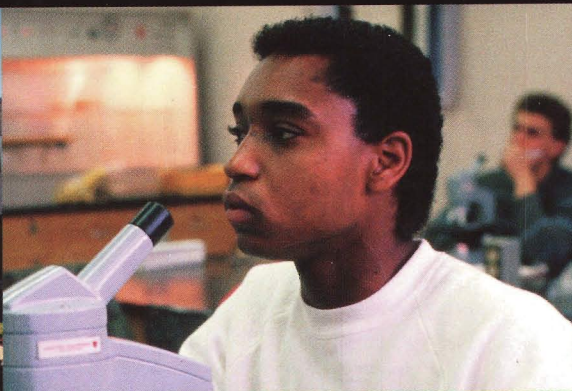
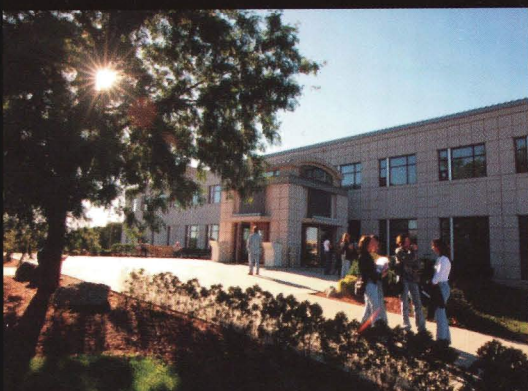


WILLIAM PATERSON UNIVERSITY



Undergraduate Catalog
1999-2001

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

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

The University reserves the right to make changes in its academic program, courses, schedules, fees or calendar.

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

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

WILLIAM PATERSON UNIVERSITY

Undergraduate Catalog 1999-2001

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Academic
Calendar

Fall 1999

SEPTEMBER

- 1 Wednesday First day of classes
- 6 Monday Labor Day; University closed
- 9 Thursday Last day for 100 percent refund for withdrawal from Fall semester*

OCTOBER

- 6 Wednesday Last day for 50 percent refund for withdrawal from Fall semester*
- 11 Monday Columbus Day celebrated; University open, classes in session
- 20 Wednesday Last day for academic withdrawal from Fall semester courses

NOVEMBER

- 2 Tuesday Election Day; University open, classes in session
- 11 Thursday Veterans' Day; University open, classes in session
- 25 Thursday Thanksgiving Day; University closed
- 26 Friday University open; classes canceled
- 27 Saturday University closed; classes canceled
- 28 Sunday University closed; classes canceled

DECEMBER

- 13-21 Mon.-Tues. Examination period
- 21 Tuesday Fall semester ends
- 22 Wednesday Winter break begins
- 24-31 Winter break; University closed

Spring 2000

JANUARY

- 1 Saturday New Year's Day; University closed
- 10 Monday First day of classes
- 16 Sunday Commencement
- 17 Monday Martin Luther King's birthday celebrated; University closed
- 18 Tuesday Last day for 100 percent refund for withdrawal from Spring semester*
- 18 Tuesday Commencement snow date

FEBRUARY

- 12 Saturday Lincoln's birthday; University open, classes in session
- 15 Tuesday Last day for 50 percent refund for withdrawal from Spring semester*
- 21 Monday Washington's birthday celebrated; University closed, classes canceled
- 22 Tuesday Monday class schedule
- 29 Tuesday Last day for academic withdrawal from Spring semester courses

MARCH

- 13-19 Mon.-Sun. Spring Break; University open, classes canceled

APRIL

- 21 Friday Good Friday; University closed, classes canceled
- 22 Saturday University closed; classes canceled
- 23 Sunday Easter; University closed, classes canceled
- 28 Friday Examination period begins

MAY

- 1-5 inclusive Examination period
- 7 Sunday Spring semester ends
- 9 Tuesday Commencement
- 10 Wednesday Commencement rain date

Summer Session I 2000**MAY**

- 15 Monday First day of classes; last day for 100 percent refund for withdrawal from Summer Session I
- 25 Thursday Last day for 50 percent refund for withdrawal from Summer Session I
- 29 Monday Memorial Day; University closed
- 31 Wednesday Last day for academic withdrawal from Summer Session I courses

