PSY 350	Theories of Personality	3
PSY 351	Abnormal Psychology	3
PSY 410	Introduction to Counseling and Psychotherapy	3
PSY 465	Senior Practicum in Applied Psychology	3

MINOR REQUIREMENTS 18 CREDITS

PSY 110	General Psychology	3
PSY 210	Developmental Psychology	3
PSY 220	Social Psychology	3
PSY 230	History and Systems of Psychology	3
Plus two additional psychology courses by advisement		6

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who wish to obtain teaching certification must complete additional courses as prescribed by the School of Education (see **Department of Curriculum and Instruction**).

COURSES

Unless otherwise noted, all courses are 3 credits. PSY 110 is a prerequisite to all courses.

PSY 110 General Psychology

This course surveys the chief theories, principles and methodologies of psychology with special emphasis on their relations to human behavior. The biological foundations of behavior, sensory processes, learning, perception, memory, emotion, motivation, personality, and the social bases of behavior and behavior pathology are examined to establish the foundations for advanced study in psychology. Current research findings are included wherever applicable. (No course prerequisite)

PSY 202 Experimental Psychology I: Applied Statistics

An introduction to basic statistical procedures for the behavioral sciences, including descriptive and inferential statistics, probability, correlational analysis, hypothesis testing, analysis of variance and nonparametric statistics. Laboratory sessions enable students to apply concepts from the 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. The 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 cross-cultural 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 110

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 or PSY 220

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.
Prerequisite: PSY 210

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 DSMIII-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 and (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 Select Topics in Biopsychology

An occasional offering in an emerging area of biopsychological study.

BIPY 474 Neuroscience

A study of the brain; specifically the integrated roles of the anatomy, chemistry, histology and electrical activity of the central nervous system. The laboratory component focuses on anatomy and techniques for the study of brain functioning.

Prerequisites: PSY 110; and BIO 163–164, BIO 112–113 or PSY 353; and one year of chemistry

Lecture and lab

4 credits

BIPY 475 Behavior Genetics

An introduction to the concept of gene–environment interaction as a determinant of both animal and human behavior. Exposure to various methods of experimental and correlational types of investigation.

Prerequisites: PSY 110 and BIO 163–164; BIO 112–113 or BIO 114; and one year of chemistry

Lecture and lab

4 credits

BIPY 476 Developmental Biopsychology

Designed to introduce students to the scope and methods of a psychobiological approach to development. Stresses the phylogenetic and ontogenetic processes influencing individuals, groups, species and phyla, with special emphasis on human groups.

Prerequisites: PSY 110; BIO 163–164 or BIO 112–113 or BIO 114.

BIPY 479 Biorhythms in Physiology and Behavior

Focuses on the role of biological rhythms in the adaptive functioning of organisms. Examines yearly, monthly, tidal, daily and sleep/dream cycles; the nature and control of internal clock mechanisms and the implications of biorhythms for illness and psychopathology.

Prerequisites: PSY 110; BIO 163–164 or BIO 112–113 or BIO 114.

BIPY 490 Human Neuropsychology

Provides a thorough introduction to the study of the anatomy and functional organization of the human brain in relation to sensory, motor, cognitive and behavioral functions. Emphasis is placed on understanding higher human cortical functions as a basis for exploring the major brain disorders. Neuropsychological principles form an organizing matrix for the material of the course.

Prerequisite: PSY 353 or BIPY 474 or equivalent.

BIPY 499 Independent Study

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of the chairperson

1–6 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, G. Wang

Instructor: M. Ellis

The sociology major is a bachelor of arts degree program that provides students a strong background in human relations, giving them important knowledge and insights to confront a rapidly changing world and to gain skills vital in today's job market. For students interested in a more sharply focused program of studies, concentrations in applied sociology, criminal justice and social services are available.

All sociology majors take 12 credits of required core courses. Students in applied, criminal justice and social sciences concentrations must complete 15 credits in specific courses as detailed below, plus 6 credits of sociology electives. Students not in one of these concentrations take 21 credits of sociology electives under the guidance of their academic advisor.

MAJOR REQUIREMENTS 33 CREDITS**Required Courses 12 Credits**

SOC 110	Principles of Sociology	3
SOC 253	Elementary Sociological Statistics	3
SOC 254	Sociological Research Methods	3
SOC 303	History of Social Theory	
or		
SOC 402	Modern Sociological Theory	3

Sociology Track 15 Credits**Applied**

SOC 220	Social Organization of Work	3
SOC 320	Contemporary Issues in the Workplace	3
SOC 322	Sociology of Organizations	3
SOC 323	Labor Relations	3
SOC 328	Sociology of the Arts	3
SOC 331	Evaluation of Social Action	3
SOC 371	Forecasting Future Societies	3
SOC 423	Labor Law: Negotiation and Conflict	3
SOC 491	Internship in Sociology	3

Criminal Justice

SOC 160	Essentials of Criminal Justice Systems (required)	3
SOC 335	Sociology of Law	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 365	Social Deviance	3
SOC 403	Community Supervision and Treatment of the Offender	3
SOC 455	Criminology	3
SOC 456	Juvenile Delinquency	3
SOC 460	Sociology of Corrections	3
SOC 480	Seminar in Criminal Justice	3
SOC 492	Internship in Criminal Justice	3

Social Services

SOC 203	Marriage and the Family	3
SOC 251	Minority Groups in America	3
SOC 290	Social Work and Social Welfare Policies	3
SOC 291	Social Work Practice	3
SOC 330	Sociology of Death and Grief	3
SOC 333	Sociology of Adulthood	3
SOC 354	Social Stratification	3
SOC 360	Self and Society	3
SOC 381	Sociology of Socialization	3
SOC 392	Sociology of Aging	3

Students not selecting a concentration will take 21 sociology credits under guidance of their instructor.

SOCIOLOGY MINOR REQUIREMENTS 18 CREDITS**Required Courses 9 Credits**

SOC 110	Principles of Sociology	3
SOC 254	Sociological Research Methods	3
SOC 303	History of Social Theory	3
or		
SOC 402	Modern Sociological Theory	3

Additional Courses 9 Credits

Courses in sociology by advisement.

SOC 201	Social Problems	3
SOC 240	The Impact of Sport in the Modern World	3
SOC 250	Urban Sociology	3
SOC 255	Qualitative Sociological Methods	3
SOC 256	Political Sociology	3
SOC 265	Sexuality in Modern Life	3
SOC 303	History of Social Theory	3
SOC 310	Sociology of War	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 334	Sociology of Sports	3
SOC 370	Population and Society	3
SOC 390	Sociology of Health and Illness	3
SOC 399	Selected Topics	3
SOC 402	Modern Sociological Theory	3
SOC 406	Social and Environmental Change	3
SOC 421	The Sociology of Revolution	3
SOC 481	Seminar in Applied Sociology	3
SOC 499	Independent Study	3

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who wish to obtain teaching certification must complete additional courses as prescribed by the School of Education (see **Department of Curriculum and Instruction**).

COURSES

Unless otherwise noted, all courses are for 3 credits. SOC 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.
(Non-Western course)

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 fieldwork 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 350 Muslims and Islamic Institutions in the United States

This course examines the core of beliefs, practices, and institutions that are integral to Muslim life in the United States. Included are the bonds of Umma (Muslim community), the meaning of Muslim-American identity, the diversity of Muslim-American subcultures, and the struggles with the sometimes conflicting demands of assimilating into American society.

SOC 354 Social Stratification

Treats both theory and realities with an emphasis on American society. The course concludes with an examination of power in the United States.

SOC 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 and (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: three credits in criminal justice plus SOC 160, 254, 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
1-6 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
1–6 credits

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
HIST 316	American Women's History	3
HIST 346	Modern European Women's History	3
PHIL 324	Philosophy of Sexual Politics	3
POL 272	Politics and Sex	3
POL 373	Politics of Sexual Violence	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 350	Lesbian Issues	3
WS 399	Selected Topics	3
WS 499	Independent Study	3

COURSES

Refer to the appropriate departments for descriptions of courses outside 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 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 350 Lesbian Issues

This course assumes that sexuality is embedded in social structures and interconnected with various forms of structural injustice. Keeping in focus that lesbian women are a very diverse people, we review historical trends, consider issues of definition, and study relationships, family, and community, including a unit on lesbianism and religion.
Prerequisites: Either WS 110, WS 150, or AACS 150

WS 399 Selected Topics

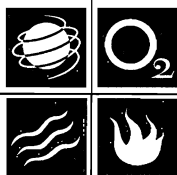
A topic not covered by an existing course is offered as recommended by the program director and approved by the dean.

Prerequisite: Permission of the department chairperson
1–6 credits

WS 499 Independent Study

As approved and to be arranged.

1–6 credits



THE SCHOOL OF SCIENCE AND HEALTH

ESWAR PHADIA, PH.D., DEAN

OFFICE: SCIENCE HALL 317

The School of Science and Health offers programs of excellence in biology, chemistry, communication disorders, community health, computer science, environmental science, geography, mathematics, exercise and movement science, and nursing. All of the above programs lead to baccalaureate degrees, with the exception of the preprofessional program in communication disorders and chemistry. Some of the departments offer master degree programs as well; please refer to the graduate catalog for further information. 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. State-of-the-art equipment is available for classroom instruction and research.

Seminars by prominent scientists, given throughout the year, keep students and faculty abreast of recent research and developments in the sciences. Each department has 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 leading to baccalaureate degree are accredited by their national accrediting agencies.

Center for Research

The school was a recipient of a \$3.1 million Challenge to Excellence grant from 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 while expanding to include areas in the health sciences as well.

Pre-Professional Programs

The School of Science and Health offers various preprofessional programs as outlined below. Students planning to attend professional school are afforded an interview with the Pre-Professional Committee and provide the committee with a brief resume of curricular and extracurricular activities.

Pre-Medical Preparation

Prospective medical students should acquaint themselves with entrance requirements for medical schools by consulting the handbook *Admission Requirements of American Medical Colleges* published annually by the Association of American Medical Colleges.

All medical school applicants are required to take the Medical College Admissions Test (MCAT), administered twice a year, fall and spring, by the American College Testing Service. MCAT applications can be obtained from the preprofessional 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.

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-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.

Minimum requirements are biology or zoology, 8 credits; chemistry, including organic and biochemistry, 16 credits; mathematics, including some analytic geometry and calculus, 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.

Speech-Language Pathology Preparation

Students in other majors who would like to pursue a graduate degree in speech-language pathology may take up to 18 credits of prerequisite coursework in the Department of Communication Disorders. These courses will better qualify a student for matriculation into the speech-language pathology graduate program and will reduce the amount of time needed to obtain the master's degree.

In addition to the prerequisite courses, there are also recommended courses in biology, math, psychology and physics that may satisfy general education requirements as well. Specific prerequisite and recommended courses are listed under the Department of Communication Disorders.

Interested students should consult the Graduate Coordinator or Chairperson of the department regarding the appropriate sequence of courses or for information about the graduate program in Communication Disorders.

DEPARTMENT OF BIOLOGY



Professors: R. Benno, M. Hahn, N. Grant, S. Hanks, C. Y. Hu, D. Levine, M. Sebetich, J. Voos, (chairperson) M. Wahrman, E. Wallace, J. Werth, D. Weisbrot
Associate Professors: R. Chesney, D. Desroches, A. Isaacson
Assistant Professors: E. Gardner, J. Menon, 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. The Center for Research of the School of Science and Health offers a limited number of summer research grants for qualified upper level undergraduate students.

Major facilities and equipment include the following: the animal facilities, with colonies of genetically selected mice and 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 units, liquid scintillation counter, electrophoresis units, computerized UV spectrophotometers, high-pressure liquid chromatography units and ultracentrifuges; two greenhouses and a well-equipped ecology laboratory with both stationary and field equipment. In addition to laboratory facilities, the department is well equipped for field-oriented aquatic and terrestrial ecological research. Natural outdoor laboratories on our 250-acre forested campus include the campus pond, waterfall, several streams, and the adjacent 1,000 acre High Mountain Reservation Forest.

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

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

Biology Electives 9-12 credits

Three major elective courses by advisement (see list)

*Students may be exempt from taking General Biology I (BIO 163) or II (BIO 164) based on the results of the Advanced Placement Test. A score of 4 or better must be achieved. These credits must be replaced by an upper-level biology course from the major elective list. The placement examination is given during the fall semester.

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

COURSE LISTING

Plant Courses		
BIO 261	General Botany	4
BIO 265	General Plant Physiology	4
BIO 335	Field Botany	3

Animal Courses

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 — Plants for Mankind	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, allowed as major courses by permission of the Biology Department chairperson. These courses are for students interested in health-related fields, such as physical therapy or chiropractic study.

Assessment

Prior to graduation, all biology majors must complete departmental assessment requirements. This may be accomplished while taking major courses, including Independent Study or Bioseminar.

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.