JUNE

- 21 Wednesday Summer Session I ends

Summer Session II 2000**JULY**

- 3 Monday First day of classes; last day for 100 percent refund for withdrawal from Summer Session II.
- 4 Tuesday Independence Day; University closed
- 17 Monday Last day for 50 percent refund for withdrawal from Summer Session II
- 1 9 Wednesday Last day for academic withdrawal from Summer Session II courses

AUGUST

- 9 Wednesday Summer Session II ends

Fall 2000**SEPTEMBER**

- 4 Monday Labor Day; University closed.
- 5 Tuesday First day of classes
- 12 Tuesday Last day for 100 percent refund for withdrawal from Fall semester*

OCTOBER

- 10 Tuesday Last day for 50 percent refund for withdrawal from Fall semester*
- 12 Thursday Columbus Day celebrated, University open, classes in session
- 24 Tuesday Last day for academic withdrawal from Fall semester courses

NOVEMBER

- 7 Tuesday Election Day; University open, classes in session
- 11 Saturday Veterans' Day; University open, classes in session
- 23 Thursday Thanksgiving Day; University closed
- 24 Friday University open, classes canceled
- 25 Saturday University closed, classes canceled
- 26 Sunday University closed, classes canceled

DECEMBER

- 15-22 Fri.-Fri. Examination period
- 23 Saturday Fall semester ends
- 24 Sunday Winter break begins
- 25 Monday Christmas Day; University closed
- 26-31 Winter break; University closed

Spring 2001**JANUARY**

1	Monday	New Year's Day; University closed
15	Monday	Martin Luther King's birthday celebrated; University closed
16	Tuesday	First day of classes
21	Sunday	Commencement
23	Tuesday	Commencement snow date
23	Tuesday	Last day for 100 percent refund for withdrawal from Spring semester*

FEBRUARY

12	Monday	Lincoln's birthday, University open, classes in session
19	Monday	Washington's birthday celebrated, University closed, classes canceled
20	Tuesday	Monday class schedule
20	Tuesday	Last day for 50 percent refund for withdrawal from Spring semester*

MARCH

6	Tuesday	Last day for academic withdrawal from Spring semester courses
12-18	Mon.-Sun.	Spring Break; University open, classes canceled

APRIL

13	Friday	Good Friday; University closed, classes canceled
14	Saturday	University closed; classes canceled
15	Sunday	Easter; University closed, classes canceled

MAY

4-11	Fri.-Fri.	Examination period
11	Friday	Spring semester ends
15	Tuesday	Commencement
16	Wednesday	Commencement rain date

Summer Session I 2001**MAY**

21	Monday	First day of classes; last day for 100 percent refund for withdrawal from Summer Session I
28	Monday	Memorial Day, University closed

JUNE

4	Monday	Last day for 50 percent refund for withdrawal from Summer Session I
6	Wednesday	Last day for academic withdrawal from Summer Session I courses
27	Wednesday	Summer Session I ends

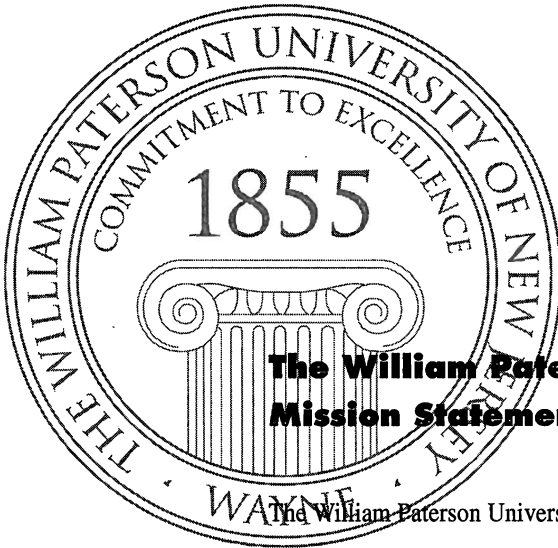
Summer Session II 2001**JULY**

2	Monday	First day of classes; last day for 100 percent refund for withdrawal from Summer Session II
4	Wednesday	Independence Day, University closed
16	Monday	Last day for 50 percent refund for withdrawal from Summer Session II
18	Wednesday	Last day for academic withdrawal from Summer Session II courses

AUGUST

8	Tuesday	Summer Session II ends.
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*Does not apply to financial aid recipients. See Refund Policy for Title IV Fund Recipients.



The William Paterson University of New Jersey Mission Statement

The William Paterson University of New Jersey is a comprehensive public institution of higher learning with a mission that incorporates teaching, research and creative activity, and service. Maintaining a tradition of leadership in general education and multiculturalism, the University is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. ■ It offers rigorous baccalaureate, graduate degree, and certification programs for both traditional and nontraditional students. ■ The University's distinguished teachers, scholars, and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers, advanced studies, and productive citizenship in an increasingly global economy and technological world. ■ The University values diversity and equity as essential to educational excellence, with an obligation by everyone in the University community to create and maintain a climate in which respect and tolerance are recognized as part of the institution's commitment to educational quality.

Approved: Board of Trustees, February 21, 1998

DIVERSITY STATEMENT

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

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

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

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

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

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

INTRODUCTION

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

Located 20 miles west of New York City, William Paterson reflects the diversity of its constituents, approximately 9,400 of whom are enrolled in programs in the University's five Colleges: the College of the Arts and Communication, the College of Business, the College of Education, the College of Humanities and Social Sciences, and the College of Science and Health. Having developed from an institution dedicated historically, and solely, to the professional preparation of teachers, William Paterson has become a comprehensive public university. Today it offers courses of study in 29 undergraduate and 17 graduate degree programs, as well as a number of programs leading to endorsement for teacher certification and other professional qualifications.

As a public institution, the University is funded by the State of New Jersey and through tuition revenues and a variety of other sources. Its careful management of funds has enabled William Paterson to develop an infrastructure for the use of information technology, strong library holdings, communication facilities that are second-to-none in this tier of the state, studios and laboratories, and other aspects of campus environment that support teaching and learning. The faculty consists of highly talented individuals dedicated to teaching and the pursuit of knowledge and creative expression, more than 85 percent of whom hold terminal degrees in their fields.

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

General Information

Admissions

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Student Life

Academic and Institutional Support Services

Policies and Procedures

Academic and Related Regulations

Special Academic Programs

Degree Programs

Admissions

William Paterson University invites applications from all qualified students. Students seeking undergraduate admission, whether full or part time, degree or 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.

All Applicants

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

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

Application Deadlines

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

Freshmen, Transfer, Second Degree, Readmit:
Fall: May 1 Spring: November 1

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

Enrollment Deposit

Prior to enrolling, a \$50 deposit is required of all students to secure permission to enroll. This deposit is nonrefundable and nontransferable.

Proof of High School Graduation

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

Immunization

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

Art and Music Majors

All freshmen, transfer, and second baccalaureate degree students selecting art as their major must submit a portfolio for review by the Art Department as part of the admissions criteria. Information regarding the review will be sent to you upon receipt of your application, or you may contact the Art Department at 973-720-2404.

All freshmen, transfer, and second baccalaureate degree students selecting music as their major must audition as part of the admissions criteria. Information regarding the audition will be sent to you upon receipt of your application, or you may contact the Music Department at 973-720-2315.

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 William Paterson University 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	5	Advanced Math, Literature,
Preparatory Subjects		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 the state of 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 University. To submit your scores to William Paterson, 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 University accepts students for the fall and spring semesters (September and January) for full- or part-time study. When applying, students must present at least 12 college-level credits with a minimum 2.0 grade point average (GPA); however, nursing and special education 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 William Paterson University, 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 University, regardless of achievement. More details on transferring credits may be obtained from our admissions staff.