The Department of Biology is affiliated with the national biology honor society, Beta Beta Beta. Membership is based on achievement in biology as well as overall academic performance. Membership invitations are extended to qualified juniors and seniors.

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 (K-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, plant tissue culture, animal cell culture, DNA analysis, protein isolation and recombinant DNA techniques. Students with the required grade point average may enter the biotechnology master's degree program directly.

CURRICULUM**BIOTECHNOLOGY****MAJOR REQUIREMENTS 35 CREDITS**

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

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
--------------	-------------------	---

Physics 8 credits

PHYS 255-256	College Physics I and II	8
or		
PHYS 260-261	General Physics I and II	8

Biotechnology Elective Course List 3-4 credits

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

Assessment

Prior to graduation all biotechnology majors must complete departmental assessment requirements. This may be accomplished while taking major courses.

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

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 community health majors.

Prerequisite: BIO 112 for BIO 113

Lecture and lab

4 credits

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

4 credits

BIO 118 Basic Anatomy and Physiology

A study of the anatomy and physiology of the human organism showing relationships between structure and function, the integration of the various systems and maintenance of homeostasis. Required of movement science majors. Not open to biology/biotechnology majors.

Lecture and lab

4 credits

BIO 120 Human Biology

Accent on human structure, function and behavior; genetic makeup and hereditary potential; evolutionary history. Laboratory includes the dissection of the fetal pig as an example of mammalian anatomy, as well as varied exercises in human physiology, genetics and evolution. Not open to biology/biotechnology majors, or students who have taken BIO 114, BIO 118, BIO 112 or BIO 113

Lecture and lab

4 credits

BIO 130 Field Biology

An exploration of interrelationships among organisms and environments. Coverage includes natural history of the major groups of organisms, basic ecological principles, and applications of this knowledge to environmental problems. Laboratory exercises focus on New Jersey wildlife and field methods for its study in pond, forests, and other habitats of northern New Jersey. Not open to biology/biotechnology majors.

Lecture and field laboratory

4 credits

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. General Biology I: Subcellular and cellular structure and function, cellular respiration, photosynthesis, genetics, DNA structure, replication, transcription and protein synthesis. Open to biology/biotechnology majors. Biology II: The underlying principles of whole organism structure and function; principles of evolution and ecology. Open to biology majors and other interested students. Not required for biotechnology majors.

Prerequisite: BIO 163 for BIO 164

Lecture and lab

4 credits

BIO 170 Basic Microbiology

Structure, function, nutrition and physiology of the various groups of microorganisms. Relationships of microorganisms to environment and to organisms of medical importance are considered. Required for nursing majors; open to others; not open to biology majors or students who have taken BIO 320.

Lecture and lab

4 credits

BIO 205 Cell Biology

A study of the physiological and biochemical processes that regulate and maintain cell function. Cellular and subcellular structures are discussed, especially as applicable to cell function.

Prerequisites: BIO 163 and CHEM 161

Lecture and lab

4 credits

BIO 206 General Genetics

A study of the organization, function, regulation and transfer of hereditary material in viruses, bacteria and eukaryotes, including humans.

Prerequisites: BIO 163–164

Lecture and lab

4 credits

BIO 218 Invertebrate Zoology

The study of invertebrate animals. 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

4 credits

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

4 credits

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

4 credits

BIO 302 Human Heredity

A lecture course on the basic tenets of genetics including the organization, function and regulation of hereditary material with an emphasis on human and medical applications.

Includes the ethical ramifications of genetic testing, gene transfer and related areas. For nursing and community health majors. Not open to biology/biotechnology majors.

Prerequisite: One semester of Biology (BIO 112–113, 114, 118, 120, or 130)

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/biotechnology majors.

Prerequisites: BIO 113 and one year of chemistry

Lecture and lab

4 credits

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

4 credits

BIO 335 Field Botany

A survey of the native seed plants commonly found in the northern New Jersey environment; emphasis is on field work, identification of specimens, both in the field and in the laboratory, and the relationship of different species sharing common habitats. Major seed plant families are discussed in lecture.

Prerequisites: BIO 163–164

Lecture and Lab

3 credits

BIO 340 General Ecology

The relationships among organisms and their environment are examined by focusing on structural and functional aspects of populations, communities and ecosystems. Students obtain a strong foundation from which to pursue advanced courses in ecology. Indoor and outdoor laboratory activities emphasize quantitative and manipulative approaches to answering ecological questions

Prerequisites: Two years of biology and one year of chemistry

Lecture and lab

4 credits

BIO 345 Conservation Biology

An examination of the recent, unprecedented losses of global biological diversity and analysis of conservation strategies designed to prevent, minimize and/or repair ecological damage. Conservation of biodiversity is considered from an ecological perspective, then integrated with economical and political issues to explore the implications of national and international conservation efforts.

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

4 credits

BIO 405 Comparative Vertebrate Anatomy

The phylogenetic 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: BIO 113 or BIO 164

Lecture and lab

4 credits

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, CHEM 252, and BIO 261 or BIO 265
Lecture and lab

4 credits

BIO 416 Comparative Animal Physiology

A comparative approach to the basic physiological processes of animals. Emphasis on the functional modifications animals develop in order to cope with their environment.

Prerequisites: Two years of biology and CHEM 252

Lecture and lab

4 credits

BIO 417 Histology

The microscopic anatomy, organization and function of normal mammalian tissues. Study of tissues and organs by light microscopy composes the laboratory component of the course.

Prerequisites: BIO 164 and BIO 295

Lecture and lab

4 credits

BIO 421 Developmental Biology

The study of embryonic change in living organisms. Cellular and biochemical mechanisms that account for the emergence of form in embryos and regenerating tissues are explored. A broad range of organisms are considered. Both living and preserved embryos are studied in the laboratory.

Prerequisite: BIO 206 and one year of chemistry

Lecture and lab

4 credits

BIO 444 Evolution

The history of evolutionary theory, heredity, populations, classification, speciation, adaptation, evidence for organic evolution, vertebrate and human evolution and the problem of human population.

Prerequisites: 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

4 credits

BIO 480 Biology Seminar

Restricted to senior biology majors. The course requires each student to do an in-depth study of a selected topic with an evolutionary theme. The work requires library research and preparation of both a written and an oral presentation of that work, including details of research procedures where applicable. Students are expected to read and discuss each other's presentations.

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

4 credits

BIO 485 Transmission Electron Microscopy

The principles and practice of transmission electron microscopy, including theory, electron optics, specimen preparation, operation of electron microscope, photography, related instruments and techniques.

Prerequisites: Two years of biology and one year of chemistry

Lecture and lab

4 credits

BIO 497 Readings in Biology

Student studies a particular field of biology under the personal direction of a faculty member.

Prerequisite: Permission of the 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.

Prerequisite: Permission of the chairperson

1–3 credits

BIO 524 Molecular Biology

An introduction to molecular biology with emphasis on nucleic acid structure and function, and the application of gene splicing. Ethical issues associated with genetic engineering are explored. The course is team taught by members of the biotechnology faculty, who each brings his/her own expertise to this basic course. Lecture only. For biotechnology majors. Open to Biology M.A. and Biotechnology B.S./M.S. students.

Prerequisite: Genetics course or permission of the instructor.

3 credits.

BIO 530 Biotechnology: DNA

Techniques of DNA purification and quantification. Students analyze DNA by Southern transfer, prepare plasmid and phage vectors and clone sequences into those vectors. Antibiotic selection, filter screening and hybridization analysis of cloned libraries are performed. Related topics include prokaryotic and eukaryotic gene structure, choice and construction of vectors and applications of genetic engineering. Lecture and lab. For biotechnology majors.

Prerequisites: Matriculation in Biotechnology M.S. or B.S. program or permission of the instructor

4 credits

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 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

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



Professors: G. Gerardi, S. La, L. Rivela, G. Sharma (chairperson), A. Speert

Associate Professors: R. McCallum, S. Raj

Assistant Professors: S. Madison, K. Martus

The course offerings of the Department of Chemistry and Physics are designed to provide students with the scientific knowledge and skills necessary to pursue a broad range of professional careers in industry, research, teaching, environmental or governmental work. These offerings include service courses required by other programs and will prepare students to continue their education in certain graduate or professional school programs.

Major instrumentation for student laboratory coursework and research in chemistry includes the following: 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 small and high-speed centrifuges, electrophoresis instrumentation; and refrigerated fraction collector. Microcomputer facilities are also conveniently located in the Science Complex.

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**.

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 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 process.

Prerequisite: CHEM 252

Lecture only

CHEM 421 Advanced Organic Chemistry

Advanced study of organic chemistry with deliberate emphasis on synthetic reaction mechanisms, principles of stereochemistry and current advances in organic chemistry.

Prerequisites: CHEM 252 and CHEM 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

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, PHYS 255 or PHYS 260

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)

The Department of Communication Disorders offers a preprofessional program in Speech-Language Pathology that prepares undergraduates from a variety of majors who are considering entering a graduate program in the field. The program consists of eighteen credits of prerequisite coursework; completion of these courses will reduce the amount of time required for earning a master's degree in Communication Disorders. In addition, there are approximately 14 credits of recommended courses, some of which may satisfy General Education requirements at the same time. Students may begin taking both the prerequisite and recommended courses as early as their Freshman year.

Interested students should consult with the Graduate Coordinator or chairperson of the department regarding the sequence of courses that may be taken as an undergraduate.

The master's degree is the entry-level degree for employment as a speech-language pathologist in New Jersey and 41 other states. The graduate program in Communication Disorders at WPC is accredited by the American Speech-Language-Hearing Association (ASHA). Completion of this program ensures eligibility for certification by ASHA as well as New Jersey State licensure. Those who wish to work in the public schools of New Jersey require a slightly different curriculum. Students are referred to the *Graduate Catalog* for a description of the graduate program and its requirements, as well as for the standards for matriculation into the graduate program in Communication Disorders at WPC.

PREPROFESSIONAL PROGRAM

PREREQUISITE COURSES 18 CREDITS

CODS 160	Phonetics	3
CODS 161	The Nature of Speech, Language and Communication Systems	3
CODS 262	Introduction to Communication Disorders	3
CODS 361	Anatomy and Physiology of the Auditory and Vocal Mechanism	3
CODS 363	Introduction to Audiology	3
CODS 464	Hearing Science	3

Recommended Courses 14 Credits

BIO 114	Applied Anatomy and Physiology	4
MATH 130	Elementary Statistics	3
PHYS 110	Introduction to Physics	4
PSY 210	Developmental Psychology	3

Additional Course Offerings

CODS 205	Speech Laboratory I*	3
CODS 263	Articulation Disorders*	3
CODS 302	Speech Laboratory Continuing**	3
CODS 366	Language and Therapy*	3
CODS 462	Auditory Rehabilitation*	3

*To be taken only by those students accepted to the B.A. program prior to June 30, 1995 in addition to prerequisite courses.

**Two semesters of CODS 302 are required for students in the B.A. program. However, courses from an approved list may be substituted for one or two semesters of CODS 302.

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 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 that 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 160

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.

1-3 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 464

CODS 366 Language 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.

Prerequisite: CODS 161 or ENG 401

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 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.

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 464 Hearing Science

This course deals with materials concerning the physical nature of sound and its measurements, instrumentation related to hearing assessment, microanatomy and physiology of the auditory system, and the psychological correlates of sound.

CODS 499 Independent Study

As approved and to be arranged.

1-6 credits

DEPARTMENT OF COMMUNITY HEALTH



Professors: S. Hawes, S. Lisbe (chairperson)

Associate Professors: R. Blonna, M. Grodner, J. Levitan

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

MAJOR REQUIREMENTS

Core Courses	34 credits
CMHL 301 Health Education: Theory and Practice	3
CMHL 302** Community Health Program Planning	3
CMHL 315** Human Disease	3
CMHL 361** Research Analysis and Evaluation in Health	3
CMHL 400** Epidemiology	3
CMHL 430 Health Counseling	3
CMHL 451 Methods in Health Education	3
CMHL 496** Intro to Fieldwork	1
CMHL 497** Fieldwork in Community Health	12

**Prerequisites needed in major.

Major Electives	12-13 credits
CMHL 210 Women's Health	3
CMHL 220 Stress Management	3
CMHL 303 Applied Program Planning	1
CMHL 320 Nutrition	3
CMHL 370 Concepts and Issues of Aging	3
CMHL 420 Environmental Health	3
CMHL 450 Health Administration	3
CMHL 470 Health Aspects of Aging	3
CMHL 471 Community Health Services and Aging	3
CMHL 490 Human Sexuality	3
CMHL 491 Drugs and Health	3

Co-Requirements	7-8 credits
BIO 170 Basic Microbiology and	4
BIO 302 Human Heredity	3
or	
CHEM 131 College Chemistry	3
or	
ENV 110 Environmental Foundations	4

For

CHML 302 pre-req: CMHL 301

CMHL 315 pre-req: BIO 112, BIO 113, BIO 170

CMHL 361 pre-req: MATH 130

CMHL 400 pre-req: CMHL 315, 361

CMHL 497 pre-req: CMHL 496

Required General Education Courses	17 Credits
BIO 112 General Anatomy and Physiology I	4
BIO 113 General Anatomy and Physiology II	4
MATH 130 Elementary Statistics	3
PSY 110 General Psychology	3
CMHL 120 Current Health Issues	3

GERONTOLOGY CONCENTRATION REQUIREMENTS

Community Health Major Core Requirements	34 Credits
CMHL 301 Health Education: Theory and Practice	3
CMHL 302 Community Health Program Planning	3
CMHL 315 Human Disease	3
CMHL 361 Research, Analysis and Evaluation in Health	3
CMHL 400 Epidemiology	3
CMHL 430 Health Counseling	3
CMHL 451 Methods in Health Education	3
CMHL 496 Intro to Fieldwork	1
CMHL 497 Fieldwork in Community Health	12

MAJOR ELECTIVES 12 CREDITS

Required for Concentration	9 Credits
CMHL 370 Concepts and Issues of Aging	3
CMHL 470 Health Aspects of Aging	3
CMHL 471 Community Health Services and Aging	3
Other Electives	3 Credits
CMHL 210 Women's Health	3
CMHL 220 Stress Management	3
CMHL 303 Applied Program Planning	1
CMHL 320 Nutrition	3
CMHL 450 Health Administration	3
CMHL 491 Drugs and Health	3

To complete the Gerontology Concentration the student must also take 6 credits

PSY 330 Psychology of Aging & Adult Development	3
SOC 330 Sociology of Death and Grief	3

and 3 credits from the following electives:

PEDA 462 Exercise for Older Adults	3
PSY 210 Developmental Psychology	3
SOC 392 Sociology of Aging	3
SOC 333 Sociology of Adulthood	3

GERONTOLOGY MINOR REQUIREMENTS ... 18 CREDITS

Required	15 Credits
CMHL 370 Concepts in Aging	3
CMHL 470 Health Aspects of Aging	3
CMHL 471 Community Health Services and Aging	3
PSY 330 Adult Development/Aging	3
SOC 330 Sociology of Death and Grief	3
Electives	3 Credits
PEDA 462 Exercise Programs for Older Adults	3
PSY 210 Developmental Psychology	3
SOC 392 Sociology of Aging	3
SOC 333 Sociology of Adulthood	3

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 life style 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 301 Health Education: Theory and Practice

Provides an introduction to the profession of health education. Emphasis is placed on the evolution of the profession, theoretical rationale, major issues, work settings and the extent to which these contribute to health education practice.

CHHL 302 Community Health Program Planning

Building on the foundations of health education, this course introduces the generic skills needed to assess, plan, implement, and evaluate health education programs. An overview of the population with special health education needs, selected health problems and available health services are presented.

Prerequisite: CMHL 301

CMHL 303 Applied Program Planning

This course provides students with hands-on experience in the planning, implementation and evaluation of a health education/health promotion program for a diverse community. It requires the student to be an active participant in all steps of the planning process.

Prerequisite: CMHL 301

1 Credit

CMHL 315 Human Disease

Selected disease processes are presented from a health education perspective. Causes, signs, symptoms, diagnosis, treatment, prognosis, risk factors and prevention strategies are discussed. Emphasis is on the relationship of risk factors and prevention strategies to health education.

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 have an impact on health and development. Emphasis is on those human activities in the environment that contribute to a deterioration in quality of life. Professional opportunities in environmental health are covered.

CMHL 430 Health Counseling

This course is designed to give the student basic information regarding the interrelationship between health problems and social, psychological and environmental influences and personality development. Implications for human behavior are examined; counseling skills and procedures are presented with emphasis placed on the skills of listening, observation and collecting/using health information. Understanding emotional communication and its effect and subsequent intervention strategies are explored.

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.

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.

CMHL 452 Methods, Curriculum and Theory in School Health Education

This course is designed to provide the student with the skills, knowledge and philosophy necessary to become a successful school health educator. Principles and procedures used in teaching, planning and evaluating the school health program will be emphasized.

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, codependency, pharmacology, intervention and treatment modalities, prevention strategies and community services. Skills are developed for assessment, counseling, program development and referral.

Non-majors by permission of Community Health Chair only.

CMHL 496 Introduction to Fieldwork

The 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 560-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

12 credits

CMHL 499 Independent Study

This course provides an opportunity for academically qualified students to earn college credit for a project planned jointly with a faculty sponsor and not already covered by an existing course. Registration for this course must be signed by the respective dean and the chairperson of the department.

1-6 credits

DEPARTMENT OF COMPUTER SCIENCE



Professors: L.S. Cheo, L. Presby

Associate Professors: L. Gaydosh, E. Hu (Chairperson),
J. Najarian

Assistant Professors: R. Curtis, G. Ndjatou, B. Su

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 44 credits of computer science work, of which 29 credits are in required courses and 15 are in electives. In addition, 16 credits of corequisites in computer science application areas are required. The requirement for graduation is 129 credits. A minor program in computer science is also offered through this department.

The Department has recently reached an agreement with the Department of Computer and Information Science at the New Jersey Institute of Technology (NJIT). Interested WPC computer science graduates with a GPA of 2.8 or higher will be admitted into the master's degree program at NJIT. In addition, WPC computer science juniors and seniors with a GPA of 2.8 or higher and with the approval of the NJIT CIS Department will be allowed to take upper-level undergraduate or beginning-level graduate courses at NJIT.

Computer Facilities

A variety of computing facilities are available to students. Several laboratories are equipped with IBM-compatible microcomputers with Intel Pentium processors, and SUN workstations. These computers are connected through a campus-wide Local Area Network with file servers that provide many different software resources. The LAN also provides access to external networks such as Internet. A segment of the LAN hosts a SUN SPARC-1000 file server, which provides computing resources under the Solaris Operating System (a version of UNIX). A new and powerful SUN Ultra Enterprise 2 system with twin Ultra SPARC processors was recently acquired. 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. Computing equipment is located in the Coach House Computer Center, Science Hall, and Raubinger Hall. Macintosh and other microcomputers are also available for student use throughout 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, Gamma Chapter of New Jersey.

The Honor Society: Upsilon Pi Epsilon (UPE)

The William Paterson College Chapter certification of UPE was chartered in May 1988. The name of this chapter is Gamma Chapter of New Jersey. There are 40 student members, two faculty members, and one honorary member. 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 participants practical experience in industrial and business concerns on a part-time basis while they attend William Paterson College as full-time students.

CURRICULUM

COMPUTER SCIENCE MAJOR

REQUIREMENTS 60 CREDITS

Core Requirements 29 credits

CS 201	Computer Literacy: Microcomputer Applications	3
CS 230	Computer Science I*	4
CS 240	Computer Science II*	4
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	Database 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	3
CS 330	Linear Programming and Operations Research	3
CS 360	Computer Calculus	3

General Education 60 credits

General Education Upper-Level Electives** 9 credits

Non-Western Requirement (may be taken as part of GE, GE electives or upper-level electives).

Total credits required for the degree 129 credits

**MATH 160, PHYS 260 and PHYS 261 are the required general education courses in mathematics and science for the computer science degree.

COMPUTER SCIENCE MINOR PROGRAM 18 CREDITS

(Open to all non-computer science majors)

Required Courses 12 credits

CS 230	Computer Science I*	4
CS 240	Computer Science II*	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Language	3

Electives 6 credits

Choose two courses

CS 341	Computer Architecture	3
CS 342	Data Structures	3
CS 360	Computer Calculus	3
CS 362	Computer Simulation	3

*As of fall 1997, these courses change from 3 to 4 credits.

COURSES

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. Not for CS majors.

CS 201 Computer Literacy: Microcomputer Applications

Designed to present an overview of computers, computer science and use of computers, and the impact of computers on the society. The course familiarizes students with hands-on experience and various types of applications. Popular software packages are used to introduce spreadsheets and word processing concepts and applications.

CS 210 Advanced Microcomputer Applications

This course introduces advanced-level topics in microcomputer applications. Topics include software packages in the area of database management, desktop publishing, data communication, graphical user interfaces and system utilities. Prerequisite: CS 201 or equivalent

CS 230 Computer Science I

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 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. Prerequisite: CS 230

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 230

CS 270 Computer Statistical Techniques

An introductory course to study the existing major statistical packages, such as SPSS and SAS. Topics include statistical programs and their applications, chi-square, regression, correlation, factor analysis, analysis of variance and multiregression.

Prerequisites: CS 230 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 230

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 260 and CS 280

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 Networks

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 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

Topics include file and database environments, data modeling, logical and physical database design, data storage techniques, database implementation and administration, database security, and distributed database systems. Projects on relational database application design will be as assigned.

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.

Prerequisite: CS 362

CS 480 Computer Science Seminar

Current topics in computer sciences are discussed.

Prerequisites: CS 342, CS 360 and permission of the instructor.

CS 499 Independent Study

As approved and to be arranged.

1-6 credits

ENVIRONMENTAL SCIENCE AND GEOGRAPHY



Associate Professors: R. Pardi (chairperson), P. Thiuri

Assistant Professors: S. Dodge, K. Swanson, M. Ford (half time)

Collaborating faculty from other departments:

S. Hanks (Professor, Biology), M. Sebetich (Professor, Biology), R. McCallum (Associate, Chemistry/Physics), J. Peterman (Associate, Philosophy), 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 geosciences) 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 K-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; 200Mhz 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 microcomputer-networked facilities are conveniently located in the Science Complex; more powerful mainframe and super-computer facilities are available to authorized users through high-speed telecommunications lines.

CURRICULUM

MAJOR REQUIREMENTS 61 CREDITS

Required Major Courses (Complete all of the following)

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

Corequirements (Complete all of the following:)

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

Science Electives (Select 10 credits from among the following:)

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

Nonscience Electives (Select 3 credits from among the following:)

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

Note: 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: 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 to reduce the load during the regular fall and spring semesters depending on the course selected.

*May be counted as either an upper-level elective or an upper-level GE elective.

** These courses may count as upper-level electives.

COURSES

Unless otherwise noted, all courses are 3 credits, 3 hours 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 retreat of the seas and glaciers and the evolution of plants and animals as shown by the fossil record. Major emphasis on the geological history of North America.

Prerequisite: ENV 115

3 hours lecture, 2-1/2 hours lab

4 credits

ENV 301 Field Experience

This course places the student in an active working experience with either a professional agency, a business or a municipal body involved in some pertinent work related to the environment. Objectives are to expand students' backgrounds and their appreciation of the field, give them firsthand experience and introduce them to potential employers or help them identify areas of specialization for graduate study. Students must work a minimum of one full day per week with the agency to fulfill an on-the-job requirement. This requirement 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 humanmade pollutants on living organisms (both plants and animals) either in terrestrial or aquatic ecosystems. Bio-geochemical cycles, metabolic pathways, toxicity testing and bioassays, epidemiology, mutagenesis, carcinogenesis and regulatory law are among the topics covered.

Prerequisites: ENV 115 and CHEM 161

ENV 450 Environmental Computer Applications

This course examines the application of mathematical computer simulation to the solution of environmental problems. The general development of computer models is reviewed as well as their specific use. The student employs working simulation models in the analysis of actual case studies while critically evaluating and comparing the results of different models for particular problems. Familiarity with basic principles of computer operation and some programming experience are expected of the student.

ENV 470 Hydrogeology

This course deals with the interrelationships of geological materials and processes with water. It quantitatively addresses the occurrence, distribution, movement and chemistry of all waters of the earth. Topics studied include the hydrologic cycle, groundwater, runoff and stream flow, water chemistry, water pollution, water resources and treatment.

Prerequisites: ENV 115, CHEM 161 and MATH 160

ENV 480 Senior Practicum

Student task force groups participate in a common project utilizing the methodologies and skills learned in the classroom. Included are graphic and communicative skills, data collection and evaluation, as well as field and laboratory techniques. An example of such a project is the compilation of a natural resource inventory for a neighboring community. The subject of the study is selected by the instructor, but the student's role in the team study is jointly determined by both the student and the instructor. Student and instructor maximally seek to simulate the working conditions of a professional consultant team engaged in a practical project. Regular work meetings are held during class time with a formal written and oral presentation at the end of the semester.

Prerequisites: ENV 380 and senior standing

ENV 481 Senior Seminar

A continuation of ENV 480

Prerequisites: ENV 480 and senior standing
2 credits

ENV 499 Independent Study

Independent research under the supervision of a faculty member. Alternatively, a student may undertake another co-op experience with a governmental agency, consulting firm or industry in the environmental area.