Please follow these steps when applying for admission:

1. You must request that all colleges previously attended forward a transcript of all college work completed to the Admissions Office. The application form 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.
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 C average, 2.0 cumulative grade point average on a four (4) point scale;
 - d. a minimum grade of C is achieved for the course.
4. Admissions decisions are made on a rolling basis. Early application and early submission of all required records are advised, as first-choice courses and housing space may be limited or gone before the application deadline.
 5. Applicants admitted with 60 credits must declare a major and be accepted by a major department.
 6. 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 William Paterson University 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 William Paterson University Admissions Office.

Your application file will remain incomplete until transcripts are received. Certain university 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.

William Paterson students who exited the University in poor academic standing are required to file an appeal with one of the College 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 nursing) may apply for admission to obtain a second baccalaureate degree. Such students pay undergraduate fees, all credits earned through this program appear as undergraduate credits on the student's transcript and students are subject to all requirements affecting undergraduates; including the completion of all major requirements and collateral courses. Nursing students must complete the freshman requirements in order to be eligible for sophomore status in nursing. Students who hold bachelor's degrees and who wish to apply to the Teacher Certification Programs must have completed their degree with a 2.75 GPA and apply to the Graduate Certification Program.

Full-Faith-and-Credit Policy

William Paterson University 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*. The policy applies to applicants who have completed an associates of arts (A.A.) or an associates of science (A.S.) degree from a New Jersey community college only.

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 university 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 university life. The EOF program also assists students in their personal and social adjustment to the university.

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. Additional information can be received by contacting the EOF Office directly at 973-720-2181.

Sponsored Students

The Sponsored Student Program is a special admissions and support program for students who are marginally underprepared and do not fully meet the academic criteria for admission. The academic credentials of these students may not reflect the full range of talents that the student brings to the intended program of study. These students may be admitted under the sponsorship of an individual who can provide evidence of the student's ability to succeed. As a condition of acceptance, the student participates in a program that provides advisement, counseling, tutorial assistance, and other support, as needed, to assist the student in their personal and social adjustment to the university.

Early Admission

This program is available for highly motivated and academically exceptional students who have completed their junior year of high school and seek university admission. They may submit an application for early admission provided they meet the following criteria: (1) minimum combined SAT scores of 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 University community there are a large number of adult or nontraditional students. Some are returning to school after a time lapse, some are taking courses to directly support their careers, and others come for personal enrichment. Many attend on a part-time basis with classes in the day, evening, or on Saturday or Sunday.

Students who have not completed any college coursework and are 25 years old or older or have been out of high school for 2 years or more are considered nontraditional students. They must submit a high school transcript indicating graduation or copies of GED scores and a diploma for evaluation. An interview may be necessary before a decision is made.

International Students

Those individuals who wish to attend the University on a non-immigrant visa are welcome to apply for admission in the fall and spring semesters. Applicants for admission to a bachelor degree program must have completed course work equivalent to a high school diploma in the United States and must meet any additional admissions criteria established for each academic program. All non-native English speakers must score a minimum of 550 on the Test of English as a Foreign Language (TOEFL). The TOEFL requirement will be waived for those individuals who completed studies in a country where the official language of instruction is English. Transfer students will be exempt from TOEFL if:

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

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

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

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

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

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

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

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

Individuals in non-immigrant status who are required by the U.S. Immigration and Naturalization Service to maintain a permanent residence in home countries as a condition of entering or remaining in the United States are not eligible to establish residence in the state of New Jersey and thus are charged out-of-state tuition rates. Certificates of eligibility (e.g., I-20, IAP-66) will not be issued until the International Student Financial Data is reviewed and approved. Students on F-1 visas will be charged as in-state residents after successful completion of two consecutive semesters of study at William Paterson University. Transfer students (F-1 Visas only) with an AA/AS degree from a New Jersey Community College will be charged as in-state residents beginning the first semester in attendance at the University. All applicants must submit:

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

Advanced Placement

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

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

NONDEGREE STUDENTS

Undergraduate Nondegree Students

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

1. Possess a high school or GED diploma.
2. Must not have been in attendance at a high school for a minimum of two years prior to the completion of the application. Any applicant who attended a previous college or university must have achieved a minimum 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 University Program for High School Students

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

Students must submit a nondegree application with a \$35 application fee, the results of the SAT with a minimum score of 1000 (PSAT of 100), a high school transcript with a minimum rank in the 90 percentile, and recommendations from a teacher and/or guidance counselor. Successful applicants may also enroll for courses during the University's summer sessions.

Visiting Students

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

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

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

Senior Citizens

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

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

The Center for Continuing Education and Distance Learning is committed to innovation and excellence.

It seeks to create new models for lifelong learning and to expand efforts in providing educational opportunities regionally, nationally, and internationally in the form of credit and non-credit course offerings, extension programs, seminars (including personal enrichment programs), specialized community programs, conferences, workshops, certificate programs, institutes, and on-site company training programs.

All forms of distance learning initiatives are utilized including, but not limited to, media-based instruction, curriculum development, off-campus technical programs and training, interactive classroom delivery, computer classroom training, and teleconferencing.

Conferences, workshops, seminars, and short courses for professionals are reflective of the academic departments of the University, 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 University faculty and national and local specialists.

The majority of continuing education programs are scheduled on evenings and weekends, and are offered for upper-level undergraduate or graduate credit and/or for non-credit (continuing education credits may be earned). Many participants come from outside the University. William Paterson University students, faculty and staff are encouraged to attend offerings that are of special interest to them.

Through the many facets of its outreach activities and cooperative ventures, the Center is a bridge-builder and broker for new initiatives that translate into innovative programming benefiting the University, the community in which it resides, and the region.

Fees and Financial Aid

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

Tuition and fee rates are published each semester and for the summer sessions in the Master Schedule of Courses. Please consult the appropriate issue for current rates.

Part Time Undergraduate Tuition and Fees

New Jersey resident tuition (per credit)	\$106.50
Out-of-state resident tuition (per credit)	194.50
General service fee (per credit)	18.50
Student activity fee (per credit)	2.75
Student athletic fee (per credit)	4.00
Student Center fee (per credit)	7.25
Information technology fee (per credit)	6.50
Campus Facilities Fee	\$5.00
Total for New Jersey residents (per credit)	\$150.50
Total for Out of State residents (per credit)	\$238.50

Full Time Undergraduate Tuition and Fees (Flat Rate per semester)

New Jersey resident 12 credits or more	\$2165
Out-of-state resident 12 credits or more	\$3500
(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	\$100
Campus Facilities Fee	\$80
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 University.

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

Refund Policies for Title IV* Fund Recipients

* Title IV funds include Pell Grants, SEOG, Federal Direct PLUS Loans, Perkins Loans and Federal Stafford Direct Student Loans. There are two refund schedules for Title IV Fund Recipients: one for continuing students, another for first-time students.

First-time students who withdraw completely from William Paterson University 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 University.

Tuition and fees pertain to academic year 1998-99 and are subject to change.

Payment Plans

Monthly Payment Plan The University now offers a monthly payment option through Tuition Management Systems (TMS). This plan has been in effect since 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 may 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.

Insurance

Student Medical Insurance New Jersey state law requires students to maintain medical insurance. The current cost of mandatory student accident and sickness insurance is \$60 per year for full-time students effective from August 15 to August 14. Coverage may also be purchased for a spouse or dependents, or for a half-year (spring semester) for \$38.

Room and Board

Room and Board The current charge for residing on campus is \$1680 in the Towers, Hillside Hall Matelson Hall and White Hall, and \$1820 in the apartments per semester. The single room rate is \$1950. Students residing in the Towers, Hillside Hall, Matelson and White 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 1998-99 and are subject to change.

Financial Aid (973-720-2022)

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

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

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

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

Application Process

To apply for need-based financial aid and William Paterson scholarship programs, a student is required to fill out and submit a Free Application for Federal Student Aid (FAFSA). FAFSAs are available from high school guidance offices or directly from the University. Spring semester 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 University scholarships and awards require individual applications available through designated departments and offices.