1-6 credits (may be taken twice for a maximum of 6 credits)

Summer Studies at the New Jersey Marine Sciences Consortium

WPC students may take formal courses for academic credit in marine sciences at Sandy Hook or the Field Station. These courses are given from June through August and are primarily undergraduate courses for sophomore through senior levels. Independent study in the marine sciences is offered at undergraduate and graduate levels. Course offerings vary somewhat from year to year, but the following are usually repeated: introduction to marine sciences, oceanography, basic scuba (NAUI certification), basic sailing, marine biology, ecology of the estuary (graduate only) and coastal marine geology.

Geography

The B.A. degree in geography provides a sound liberal education in addition to solid preparation for diverse fields of employment as a professional geographer. The geographer is primarily concerned with interpreting and explaining the occurrence, distribution and interrelationships of the physical and cultural elements that can be discerned in the landscape. Geography analyzes phenomena according to the attributes of location, extent and density. The constantly changing physical and human landscapes on the earth's surface challenge the geographer to provide continuing interpretations of all parts of the world from the spatial point of view.

For students pursuing a terminal bachelor's degree or teaching certification, a geography major provides both the regional and global perspective required of responsible citizens. For the same reasons, geography is especially valuable for those entering graduate work in business administration, planning, law or medicine. Top-level professional positions are growing in the fields of planning

geographic information systems, cartography, remote sensing and computer mapping. These fields, as well as college teaching, require advanced degrees.

Majors planning to teach in secondary schools should meet certification requirements in social studies. All majors are assigned a faculty advisor. The following courses are designed to provide the geography major with a firm foundation of world regional and physical geography, followed by an appropriate selection of more specialized systematic and regional geography courses.

Resources of the department include several microcomputers and two SUN workstations, high-speed plotters and digitizers. Geographic and map software include the GRASS 4.1 system, IDRISI and MapInfo.

CURRICULUM

MAJOR REQUIREMENTS 30 CREDITS

Required Courses		9 credits
GEO 150	World Regional Geography	3
GEO 220	Environment and Humans	3
GEO 480	Senior Seminar	3

Systematic Courses 12 credits

Choose four of the following:

GEO 230	Population and Settlement	3
GEO 300	Geopolitics	3
GEO 310	Trade and Transportation Geography	3
GEO 320	Cultural Geography	3
GEO 360	Geography of Hunger and Food Supply	3
GEO 365	Geography of Plants and Animals	3
GEO 399	Selected Topics	3
GEO 401	Cartography	3
GEO 402	Quantitative Methods in Geography	3
GEO 499	Independent Study	3

Regional Geography 9 credits

Choose three of the following:

GEO 331	Geography of Asia	3
GEO 332	Geography of the Middle East	3
GEO 333	Geography of Europe	3
GEO 334	Geography of Africa	3
GEO 335	Geography of Latin America	3
GEO 336	Geography of the Commonwealth of Independent States	3
GEO 338	Geography of the United States and Canada	3
GEO 339	Geography of New Jersey	3

MINOR REQUIREMENTS 18 CREDITS

GEO 150	World Regional Geography	3
GEO 338	Geography of the United States and Canada	3
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, socioeconomic and political factors are considered.

GEO 160 Introduction to Physical Geography

An introductory course using a process-distribution approach to explain weather systems, climates of the world, biogeography, soils and landforms. An accompanying lab introduces topographic map reading, weather and climate analysis geomorphology.

4 credits

GEO 220 Environment and Humans

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

Worldwide 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. Prerequisite: Permission of the department chairperson
1-6 credits

GEO 401 Cartography

A basic course in map making. Covers projections, thematic, relief and statistical cartography.

GEO 402 Quantitative Methods in Geography

Introductory quantitative methods for geographers. Mathematical analysis of spatial distributions and statistical relationships between geographic phenomena are emphasized.

GEO 403 Geographic Information Systems

Introduction to geographic information systems emphasizing principles of GIS including collection, management, analysis and mapping of geographic data. Use of GIS software is an integral part of the course. Cartography experience is recommended but not mandatory.

GEO 406 Climatology

An examination of atmospheric processes and resulting patterns of world regional climates. Study of energy flux, atmospheric circulation and atmospheric moisture to explain climate variation on the earth's surface. Previous physical geography course preparation is recommended but not required.

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, (chairperson). V. Overdorf, S. Silas

Associate Professors: S. Becker, K. Gill, S. Laubach, J. Manning

Instructors: L. Gazzillo, D. Middlemas, M. Oxley

The Department of Exercise and Movement Sciences offers a major program leading to the bachelor of science degree in physical education with concentrations in athletic training, teacher certification K-12 physical education and exercise physiology. There is an adapted physical education cluster within the teacher certification concentration. (Note: Concentrations in dance, aquatics, recreation and leisure, and coaching and officiating are currently not active). Students first apply to the Exercise and Movement Sciences department, and internally make application to the specific concentration.

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. 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 for its graduates. The department maintains a performance standard by which students are reviewed for continuing eligibility as majors. Details of this performance standard are provided by department advisors to those who intend to major in the exercise and movement sciences.

CURRICULUM

MAJOR CORE REQUIREMENTS 33 CREDITS

Core Courses		25 credits
BIO 118	Basic Anatomy and Physiology*	(4)
PEAC 150	Introduction to the Profession of Exercise and Movement Science	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 general education.

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 and Ballroom Dance	.5
PEAK 261	Field Hockey	.5
PEAK 262	Volleyball	.5
PEAK 263	Conditioning	.5
PEAK 264	Tennis	.5
PEAK 266	Self-Defense	.5
PEAK 267	Swimming	.5
PEAK 268	Modern Dance — Exercise Skills	1

Concentrations for Majors in the Department

PHYSICAL EDUCATION TEACHER CERTIFICATION REQUIREMENTS (K-12)* 30 CREDITS

PETC 311	Movement Education	3
PETC 356	Gymnastics	1
PETC 361	Selected Activities in School Physical Education Programs	1
PETC 461	Concepts of Coaching	1

Professional Education Sequence

PETC 395	Curriculum and Teaching Physical Education in the Elementary School	3
PETC 396	Curriculum and Teaching Physical Education in the Secondary School	3
PETC 397	Practicum I: Elementary School Experience	1
PETC 398	Practicum II: Secondary School Experience	1
PETC 495	Seminar in Physical Education	1
EDUC 415	Senior Teaching Internship	12
CIRL 330†	Reading Strategies for the Content Areas	3
PSY 210†	Developmental Psychology	3

SCIENCE AND HEALTH

*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.

†State requirement for certification

*General education elective course

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 18 CREDITS

This certification program is for physical education teaching majors only and is offered through the Community Health Department.

CMHL 120	Current Health Issues*	3
CMHL 320	Nutrition	3
CMHL 430	Health Counseling	3
CMHL 452	Methods, Curriculum and Theory in School Health Education	3
CMHL 490	Human Sexuality	3

*General Education requirement

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	3
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.

†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.

*General education elective course

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

** Students must have completed all course work prior to internship.

Note: Upon completing this concentration, students are eligible to take the certification test given by the YMCA or the American College of Sports Medicine.

It is recommended that students in this concentration select CHEM 131, 031 as the second science requirement in general education.

Exercise and Movement Sciences Electives

The following courses are open to all students. These courses are designed to allow students to acquire skills in sports and dance.

PEEL 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	African-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

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	The Impact of Sport in the Modern World	3
PEGE 330	Psychology of Sport	3
PEGE 340	Social History of Western Sport	3

COURSES

Unless otherwise noted, all courses are 3 credits.

PEAC 150 Introduction to the Profession of Exercise and Movement Sciences

Familiarizes the student with the exercise and movement sciences program; possible careers that require knowledge about the exercise and 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

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 and progressions in learning are stressed. A laboratory experience provides opportunities to replicate theoretical constructs.

Prerequisites: PSY 110 and PEAC 250

PEAC 354 Tests and Measurements

A study of the role of evaluation in physical education. The organization and administration of a testing program. Also, appropriate statistical methods used in a testing program.

Prerequisites: MATH 130, PEAC 150

PEAC 450 Psychosocial Dimensions of Sport

A study of sport in relation to the concepts, theories and principles of psychology and sociology. Enables the student to understand the human organism's involvement in sport and physical activity and the relationship of sport to culture and society.

Prerequisites: PEAC 350, PSY 110, SOC 110, MATH 130 Jr/Sr level standing in the major or permission of chair.

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 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

*These courses are restricted to accepted movement science majors.

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. A 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

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: PEAC 250 & PEAT 267

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

*These courses are restricted to accepted movement science majors.

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 background 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 beginner level. Based on the Royal Academy of Dance advanced 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 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 that 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 are 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 effect 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. The theoretical basis from which the principles derive is looked at, but the emphasis is on the application of these principles.

Prerequisite: PSY 110

PEGE 340 Social History of Western Sport

This course provides a view of Western civilization through the window of sport. Building on the conceptions already established in the two Western civilization courses required for general education, it helps to close some of the unavoidable gaps left by earlier political, economic, religious, cultural and ideological analyses of Western society. The study of sport not only broadens students' vision of life and culture in the Western world, but also enhances their understanding of it.

Prerequisites: HIST 101 and HIST 102

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 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 in which a more individualized program is set up with the larger group (class). Students become aware of the basic movements of the body in relation to time, space and force at their own rate according to ability level.

PETC 356 Gymnastics

This course enables students to develop proficiency in performing, spotting, and analyzing skills on apparatus. Prerequisites: PEAK 164; Teacher Cert. Concentration 1 credit; jr.- level major

PETC 361 Selected Activities for School Physical Education Programs

This course provides knowledge and movement skills for selected team sports, outdoor and recreational activities that are appropriate for inclusion in a physical education curriculum in schools. It will include team handball, softball, flag football, archery, orienteering, hiking, recreational games, and other activities as deemed appropriate.

1 credit

PETC 395 Curriculum and Teaching Physical Education in the Elementary School

The principles of curriculum development in elementary school physical education programs. Students learn how to teach physical education activities designed for elementary school children. Taken concurrently with PETC 397.

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 399 Special Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair

1-6 credits

PETC 461 Concepts of Coaching

This course provides an introduction to the concepts associated with coaching of interscholastic and intercollegiate sports. The student is exposed to various techniques, principles and fundamentals that are associated with coaching.

1 credit, jr./sr.-level major

PETC 495 Seminar in Physical Education

Current trends and developments in public education are explored. Particular attention is given to classroom management and problems that confront student teachers. The course is conducted during the semester of the student teaching experience and must be taken concurrently with student teaching.

1 credit

DEPARTMENT OF MATHEMATICS



Professors: E. Goldstein, M. Kaplan, E. Phadia

Associate Professors: J. Coomes, B. Eastman, M. Jani, D. Kalish, S. Maheshwari (chairperson)

Assistant Professors: N. Assimakopoulos, Z. Chen, S. Hyman, 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 credit requirements for the B.A. degree will be reduced; and accordingly, the course requirements may change.

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.

CURRICULUM

MAJOR REQUIREMENTS

Students must fulfill the requirements of either the Mathematics track or the Applied Mathematics track.

Note: In both tracks, MATH 160, Calculus I, is the required Math GE course.

MATHEMATICS TRACK 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 Mathematics	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	
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 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	3
and		
MATH 150	Applied Calculus I	3
or		
MATH 160	Calculus I	4
and		
MATH 161	Calculus II	4

Electives 9 credits

Three additional mathematics courses from the 200 level or higher by advisement.

STATISTICS MINOR REQUIREMENTS 19 CREDITS

Offered in response to the demand for professionals trained in various branches of statistics such as biostatistics, quality control, operations research, economic forecasting, opinion polls and marketing analysis. This minor trains students to be proficient in statistical techniques useful in their chosen professions.

Required Courses 19 credits

For a Non-Mathematics Major

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

For a Mathematics Major

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 111 Elementary Algebra with Applications

This is an algebra course with emphasis on studying practical problems with mathematical models. Topics include problem solving, number theory, introduction to functions and modeling, systems of equations and matrices, exponential and logarithmic functions, linear inequalities in two variables.

Prerequisite: MATH 110

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; nonlinear 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.

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

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

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

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, covering measures of central tendency; measures of variation; graphical techniques for univariate and bivariate data; correlation and regression, probability, binomial and normal distributions; estimation; confidence interval; testing of hypotheses; contingency tables; analysis of variance; nonparametric methods. Use of packages such as SAS, Minitab, etc., is emphasized.

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, Mynstat, 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.

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

MATH 325 Topics from Applied Mathematics

Topics are selected from various branches of applied mathematics. The mathematical principles and theories involved are applied to problems in the physical sciences, mathematics, biological sciences, business and computer science.

Prerequisite: MATH 201

MATH 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 3 for a selected topic. MATH 399 cannot be credited more than twice, each on a different topic, toward degree requirements.