Requirements for Receiving Federal and New Jersey State* Aid

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

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

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

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

Cost of Attendance/Student Budgets

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

Estimated Commuter Costs (annual)

Tuition and Fees	\$4150
Books and Supplies	\$ 650
Total	\$4800

Estimated Resident Costs (annual)

Tuition and Fees	\$4150
Books and Supplies	\$ 650
Room (Average)	\$3360
Meal Plan (Average)	\$1760
Total	\$9920

Tuition and fees for out-of-state students are \$6580

All charges (tuition, room, board, fees) pertain to academic year 1998-99 and are subject to change by Board of Trustees approval.

Scholarships and Awards

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

Scholarships are categorized as those available to incoming freshmen and transfers, and those available to upperclass students. An additional listing describes scholarship opportunities provided through the New Jersey Office of Student Assistance.

Freshman Scholarships/Awards

William Paterson University Trustee Scholarships award 50 full tuition and fees to the top ten-ranked admitted freshman in each of the five federally defined ethnic categories. The groupings are Black, Caucasian, Hispanic, American Indian/Alaskan Native and Asian/Pacific Islander.

Trustee Scholarships

All freshman are considered for this scholarship and no application is necessary. Scholarship awards are automatically renewed based on a maintained minimum GPA of 3.00, sufficient academic progress toward graduation and full-time undergraduate status.

Outstanding Scholars Recruitment Program (O.S.R.P)

The Outstanding Scholars Recruitment Program is a merit-based scholarship program sponsored jointly by the State of New Jersey and William Paterson University. This program is available to freshman, who are New Jersey residents, based upon both the class rank and combined Scholastic Assessment Test (SAT 1) score of a student. These amounts are inclusive of other merit scholarships offered by the State of New Jersey (Edward J. Bloustein Distinguished and Urgan Scholarships).

Scholarship awards are automatically renewed based on a maintained minimum GPA of 3.00, sufficient academic progress toward graduation and full-time undergraduate status.

Awards are based on the following criteria:

Class Rank	Combined SAT1	Annual Award
95-100%ile	1500-1600	\$7500
	1400-1490	\$6500
	1350-1390	\$5000
	1300-1340	\$4500
	1250-1290	\$4000
90-94%ile	1500-1600	\$6000
	1400-1490	\$5000
	1350-1390	\$4500
	1300-1340	\$4000
	1250-1290	\$3500
85-89%ile	1500-1600	\$4000
	1400-1490	\$3000
	1350-1390	\$2500

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.

Donald L. Hughes Memorial Scholarship awards \$1000 annually to a student who has demonstrated a record of academic achievement, community or public service, and extra-curricular involvement. The individual must have financial need and must be enrolled as a full-time student. Either the student or a family member must be a member of the AAA of New Jersey.

Pi Lambda Theta Scholarship is a \$450 award that annually goes to an entering freshman pursuing a career in teaching. The student must have achieved a score of 1100 on the CSAT and have an outstanding high school record.

Freshman and Transfer Student Scholarships/Awards

Presidential Scholarships, awarded to 100 high-achieving students from diverse backgrounds, are offered in connection with an honors program. Fifty of the merit-based scholarships, offered annually, are awarded to freshmen students and fifty to transfer students. The awards for both groups of participants is in the amount of tuition and fees.

William Paterson University 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 University.

Academic Excellence Scholarships grant ten \$1000 awards and seven \$750 awards based on academic achievement and extracurricular activities.

William Paterson University Distinguished Scholar Match A \$1000 matching scholarship is available for all Bloustein Scholars (see below) for demonstrated high academic achievement as indicated in their high school record and SAT scores.

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.

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 3 credits and no more than 6 credits for the academic year.

The Enid Hoffman Scholarship awards \$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 guitarists enrolled in the jazz full-time program, typically in the amount of \$500.

Alumni Association Scholarships

College and Community Service Scholarships award \$500 to \$750 to sophomores and upperclass students who maintain a 2.5 GPA and are heavily involved in extracurricular activities.

Undergraduate Fellowship, valued at \$6000, is awarded to one junior or senior with 58 credits or more. The recipient works in the Alumni Office 15 hours per week. Approximately half of the award is based on work performance.

Charles Allen Anderson Memorial Scholarship consists of two awards, one to an undergraduate or graduate student, the other to an undergraduate minority student. Candidates must be elementary education majors with at least 24 credits completed, have a minimum GPA of 3.0, and civic or community involvement.

Fran Gesner Memorial Scholarship is awarded to one full-time student in the communication disorders graduate program who has completed at least 6 graduate credits, has a minimum GPA of 3.2 and is a Passaic County resident. The award covers tuition for 3 credits.

William Paterson University Alumni Family Scholarship covers full tuition and fees for a full-time undergraduate student who is the immediate family member of a William Paterson alum. The student must maintain a GPA of 3.0 and participate in school-related extracurricular activities.

William Paterson Faculty Service Award Scholarship grants \$1,000 to sophomores and upperclass students who have a minimum GPA of 3.0. Candidates must major in the discipline of the honored faculty member.

William Paterson University Foundation Scholarships

The William Paterson University Foundation, the University's philanthropic arm, provides a number of restricted scholarship opportunities.

The John Victor Machuga Foundation awards a limited number of full and partial scholarships to incoming students who demonstrate significant need and live in Passaic County. Partial scholarships are also available for high-achieving high school students from Passaic County.

Reckitt & Colman Honors Scholarships are awarded to a fourth-year student from the College of Business and from the College of Science and Health. The two \$5000 awards are presented to high-achieving seniors, (one from each College), who have a minimum GPA of 3.5, are planning to pursue a post-baccalaureate degree, and have an interest in either marketing (College of Business) or microbiology (College of Science and Health).

Eleanor B. Reiner Scholarship, in the amount of \$2,500, is awarded to a student from the city of Paterson who enrolls in the University's College of Education. Recipient should be a Paterson high school graduate and agree to teach in the Paterson public school district upon graduation from William Paterson.

The Catsakos Family Scholarship is an award of \$1,750 to a second or third year student from the College of Business who has a minimum GPA of 3.0 and is a first-generation college student.

The New Jersey Nets awards two \$1000 scholarships to students who demonstrate a commitment to community services. The William Paterson University Foundation provides a \$1000 match, bringing each award total to \$2,000.

The Helen Demarest Scholarship awards \$1250 to a minority student who demonstrates significant financial need.

New Jersey State Scholarships

Garden State/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.

Paul Douglas Teacher Scholarship awards up to \$5000 to high school seniors and undergraduate students currently enrolled in the University. 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 University.

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.

William Paterson University participates 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).

The William Paterson University 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 1997-98 academic year ranged from \$786 to \$2480 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 \$850 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 according to federal guidelines. Grants currently range from \$400 to \$2700 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 and 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 must file 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 \$3000 each year of undergraduate study up to a maximum of \$15,000 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 may 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 the Office of the Registrar at 973-720-2204.

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 University, 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 increase their GPA in accordance with the Satisfactory Academic Progress Policy.

William Paterson 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

Student Life

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

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

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

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

Student Government Association (973-720-2157)

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

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

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

Clubs and Activities

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

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

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

SGA Chartered Clubs and Organizations

Anthropology Club
 Baggataway (American) Lacrosse Club
The Beacon Newspaper
 Black Student Association
 Bowling Club
 Brothers for Awareness
 Business L.I.N.K. (Latinos Initiating Network Connections)
 Campus Girl Scouts of William Paterson
 Caribbean Students Association (CARIBSA)
 Catholic Campus Ministry Club
 Chess Club
 Christian Fellowship
 Circle "K" Club
 Club Volleyball (Inter-Varsity)
 Coalition of Lesbians, Gays, and Friends
 Community Health Club
 Computer Club
 Creative Source Dance Ensemble
 Criminal Justice Assembly
 Digital Arts Society
 Early Childhood/Elementary Education Club
 Equestrian Team
 Essence/English Club
 Feminist Collective
 French Club
 Galen Society
 Graduate Student Nurses Organization
 Greek Senate
 Haitian-American Students Association
 Hillel (Jewish Students Association)
 Ice Hockey Team
 IMPACT (Involving Minorities Productively in Arts and Communication technology)