Prerequisite: Department Chairperson's permission
1–3 credits

MATH 401 Applied Algebra

Concepts of modern algebra are applied to different areas. Topics include Boolean algebra and applications to switching theory; automata (finite state machines) and Turing machines; recursive functions and some ideas in theory of computability; groups, rings, polynomial rings, finite fields applied to coding theory, development of binary group codes, Hamming codes, B-C-H codes, relations of geometry and statistical block designs to codes; importance of codes in communications.

Prerequisite: MATH 301 or MATH 202

MATH 411 Advanced Discrete Mathematics

This is an advanced course in discrete mathematics, primarily dealing with discrete dynamical systems, algorithms, combinatorics and Graph Theory. Emphasis is placed on complexity of algorithms, on existence and optimization problems in Graph Theory and on associated algorithms.

Prerequisite: MATH 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. 1-3 credits

DEPARTMENT OF NURSING



Professors: S. DeYoung (chairperson), M. Patrick
Associate Professors: C. Bareford, C. Barry, G. Just, C. O'Grady, N. Samarel

Assistant Professors: C. Barbarito (half time), J. Bliss, B. Bohny, K. Connolly, V. Coyle (half time), D. D'Amico, R. Harrison, A. Lynch (half time), C. Mahoney (half time), K. MacMillan (half time), M. McElgunn (half time), R. Sandler (half time), D. Shah, J. Tracy

Instructors: L. Carney (half time), C. Hollema (half time), S. Jackson

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 nurses 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.

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	4
NUR 214	Adaptation Nursing I Laboratory	2
NUR 215	Adaptation Nursing II Laboratory	3
NUR 312	Expanding Family and Adaptation Nursing	4
NUR 313	Established Family and Adaptation Nursing	4
NUR 314	Expanding Family and Adaptation Nursing Laboratory	4
NUR 315	Established Family and Adaptation Nursing Laboratory	4
NUR 316	Family Systems and Adaptation	2
NUR 350	Nursing Research	3
NUR†	Nursing Elective	3
NUR 410	Community Systems	2
NUR 411	Professional Practice Theory	2
NUR 412	Adaptation in the Community	3
NUR 413	Professional Clinical Practice I	2
NUR 414	Adaptation in the Community Laboratory	4
NUR 415	Professional Clinical Practice II	3

† Selected from among NUR 320, 321, 323, 434, 435

COREQUISITE COURSES* 36 CREDITS

BIO 112	General Anatomy and Physiology I	4
BIO 113	General Anatomy and Physiology II	4
BIO 170	Basic Microbiology	4
BIO 312	Advanced Anatomy and Physiology	4
CHEM 131	College Chemistry: Lecture	3
CHEM 031	College Chemistry: Lab	1
CHEM 132	Organic Biochemistry: Lecture	3
CHEM 032	Organic Biochemistry: Lab	1
CMHL 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
4 credits

NUR 214 Adaptation Nursing I Laboratory

Building on theory presented in NUR 212 and physical assessment techniques, communication and teaching skills as well as basic nursing activities emphasize the one-to-one relationship between student and client with a focus on wellness and illness prevention.

Taken concurrently with NUR 212

Prerequisites: Permission of Department Chairperson required.
2 credits (6 laboratory hours)

NUR 215 Adaptation Nursing II Laboratory

Building on theory from NUR 213, students practice in a clinical setting that provides for care of the adult client experiencing physical health problems, as well as the opportunity to practice with all levels of health-care providers.

Prerequisites: NUR 212 and 214

Taken concurrently with NUR 213
(9 laboratory hours)

NUR 218 Physical Assessment

Designed for the graduate/licensed nurse, this course introduces the concept of health assessment. Health history taking and the techniques of examination are emphasized, as is the concept of wellness.

1 credit

NUR 219 Nursing Technologies

Building on theory from NUR 212, the graduate/licensed nurse has the opportunity to refine application of concepts, cognitive and psychomotor skills. This includes communication theory, teaching/learning principles, and psychomotor nursing skills.

1 credit

NUR 312 Expanding Family and Adaptation Nursing

Emphasizes the evolving and growing family members and their adaptation status during growth and developmental cycles in health/illness. Psychosocial stressors of the expanding family are included and physiological adaptation is emphasized.

Prerequisites: NUR 213, 215, CHEM 132 and 032
4 credits

NUR 313 Established Family and Adaptation Nursing

Studies adaptation by the adult to various stressors affecting members of established and maturing family units. Altered physiologic functioning and the associated psychosocial responses provide the focus for the study of adults and their health status.

Prerequisites: NUR 213, 215, CHEM 132 and 032
4 credits

NUR 314 Expanding Family and Adaptation Nursing Laboratory

Laboratory provides for application of theory from NUR 312. Students utilize cognitive and psychomotor skills implementing the nursing process with female and male parents, the neonate, infants, children and adolescents.

Prerequisites: NUR 213, 215, CHEM 132 and 032
4 credits (12 laboratory hours)

NUR 315 Established Family and Adaptation Nursing Laboratory

Laboratory applies theory from NUR 313. Students utilize cognitive and psychomotor skills in the implementation of the nursing process with ill adult members of an established family.

Prerequisites: NUR 213, 215, CHEM 132 and 032
4 credits (12 laboratory hours)

NUR 316 Family Systems and Adaptation

Study of family structure, development and function offers a framework for assessing family health status. Common and specialized stressors affecting family adaptation are identified. The nursing process with the family as a client is the major focus.

Prerequisites: NUR 213, 215, CHEM 132 and 032
2 credits

NUR 320 Nursing Promotion of Adaptation in the Elderly

Nursing elective course focusing on the nurse's role in assisting the elderly client to adapt to physiological, social and psychological changes. Students plan nursing interventions based on an assessment of the older client's specific health needs and the latest research findings.

Prerequisites: NUR 214, 215

NUR 321 Women's Health and Adaptation Nursing

Nursing elective that focuses on selected issues related to women's health within Roy's Adaptation framework. Women's growth and development is examined from a nursing perspective according to selected theorists. Students discuss the planning and implementation of nursing care for women with selected health problems in both acute-care and community settings.

Co or Prerequisite: NUR 312

NUR 322 Adaptation of the Client in a Family Framework

Provided for the RN student, this course focuses on the expanding role of the nurse in providing health care to families at all stages of the developmental life cycle. Clinical practice (6 hr/wk) is provided in complement to lecture component.

Prerequisite: Permission of R.N. coordinator required

4 credits

NUR 323 The Child with a Chronic Condition

Nursing strategies directed towards maximizing multi-dimensional health in children with chronic illness or disability are the foci of this course.

Prerequisites: NUR 316 or either NUR 312 or NUR 313

NUR 350 Nursing Research

Designed to help the student understand and use research concepts and methods by developing the ability to analyze, criticize and interpret research. Students critique a published research study and conduct group research projects.

Prerequisites: MATH 130 and completion of 300-level nursing courses

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

2 credits

NUR 412 Adaptation in the Community

Focuses on acutely and chronically ill clients and their families in both community and psychiatric settings.

Emphasis is placed on alterations in role function, self-concept and interdependence modes.

Prerequisites: NUR 312, 313, 314, 315, 316

NUR 413 Professional Clinical Practice I

Offers the student the opportunity to practice various roles of the professional practitioner. Clinical expertise is developed via the application of the nursing process.

Prerequisites: NUR 410, 412 and 414

2 credits

NUR 414 Adaptation in the Community Laboratory

Laboratory course provides for application of theory from past and concurrent courses. Students use cognitive and psychomotor skills in the nursing care of individuals, families and communities responding to sustained stressors affecting self-concept, role function, and interdependence modes. Clinical practice is in both mental health and community settings.

Prerequisites: NUR 312, 313, 314, 315, 316

4 credits (12 laboratory hours)

NUR 415 Professional Clinical Practice II

Offers the student opportunity to provide care to groups of patients/clients at selected levels of prevention. The student applies theories of leadership, management, change and teaching-learning in the practice setting.

Prerequisites: NUR 410, 412, 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 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: Permission of department chairperson

NUR 435 Adaptation of the HIV+ Client

Nursing elective that focuses on the nursing role in adaptation to changes accompanying infection with human immunodeficiency virus (HIV). Students provide personal and health educational support to an HIV+ individual who is functioning independently in the community.

Prerequisites: Permission of department chairperson

NUR 436 Holistic Health Practice

This course introduces historical, cultural, professional, practical and ethical dimensions of holistic health practice as it impacts on the client, the professional and society.

Beginning skills will be developed in the practice of selected interventions.

Prerequisites: Completion of junior level courses in major, or permission of professor.

NUR 499 Independent Study

An opportunity to pursue areas of nursing interest.

As approved and to be arranged.

1–6 credits

WILLIAM PATERSON COLLEGE MISSION STATEMENT

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.

DIRECTORIES



Administration

President

Arnold Speert

Provost and Executive Vice President

Chernoh M. Sesay

Vice President for Administration and Finance

Peter Spiridon

Vice President for Institutional Advancement

To be named

Executive Assistant to the President

Marc Schaeffer

Associate Provost

Stephen Hahn (Interim)

Associate Vice President for Graduate Studies, Research, and Academic Administration

Nina Jemmott

Associate Vice President for Administration

Timothy W. Fanning

Associate Vice President for Business Services and

Controller

Steve Bolyai

Assistant Vice President for Academic Affairs

Henry A. Gardner

Assistant Vice President, Library Services and

Information Technology

John Gaboury

Assistant Vice President for Administration and Finance

Walter Johnson

Assistant Vice President for Human Resources

Rajendra Singh

Assistant Vice President for Special Academic Programs

To be named

Dean, School of the Arts and Communication

George McCloud

Dean, School of Education

Nancy E. Seminoff

Dean, School of Humanities, Management and Social Sciences

Elaine Gardiner

Dean, School of Science and Health

Eswar Phadia

Dean of Students

Henry Krell

Dean, Enrollment Management

Nancy Norville

Associate Dean of Students, Counseling

Robert Peller

Internal Auditor

Richard Felton

Administrative Assistant to the President and

Board of Trustees

Letitia Vadala

Director, Academic Advisement

Judith Gazdag

Director, Academic Support Programs

Priscilla Orr

Director, Admissions

Leo DeBartolo

Director, Affirmative Action

Robbie Cagnina

Director, Alumni Affairs

Lysa Martinelli

Director, Analysis and Response Center

Diane Ackerman

Director, Athletics

Arthur Eason

Director, Campus Police/Security Operations

Peter Ryerson

Director, Career Services

Kenneth Zurich

Director, Certification

Dolores Podhajski and Nancy Norris-Bauer

Director, College Relations

Richard D. Nirenberg

Director, Information Systems

Leonard Bogdon

Director, Educational Opportunity Fund Program

Ana Class-Rivera

Director, External Relations

Dennis Santillo

Director, Facilities, Planning and Operations

John Urinyi

Director, Field Laboratory Experiences

Shelley Wepner

Director, Financial Aid

Acting Director Diane Ackerman

Director, Freshman Life

Anne Wright

Director, General Education

Stephen Hahn

Director, Graduate Studies

Ann Marie Duffy

Director, Human Resources

To be named

Director, Institutional Planning, Research and Evaluation

Dona Fountoukidis

Director, Instruction, Research and Technology

Phillip Long

Director, MBA Program

Emroy Knaus

Director, Minority Education

Lester J. Mc Kee (Interim)

Director, Payroll

Paul Schmidt

Director, Public Information

Barbara Bakst

Director, Publications

Lorraine Terraneo

Assistant Dean/Director, Residence Life

Roland Watts

Director, Speech and Hearing Clinic

To be named

Director, Student Center

Mitch Fahrer

Director, WPC Foundation

Joseph Tanis

Associate Director of Library, Reader Services

Norma Levy

Registrar

Mark Evangelista

Emeritus Faculty

Ellsworth Abare

Associate Professor of Special Education and Counseling,
Emeritus

Sidney Berman

Associate Professor of Communication, Emeritus

Joseph Brandes

Professor of History, Emeritus

Grace Brown

Associate Professor of Reading and Language Arts,
Emeritus

Sally Burk

Assistant Professor in the Library, Emeritus

Alpha Caliandro

Associate Professor of Early Childhood Education,
Emeritus

Robert Callahan

Professor of Biology, Emeritus

Robert Capella

Professor of Biological Sciences, Emeritus

Vito Caporale

Associate Professor of History, Emeritus

Paul Chao

Professor of Sociology, Emeritus

Mary Jane Cheesman

Assistant Professor of Physical Education, Emeritus

Sanford Clarke

Professor of Secondary Education, Emeritus

Jesse Cooper

Librarian, Emeritus

Sam Cooper

Professor of School Personnel Services and Social Work,
Emeritus

Nicholas D'Ambrosio

Associate Professor of Curriculum and Instruction,
Emeritus

John Drabble

Professor of History, Emeritus

Herbert Lee Ellis

Professor of History, Emeritus

Leona Emrich

Professor of Biological Sciences, Emeritus

Joan Feeley

Professor of Curriculum and Instruction, Emeritus

Ruth Fern

Associate Professor of Secondary Education, Emeritus

Louise Fonken

Associate Professor of Physical Education, Emeritus

Donato Fornuto

Professor of Music, Emeritus

Anna Freund

Associate Professor of Communication, Emeritus

John Fulton

Associate Professor of English, Emeritus

Molly Geller

Associate Professor of Elementary Education, Emeritus

Adam Geyer

Professor of Secondary Education, Emeritus

Robert Goldberg

Director of Library, Emeritus

John Gower

Professor of Educational Administration, Emeritus

Virgie Granger

Associate Professor of English, Emeritus

Marietta Gruenert

Professor of Special Education, Emeritus

Catherine Hartman

Associate Professor of Secondary Education, Emeritus

Harold Hartman

Professor of Educational Administration, Emeritus

Wathina Hill

Professor of Speech Pathology, Emeritus

Leo Hilton

Professor of Urban Education and Community Affairs,
Emeritus

James Houston

Professor of Psychology, Emeritus

Patricia Huber

Associate Professor, Exercise & Movement Sciences,
Emeritus

Ann Hudis

Associate Professor of Community Health, Emeritus

Seymour C. Hyman

President Emeritus and Professor of Chemistry, Emeritus

Herbert Jackson

Assistant Professor of Communication, Posthumously

Kenneth Job

Professor of Elementary Education, Emeritus

Angelo Juffras

Professor of Philosophy, Emeritus

Mark Karp

Professor of Reading and Language Arts, Emeritus

Milton Kessler

Associate Professor of Secondary Education, Emeritus

Ruth Klein

Professor, Special Education & Counseling, Emeritus

Martin Krivin

Professor of Music, Emeritus

Robert Latherow

Professor of Music, Emeritus

Kathleen Leicht

Assistant Professor of Special Education, Emeritus

Howard Leighton

Professor of Art, Emeritus

Adele Lenrow

Associate Professor of Communication, Emeritus

Robert Leppert

Professor of Theatre, Emeritus

Dun Li

Professor of History, Emeritus

Helen Maciorowski

Associate Professor of Nursing, Emeritus

Anthony Maltese

Professor of Communication, Emeritus

John McRae

Professor of English, Emeritus

Raymond Miller

Associate Professor of History, Emeritus

Harriet Modemann

Librarian, Emeritus

Harold Moldenke

Professor of Science, Emeritus

Marguerite Moreno

Professor of Early Childhood Education, Emeritus

Robert Nemoff

Professor of Psychology, Emeritus

Richard Nickson

Professor of English, Emeritus

Margaret O'Connor

Associate Professor of Music, Emeritus

Herbert Raymond

Associate Professor of Art, Emeritus

Elizabeth Rinaldi

Associate Professor of Elementary Education, Emeritus

Terence Ripmaster

Professor of History, Emeritus

Leonard Rosenberg

Professor of Political Science, Emeritus

John Rosengren

Professor of Biology, Emeritus

James Ruban

Associate Professor of Art, Emeritus

William Rubio

Professor of Foreign Languages, Emeritus

John Runden

Professor of English, Emeritus

Alvin Shinn

Professor of Biology, Emeritus

Louis Stoia

Professor of Special Education, Emeritus

Marguerite Tiffany

Associate Professor of Art, Emeritus

Francis Tomedy

Professor of Psychology, Emeritus

Gabriel Vitalone

Professor of Curriculum and Instruction, Emeritus

Paul Vouras

Professor of Geography, Emeritus

Lina Walter

Professor of Elementary Education, Emeritus

Reinhold Walter

Professor of Mathematics, Emeritus

Aaron Weinstein

Assistant Professor of Accounting and Law, Emeritus

Edward Willis

Professor of History, Emeritus

Mildred Wittick

Professor of Reading & Language Arts, Emeritus

Felix Yerzley

Professor of Physics, Emeritus

Marie YevakProfessor of School Personnel Services and Social Work,
Emeritus**Jackson Young**

Professor of Speech, Emeritus

Jonas Zweig

Associate Professor of Secondary Education, Emeritus

Accreditations and Certifications

American Chemical Society

American Speech-Language-Hearing Association

Educational Standards Board

Middle States Association of Colleges and Secondary
SchoolsNational Association of Schools of Music Professional
Services BoardNational Association of Music Merchants Affiliated Music
Business Institutions

National Council for Accreditation of Teacher Education

National League for Nursing

New Jersey State Department of Higher Education

New Jersey Board of Nursing

Society for Public Health Education

**New Jersey Commission on
Higher Education**

Robert L. Albright, Ph.D.

Stanley S. Bey

Alfred J. Cade

Oswald L. Cano

Lawrence R. Codey

Edward N. FitzPatrick, Esq.

Dr. Martine Hammond-Paludan, Executive Director

John C. Kelly

William J. King, D.O.

Alfred C. Koeppel

Vandana Kumar

Dr. Francis L. Lawrence

Donald J. Loff

Thomas D. Sayles Jr.

Gloria E. Soto, Esq.

Anne Moreau Thomas

Joseph D. Williams

Petrena A. Young

**The William Paterson College
Board of Trustees**

Clarice B. Jackson, Chair

A. H. Benner, Vice Chair

Robert H. Taylor, Secretary

David H. Cheng

Frederick Gruel

Sol Hoffman

Henry J. Pruitt Jr.

Alex Malino, Student Representative

Arnold Speert, President of the College

Gwendolyn P. Taylor

Lydia Trinidad

Mark Williams, Student Representative

Memberships

- American Association for Affirmative Action
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Museums
- American Assembly of Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Higher Education
- American Association of State Colleges and Universities
- American Association of University Women
- American Conference of Academic Deans
- American Council of Arts
- American Council on Education
- American Historical Association
- American Library Association
- American Math Society
- American Prospect Research Association
- American Symphony Orchestra League
- American Society of Composers, Authors and Publishers (ASCAP)
- Arts Council of Essex
- Association for School, College and University Staffing
- Association for Student Judicial Affairs
- Association for the Study of Higher Education
- Association of College and University Museums and Galleries
- Association of College and University Offices, Inc.
- Association of Communication Administrators
- Association of Colleges and University Auditors
- Association of Governing Boards of Universities and Colleges
- Association of Performing Arts Presenters
- Association of Supervision and Curriculum Developers
- Association of University Technology Managers
- Box Office Management International
- College Art Association
- College and University Personnel Association
- College Board
- College Placement Council
- Collegiate Athletic Administrators of New Jersey
- Collegiate Athletic Association of New Jersey
- Collegiate Track Conference
- Commerce and Industry Association of New Jersey
- Council for the Advancement and Support of Education
- Council of Colleges of Arts and Sciences
- Council of Graduate Programs
- Eastern Association of Student Financial Aid Administrators
- Eastern College Athletic Association
- Global Studies Consortium
- Greater Paterson Chamber of Commerce
- Hispanic Association of Higher Education of New Jersey
- Institute of Internal Auditors
- Institute of Mathematical Statistics
- Intercollegiate Broadcasting System
- International Communication Association
- International Council of Fine Arts Deans
- Mathematical Association of America
- Metropolitan Athletic Director Association
- Metropolitan New York College Placement Officers Association
- Metropolitan Swimming Conference
- Middle States Association of Colleges and Schools
- Mid-Atlantic Association of Museums
- Mid-Atlantic Placement Association
- Morris County Chamber of Commerce
- National Academic Advising Association
- National Alliance for Action
- National Association for the Advancement of Colored People
- National Association of College and University Business Officers
- National Association of College Admissions Counselors
- National Association of Chiefs of Police
- National Association of College Broadcasters
- National Association of Education Buyers
- National Association of Graduate Admissions Professionals
- National Association of Foreign Student Affairs: Association of International Education
- National Association of Schools of Music
- National Association of Student Employment Administrators
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators
- National Athletic Trainers Association
- National Collegiate Athletic Association
- National 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 Women's 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

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.

Jamsheed Akrami, Assistant Professor, Communication. M.A., Teachers College, Columbia University; Ed.D., Teachers College, Columbia University. Appointed September 1995.

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.

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.

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.

DIRECTORIES

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.

Barbara J. Bohny, Assistant Professor, Nursing. B.S.N., The Catholic University of America; M.A., Columbia University Teachers College; D.N.Sc., The Catholic University of America, Washington, D.C. Appointed September 1995.

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.

Audrey Bonaparte, Assistant Director, Alumni Affairs. B.A., William Paterson College. Appointed August 1995.

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.

Lisa R. Brenenson, Assistant Registrar. B.A., Brooklyn College. Appointed July 1993.

Paulette Brower-Garrett, Assistant Director Advisement 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.

Denise M. Callahan, Instructor (half time), Nursing. B.S.N., William Paterson College; M.S.N., Rutgers. Appointed September 1995.

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.

Eusebio Castro, Assistant Budget Director, Business Services. B.A., Lehman College, M.B.A., New York Institute of Technology. Appointed February 1996.

Mathilda Catarina, Assistant Professor, SPED & Counseling. B.A., M.S., City University of New York, Brooklyn College; Ph.D., Fordham University. Appointed September 1995.

Anthony Cavotto, Director, Auxiliary Services, Student Center. B.A., M.B.A., William Paterson College. Appointed September 1976.

Ramzi Chabayta, Assistant Director, Affirmative Action. B.S., Youngstown State University. Appointed September 1995.

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.

Zhigiang Chen, Assistant Professor, Mathematics. B.S., Fudan University, The People's Republic of China; M.S., Shanghai Jiao Tong University, Shanghai; Ph.D., The University of Connecticut. Appointed September 1994.

Li Hsiang S. Cheo, Professor, Computer Science. B.S., National Cheng Kung University; M.S., University of California at Berkeley; Ph.D., New York University. Appointed September 1972.

Robert H. Chesney, Associate Professor, Biology. B.A., Ph.D., University of Virginia. Appointed September 1985.

Joanne M. Cho, Assistant Professor, History. B.A., University of California; M.A., Ph.D., University of Chicago. Appointed September 1995.

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.

Mary Ann Coe, Instructor, Curriculum & Instruction. B.A., Holy Family College; M.Ed., Beaver College. Appointed September 1994.

Hallie Cohen, Head Field Hockey and Softball Coach. B.S., Rutgers University. Appointed January 1995.

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.

Zhiyuan Cong, Assistant Professor, Art. B.F.A., M.F.A., Nanjing College of Arts, Nanjing, PRC; M.F.A., Indiana University. Appointed September 1994.

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; S.N., Rutgers University. Appointed January 1990.

Scott Crain, Manager, Instruction and Research Technology. B.A., M.A., William Paterson College. Appointed July 1988.

Margaret Culmone, Program Assistant, School of Arts and Communication, 10 months. B.A., M.A., William Paterson College. Appointed September 1994.

Joanne Cunningham, Assistant Professor, African, African-American and Caribbean Studies. B.A., M.A., Ed.D., Rutgers University. Appointed September 1992.

Ronald S. Curtis, Assistant Professor, Computer Science. B.A., Keene State College; M.S., University of New Hampshire; Ph.D., State University of New York at Buffalo. Appointed September 1995.

Carol D'Allara, Assistant Director, Recreation Services. B.A. Lehman College, CUNY; M.Ed., Utah State University. Appointed September 1988.

Donita D'Amico, Assistant Professor, Nursing. B.S., William Paterson College; Ed.M., Teachers College, Columbia University. Appointed September 1977.

Georgia Daniel, Assistant Dean for Scholarships, Financial Resource Planning & Community Outreach. B.A., M.A., University of Toledo. Appointed March 1992.

Mark J. Daniels, Assistant Professor, Communication. B.A., College of the Holy Cross. Appointed September 1994.

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 Suarez, 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.

Anne Deighan, Area Coordinator, Residence Life. B.A., William Paterson College. Appointed July 1991.

DIRECTORIES

Angela DeLaura, Assistant Professor, Art. B.F.A., William Paterson College; M.F.A., Rochester Institute of Technology. Appointed September 1995.

Patricia Delehanty, Women's Basketball Coach. B.S., Rutgers University. Appointed August 1986.

Richard De Luca, Assistant Professor, Marketing and Management. B.S., M.B.A., Ph.D., New York University. Appointed September 1994.

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.

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.

Dorian Douglas, Assistant Director, Office of Minority Education. B.S. Shaw University. Appointed October 1995.

Catherine Doyle, Assistant Director of Admissions for Operations. B.A., William Paterson College; M.B.A., Pace University. Appointed October 1993.

Ann Marie Duffy, Director of Graduate Studies. B.A. Caldwell College; M.B.A., Fairleigh Dickinson University. Appointed August 1994.

William Duffy, Librarian 1. A.B., Seton Hall University; M.L.S., Rutgers University. Appointed March 1980.

Larry Duncan, Accountant, Business Services. B.A., Lincoln University. Appointed August 1978.

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.

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.

Richard Felton, Internal Auditor. B.A., Bloomfield College; M.B.A., Manhattan College. Appointed July 1987.

Sharmila T. Ferris, Assistant Professor, Communication. B.A., Berea College; M.A., Eastern Kentucky University; Ph.D., Pennsylvania State University. Appointed September 1994

Terence R. Finnegan, Assistant Professor, History. B.A., M.A., Marquette University; Ph.D., University of Illinois - Urbana. Appointed September 1993.

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.

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.

John Gaboury, Assistant Vice President, Library Services and Information Technology and Professor. B.S., University of Florida; M.L.S., Florida State University; Ed.D., University of Massachusetts. Appointed May 1996.

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.

Garth Gardner, Assistant Professor, Art. B.A., M.A., San Francisco State University; Ph.D., Ohio State University. Appointed September 1995.

Henry A. Gardner, Assistant Vice President for Academic Affairs. B.S., Kent State University; M.S. and Ed.D., Indiana University. Appointed June 1993.

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, Associate Professor, Exercise and Movement Sciences. Ph.D., Florida State University. Appointed September 1990.

Ronald Glassman, Professor, Sociology. B.A., Queens College; M.A., Ohio State University; Ph.D., New School for Social Research. Appointed September 1979.

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.

Evelyn D. Gonzalez, Assistant Professor, History. B.A., CUNY; M.A., Ph.D., Columbia University. Appointed September 1995.

Bradley Gooch, Assistant Professor, English. B.A., M.A., Ph.D., Columbia University. Appointed September 1992.

Jolene G. Gordon, Assistant Professor, Psychology. B.A., University of Missouri, M.S., Ph.D., Oklahoma State University; M.S., University of Kansas. Appointed September 1994.

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 I, 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.

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.

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.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.

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.

Althea A. Hylton-Lindsay, Instructor, Curriculum & Instruction. B.A., Rutgers University, Newark College of Arts and Sciences; M.A., Jersey City State College. Appointed September 1994.

Stella Hyman, Assistant Professor, Mathematics. B.S., Syracuse University; M.S., New York University. Appointed September 1968.

Michael Iannotta, Resident Director, Residence Life. B.A., East Stroudsburg University; M.A., New York University. Appointed September 1993.

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.

Nina Jemmott, Assistant Vice President, Graduate Studies and Research. B.A., Richmond College, City University of N.Y.; M.Ed., William Paterson College; Ed.D., Seton Hall University. Appointed September 1994.

Amy G. Job, Librarian 1. B.A., M.A., Montclair State College; M.L.S., Rutgers University. Appointed September 1968.

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, 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. Appointed September 1984.

Diana Kalish, Associate 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, Associate 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, Professor, Special Education and Counseling. B.S., SUNY Oneonta; M.Ed., University of Illinois; Ph.D., Yeshiva University. Appointed September 1974.

Helen Kyriakides, Data Processing Programmer 2. Appointed January 1990.

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.

Robert Lawson, Assistant Professor, Marketing and Management. B.S., University of Pittsburgh; A.M., Indiana University; Ph.D., SUNY at Buffalo; Ph.D., University of Pittsburgh. Appointed September 1995.

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.

John F. Link, Assistant Professor, Music. B.A., University of Nebraska; B.M., University of Nebraska; M.M., The Ohio State University; Ph.D., Graduate Center of the City University of New York. Appointed September 1994.

Stuart G. Lisbe, Professor, Health Science. B.S., M.S., City College, CUNY; Ed.D., SUNY Buffalo. Appointed September 1968.

John Livingston, Associate Professor, History. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University. Appointed September 1988.

Peter Ljubic, 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.

Richard Macri, Accountant, Business Services. B.A., Fairleigh Dickinson University. Appointed September 1987.

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.

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.

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.

Robert Manuel, Publication Writer/Editor. B.A., Drew University; M.S., Columbia University. Appointed August 1995.

Stephen Marcone, Professor, Music. B.A., M.M.E., Ed.D., Syracuse University. Appointed September 1984.

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.

Lysa Martinelli, Director, Alumni Affairs. B.S., William Paterson College. Appointed October 1995.

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.

Monette Matthew, Librarian III, Library. B.A., M.L.S., Simmons College. Appointed October 1994.

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.

DIRECTORIES

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., M.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, Interim Director, Office of Minority Education. B.A., Dillard University; M.A., William Paterson College. Appointed September 1988.

Charles McMickle, Assistant Director, of Telecommunication. M.A., New York University. Appointed September 1987.

Susan P. McNamara, 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.

Jaishri Menon, Assistant Professor, Biology. B.S., M.S., Ph.D., University of Baroda, India. Appointed September 1995.

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.

David Middlemas, Instructor, Exercise and Movement Sciences. B.S., Muhlenberg College, M.A., Kearney State College. Appointed September 1995.

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.

Michele Morabito, Assistant Director, Financial Aid. B.S., William Paterson College. Appointed June 1994.

Barry Morganstern, 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.

Robert Murphy, Supervisor of Audio Visual Services. B.S., Saint Peter's College. Appointed December 1987.

Muroki Mwaura, Assistant Professor, Accounting and Law. B.A., M.B.A., Boston College; M.Sc., University of British Columbia; Ph.D., University of Illinois (Urbana-Champaign Campus). Appointed September 1994.

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., L.I.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, Assistant Director, Planning, Research and Evaluation. B.A., M.A., Montclair State College. Appointed January 1989.

Richard D. Nirenberg, Director of College Relations. B.S., Northwestern University. Appointed November 1991.

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; M.F.A., Warren Wilson. 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.

Marcia Oxley, Instructor, Exercise & Movement Sciences. B.S., Ed.M., Temple University. Appointed October 1994.

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.

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.

Chutchawal Petchor, Assistant Director, Financial Aid. B.A., Chiangmai University; M.A., Kentucky State University. Appointed April 1996.

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, Dean, School of Science and Health. B.A., Osmania University; M.A., Karnatak University; M.S., Ph.D., Ohio State University. Appointed September 1973.

Donald Phelps, Assistant Director of Campus Activities. B.S., Montclair State College; M.A., William Paterson College. Appointed September 1993.

Deborah Pluss, Librarian III, Library. B.A., University of Massachusetts; M.T.S., Harvard University; M.A., University of Chicago. Appointed October 1994.

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.

Geoffrey Pope, Assistant Professor, Anthropology. B.A., University of California, Los Angeles; M.A., Ph.D., University of California at Berkeley. Appointed September 1992.

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.

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.

Jose Rebimbas, Head Men's Basketball Coach - 10 months. B.S., M.A., Seton Hall University. Appointed September 1995.

Richard L. Reed, Professor, Art. B.S., M.Ed., State College, Kutztown; Ed.D., Teachers College, Columbia University. Appointed September 1964.

Rufus Reid, 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.

Gretchen Reyes, Resident Director. B.A., Rider University; M.A., Rowan College. Appointed July 1995.

Susan Rienstra, Assistant Director of Financial Aid. B.A., William Paterson College. Appointed October 1992.

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.

Maureen E. Riley-Davis, Librarian I. B.A., H. Sophie Newcomb College, Tulane University; M.A.T., University of Massachusetts; M.L.S., Rutgers University. Appointed December 1975.

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.

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 Rosengart, Assistant Director, Career Services. B.S., Ithaca College; M.Ed., Seton Hall University. Appointed August 1993.

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.

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.

Susan Sabatino, Librarian III, Library. B.A., College of the Holy Cross; M.L.S., Rutgers University. Appointed October 1994.

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, Executive Assistant to the President. 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.

Michael A. Seda, Instructor, Accounting and Law. B.S., M.B.A., St. Johns University. Appointed September 1994.

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.

Chernoh M. Sesay, Provost and Executive Vice President, Professor. B.S., Morningside College; M.A., Iowa State University; Ph.D., Carleton University. Appointed February 1996.

Susan Sgro, Biotechnology Technician, School of Science and Health. B.S., Cook College. Appointed September 1993.

Stephen R. Shalom, Professor, Political Science. B.S., Massachusetts Institute of Technology; M.A., Northeastern University; Ph.D., Boston University. Appointed September 1977.

David J. Shapiro, Professor, Art. B.A., M.A., Clare College; Ph.D., Columbia University. Appointed January 1981.

Gurdial Sharma, Professor, Chemistry/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.

Peter Shaw, Assistant Football Coach Site and Weight Room Supervisor - 10 months. B.S., State University of New York College at Cortland; M.A., Western Kentucky University. Appointed September 1995.

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.

William Siegrist, Assistant Director of Physical Plant. B.S., New Jersey Institute of Technology. Appointed May 1989.

Sam Silas, Professor, Exercise and Movement Sciences. B.S., M.S., Ph.D., Southern Illinois University. Appointed July 1985.

Uldis Silgailis, Assistant Director, Auxiliary Services. B.A., William Paterson College. Appointed July 1989.

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.

Darryl R. Smith, Counselor, E.O.F. Program. B.S., Upsala College. Appointed March 1995.

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, Academic Support Center. 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.

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.

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.

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., Universite de la Sorbonne Nouvelle, Paris III; Ph.D., University of Wisconsin-Madison. Appointed September 1992.

Nina Trelisky, Associate Registrar. B.A., York College, CUNY. Appointed May 1980.

Marion P. Turkish, Professor, 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.

Victor Velarde-Mayol, Assistant Professor, Philosophy. M.D., Medical Doctor, M.A. in Theology, A.B.D. in Theology, University of Navarra; M.A. in Philosophy, Habilitation in Philosophy, Ph.D., Complutense University of Madrid. Appointed September 1994.

Hank Robert Verbeek, Graphic Artist. A.A.S., New School for Social Research/Parsons School of Design; B.F.A., William Paterson College. Appointed August 1983.

Hector Vila, Assistant Professor, English. M.A., B.A. Ph.D., University of South Florida. Appointed September 1995.

John Viterito, Counseling, Counseling Center. B.A., M.S., P.D., Long Island University. Appointed November 1993.

Alfred Vizzone, Training and Support Specialist, Instruction and Research Technology. B.A., M.A., William Paterson College. Appointed January 1993.

Jane R. Voos, Professor, Biology. B.A., Hunter College, CUNY; Ph.D., Columbia University. Appointed September 1968.

Kurt Wagner, Librarian III, Library. B.A., Fort Lewis College; M.L.S., University of Arizona. Appointed September 1994.

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, Assistant to the Dean, School of Education. 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.

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.

Martin Williams, Assistant Director, Advancement Research. B.A., Montclair State College; M.A., New York University. Appointed February 1995.

William M. Willis, Professor, Educational Leadership. Ed.M., Ed.D., Harvard Graduate School of Education. Appointed September 1972.

DIRECTORIES

Pamela Winslow, Budget Director, Business Services. B.A., Rutgers University; M.B.A., Fairleigh Dickinson University. Appointed August 1994.

Lois M. Wolf, Associate Professor, Political Science. B.A., M.A., Rutgers University. Appointed September 1964.

Robert Wolk, Librarian 2. B.A., M.A., Brooklyn College; M.L.S., Pratt Institute; M.A., Cooperstown Graduate Program, SUNY Oneonta. Appointed December 1989.

Stanley W. Wollock, Professor, Curriculum and Instruction. B.S., Kutztown State College; M.Ed., Western Maryland College; Ed.D., New York University. Appointed September 1962.

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, News Writer/Media Specialist, Office of Public Information, Department of College Relations. B.A., Douglass College of Rutgers. Appointed August 1986.

Ya'akov Ziso, Librarian II, Library. B.A., University of Tel Aviv, Israel; M.S., M.L.S., University of Illinois. Appointed February 1996.

Kenneth M. Zurich, Director, Career Services. B.A., M.A., Montclair State College. Appointed November 1972.

HOW TO REACH WPC



***FROM ROUTE 23:** Take Alps Road exit (Wayne). (From Route 23 North: exit directly onto Alps Road. From Route 23 South: proceed to stop sign; make a right onto Alps Road.) Proceed about 1.4 miles to second traffic light at intersection of Alps Road and Nellis Drive. Turn right onto Nellis. At next light turn left onto Valley Road. Continue on Valley Road approximately 1.6 miles to second traffic light at Ratzer Road (enter right hand lane). Turn right onto Ratzer. Continue on Ratzer about 1.5 miles to 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.

FROM NORTHERN NEW JERSEY VIA GARDEN STATE PARKWAY: Take the Garden State Parkway South to exit 159, Route 80 West. Proceed to Route 23 North.
*See directions from Route 23.

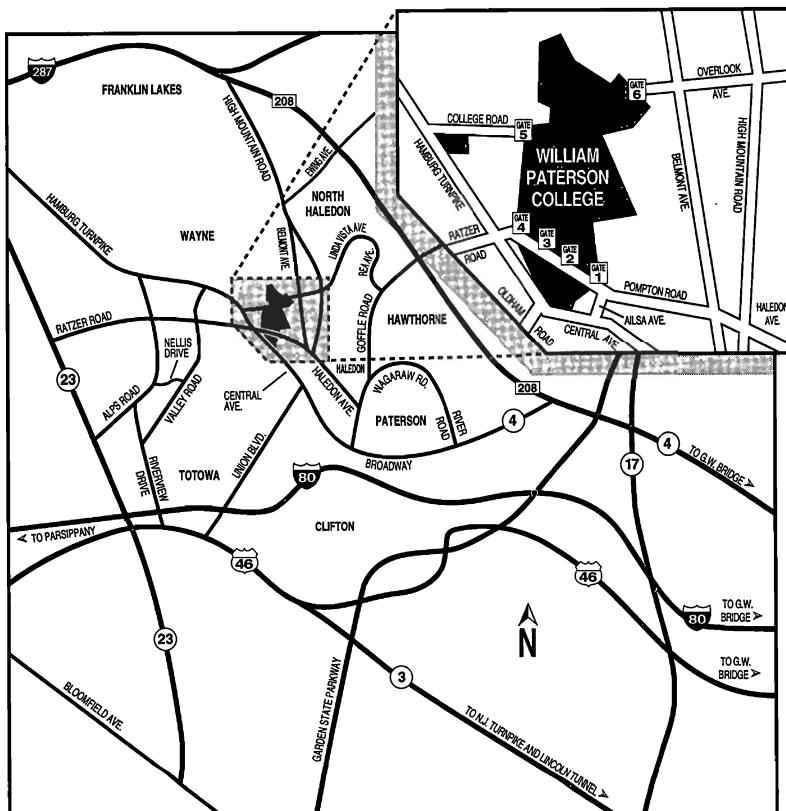
FROM NEW YORK CITY VIA GEORGE WASHINGTON BRIDGE OR LINCOLN TUNNEL, OR FROM EASTERN NEW JERSEY: Take either Route 46 West, 80 West or 3 West. Proceed to Route 23 North.
*See directions from Route 23.

FROM SOUTHERN AND CENTRAL NEW JERSEY VIA GARDEN STATE PARKWAY: Take Garden State Parkway North to Exit 153B (on left), marked Route 3 and 46, West Paterson. Take Route 3 to Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

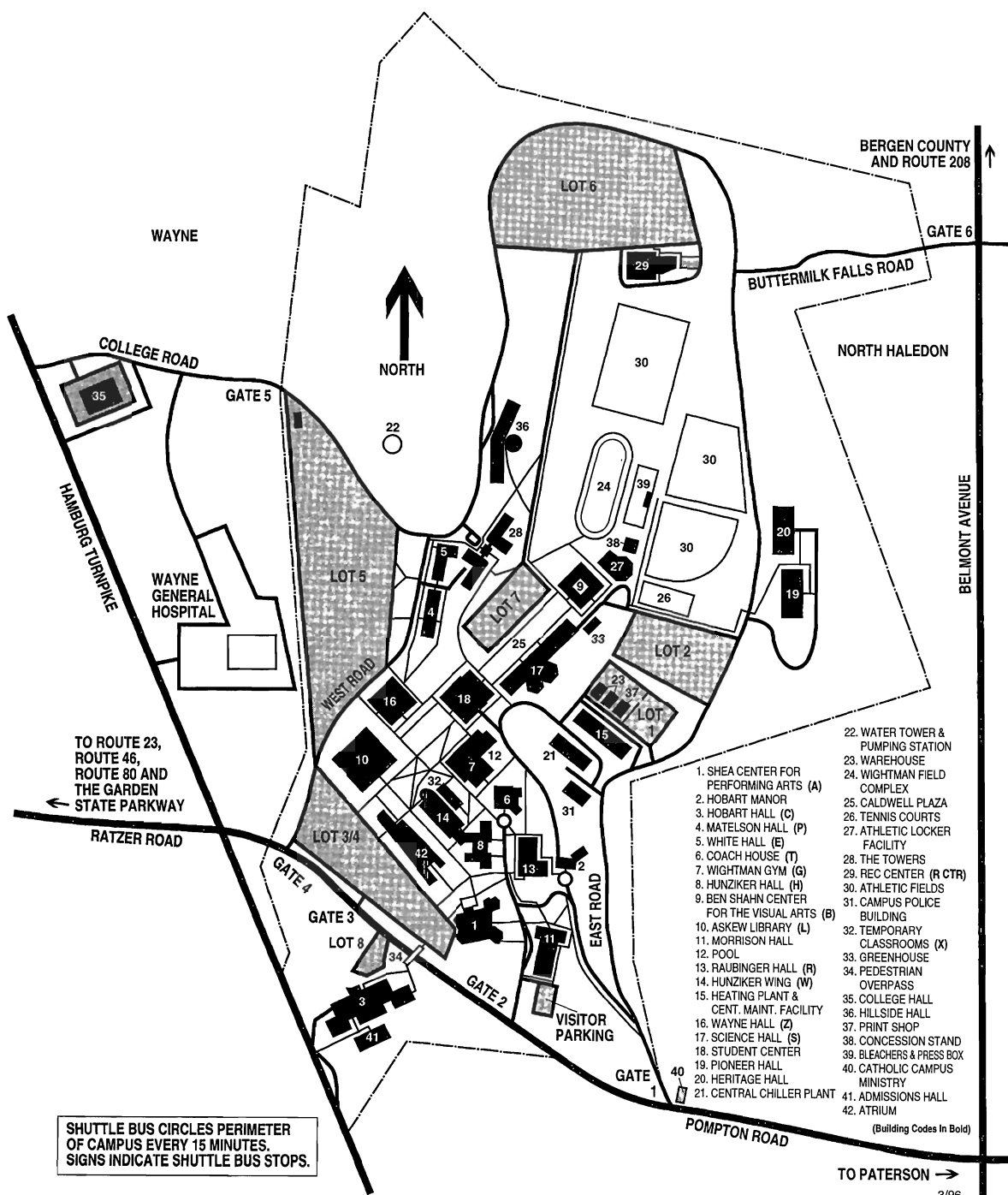
FROM WESTERN NEW JERSEY: Take Route 46 East to Route 23 North. Or, take Route 80 East to Route 287 North to Route 23 South (Exit 52A). *See directions from Route 23.

FROM ROUTE 208: Take Ewing Ave./Franklin Lakes exit. (From 208 North: proceed to stop sign, make a left onto Ewing. From 208 South: proceed to stop sign, make a right onto Ewing.) Proceed to end of Ewing Avenue. Turn left onto High Mountain Road. Continue approximately one mile to fork. Take right fork onto Belmont Avenue and proceed approximately two miles to second traffic light. Turn right onto Pompton Road. Proceed up hill approximately one-half mile. College entry gates 1 through 4 are on right along Pompton Road.

PUBLIC TRANSPORTATION: Public transportation to the College is available from surrounding areas. NJ Transit bus P54 runs directly to the College. For further information on bus service, call 1-800-772-2222.



CAMPUS MAP



INDEX



Academic Calendar	2
Academic Honors	27
Academic Information Services	18
Academic Integrity Policy	27
Academic Regulations	26
Academic Standing	28
Academic Support Center	17
Academic Support Services	17
Accounting	81
Accounting and Law, Dept. of	81
Accreditation	175
Activities	25
Administration	173
Admission	8
Adult Learner Assistance Network	11
Adult Students	11
Advanced Placement	12
Advanced Standing Students	9
Advisement Center	18
Advisor Assignments	18
African, African American and Caribbean Studies, Dept. of	84
AIDS/HIV Disease Policy	25
Alumni Association	18
Anthropology, Dept. of	87
Application Requirements	9
Aquatics	158
Arabic	110
Art, Dept. of	42
Arts and Communication, School of	41
Assessment	37
Athletic Training	156
Athletics, Intercollegiate	23
Attendance	30
Audit Course	30
Awards	15
Basic Skills Reading Course	80, 33
Basic Skills	33
Beacon	23
Biology, Dept. of	133
Biopsychology Honors Program	39, 80, 122, 138
Biotechnology	134
Board of Trustees	175
Business Administration	113
Campus Facilities	6
Campus Map	194
Campus Ministry	18
Career Services	18
Center for Research	132
Certification, Teacher	68
Chemistry	139
Chemistry and Physics, Dept. of	139
Child Care Center	19
Chinese	110
Class Standing	30
Classical Performance	57
CLEP	31
Clubs and Activities	23
Coaching and Officiating	159

Communication, Dept. of	48
Communication Disorders, Dept. of	142
Community Health, Dept. of	144
Complaints-Grades/Student Academic Performance	36
Computer Facilities	147
Computer Science, Dept. of	147
Computer Science Program	147
Continuing Education	38
Counseling Services	19
Course Credit Load	30
Course Repeat	31
Course Withdrawal	31
Credit	30
Credit by Examination	31-32
Curriculum and Instruction, Dept. of	70
Curriculum Individualization	32
Dance	160
Degree Programs	40
Degree Requirements	32-34
Dining Services	21
Directions to WPC	193
Directories	173
Disabled Student Services	19
Dismissal	29
Dormitories	21
Early Admission	11
Economics	90
Economics and Finance, Dept. of	89
Education, School of	67
Educational Leadership, Dept. of	74
Educational Opportunity Fund	11, 38
Electives	34
Elementary Education	70
Emeritus Faculty	174
English, Dept. of	92
Environmental Science and Geography, Dept. of	150
Exercise and Movement Sciences, Dept. of	155
Exercise Physiology	156
Extracurricular Activities	25, 34
Facilities	6
Fees	12-14
Field Laboratory Experiences	68
Finance	89
Financial Aid	12-17
Foreign Language Requirement	104
French	105
Freshman Life	20
Freshman Seminar	20, 39
Full-Faith-and-Credit-Policy	10
General Education Requirements	33
General Information	5
Geography	153
German	111
Grades	15
Grade Regulations	35
Graduate Programs	39
Grants (Student)	16
Greek	111
Hazing	24
Health Education Certification Endorsement	156
Health Services	20
Hebrew	111
History, Dept. of	97

DIRECTORIES

Honor Societies	24	Pre-Medical Preparation	37, 132
Honors	27, 80	Pre-Professional Programs	37, 132, 142
Honors Programs	39, 80	Pre-Veterinary Medicine Preparation	132
Housing	21	Professional Staff	177
Humanities Honors	80, 102	Psychology, Dept. of	122
Humanities Interdisciplinary Courses	103	Rec Center	24
Humanities, Management and Social Sciences, School of	79	Recreational Services	24
Immunization	9, 26	Reinstatement	30
Incomplete Grades	35	Residential Facilities	21
Independent Study	36	Residence Life	21
Institutional Support Services	17	ROTC	32
Instruction and Research Technology	20	Russian	113
Insurance	20	SAPB	23
International Students	11, 20	Satisfactory Academic Progress Policy	17
Italian	112	Scholarships	15
Japanese	112	Science and Health, School of	131
Jazz Studies	54	Semester Abroad	38, 105
Junior Year Abroad	38, 105	Senior Citizens	12
Korean	113	Services, Support	17
Languages and Cultures, Dept. of	104	Sexual Harrassment Policy	26
Latin	113	Sociology, Dept. of	126
Law	81	Spanish	105
Leave of Absence	37	Special Admission	11
Legal Interpretation/Translation	106	Special Education Concentration	75
Library	21	Special Education and Counseling, Dept. of	75
Loans	16	Special Programs	37
Majors	18, 34	Speech-Language Pathology Preparation	132
Marketing and Management Sciences, Dept. of	113	Student Activities Programming Board	23
Mathematics, Dept. of	164	Student Appeal Procedure	30
Memberships	178	Student Center	24
Military Credit	32	Student Exchange Program	21, 38, 105
Minority Education, Office of	38	Student Government Association	22
Mission Statement	172	Student Life	22
Movement Science	155	Subject Field Certification	70, 71
Music, Dept. of	53	Summer Sessions	38, 153
New Jersey Commission on Higher Education	175	Theatre, Dept. of	64
New Jersey Marine Sciences Consortium	153	Transfer Admission	9
Nondegree Students	12	Tuition	12-13
Nursing, Dept. of	168	Undeclared Students	37
Obligation of Payment	37	Undergraduate Degree Requirements	30-32
Organizations	23	Veterans	17, 22, 32
Parking	14	Visiting Students	12
Pass/Fail Option	35	WPC Introduction	5
Payment	14, 37	Withdrawal	37
Philosophy, Dept. of	116	Women's Center	24
Physical Education Certification	155	Women's Studies	130
Physics	141	Work-Study Programs	16
Pioneer Yearbook	23	WPSC Radio	23
Policies and Procedures	25		
Political Science, Dept. of	119		
Portuguese	113		
Pre-Dental Preparation	132		
Pre-Law Preparation	38		



William Paterson College
Wayne, New Jersey 07470
Office of Admissions 1-62400

HAYDEE ROSARIO
LIBRARY