Marketing Club
 Math Club
 Minority Opportunity Through School Transformation (MOST)
 Movement Science Club
 Music and Entertainment Industry Student Association (MEISA)
 National Association for the Advancement of Colored People (NAACP)
 Organization of Latin American Students (OLAS)
 Outdoors Club
 Pagan Students Association
 People for Peace
 Philosophy Club
 Pioneer Players
Pioneer Yearbook
 Political Science Club
 Psychology Club
 Sisters for Awareness, Black Leadership and Equality (SABLE)
 Sociology Club
 Spanish Club
 Speech Pathology Club
 Student Accounting Club
 Student Activities Programming Board (SAPB)
 Student Alliance for Animal Rights
 Student Art Association
 Student Business Association
 Student Council for Exceptional Citizens
 Student Film Association
 United Asian Americans
 United Science Club (Astronomy, Dinosaur, and Natural Science)
 Universal Hip Hop Cultural Organization
 WCRN Radio
 WPC-TV

Media Organizations

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

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

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

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

Intercollegiate Athletics (973-720-2356)

William Paterson University 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 University offers 17 intercollegiate varsity sports for men and women and co-ed cheerleading. In addition to these, there is 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, winter and spring track. Women's varsity sports include basketball, cross country, field hockey, soccer, softball, swimming, winter and spring track, and volleyball.

Greek Senate

The Greek Senate is the umbrella organization for social fraternities and sororities at William Paterson University. It sponsors campuswide events and champions social responsibility among its member organizations. Currently, there are 26 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 University 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

Lambda Pi Eta Beta - Xi: Communication

Omicron Delta Epsilon: Economics

Phi Alpha Theta - Rho Alpha Chapter: History

Pi Lambda Theta - Beta Chi Chapter: Education

Pi Sigma Alpha Iota Kappa Chapter: Political Science

Psi Chi: Psychology

Sigma Theta Tau - Iota Alpha Chapter: Nursing

Upsilon Pi Epsilon: Computing Sciences

Student Center (973-720-2292)

The Student Center serves as the campus focal point for social and cultural activities for the entire university 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; the Center Cafe, a coffee house and entertainment lounge; dining areas including the food court, restaurant, outdoor dining terraces, and Billy Pat's.

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

Recreation Center (973-720-2776)

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 (two equipped for wallyball), large weight room equipped with free weights, and a separate fitness room with 10 Lifesteps, 6 stairclimbers, 2 rowing machines, 6 treadmills, Nordic Track 900, Nautilus skate machine and a crossrobic trainer. There is a multipurpose/exercise room, as well as saunas and whirlpools in the locker rooms. The Rec Center is also a Ticketmaster outlet, where you may 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 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. William Paterson University also participates on an extramural level against other institutions' intramural sport teams in football.

Women's Center (973-720-2946)

The Women's Center provides a comfortable and supportive space for students to relax and exchange ideas and feelings about gender and women's issues. The Center's philosophy is focused on mutual respect, empowerment, and development in an atmosphere that furthers personal and political growth. 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 cosponsors a variety of cultural, activist, and informational programs on campus and in conjunction with community groups.

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

Office of Minority Education (973-720-3106)

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

Academic and Institutional Support Services

The Academic Support Center (973-720-3324)

Hunziker Wing 218

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

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

The Science Enrichment Center (973-720-3340)

Science Hall 421A

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

The Center offers

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

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

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

The Writing Center (973-720-2633)

The Atrium

Writing Center tutors can help you

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

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

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

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

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

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

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

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 in choosing a major.

Advisor Assignments

Upon admission to the University, each student in a major is assigned a faculty advisor to provide assistance with curriculum planning appropriate to the major course of study. 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 in good academic standing may declare or change one or more majors after completing at least one semester at William Paterson University. Declaration/change of major applications may be completed at the Advisement Center during operating hours. These are then forwarded to the appropriate department chairperson for action. Students are notified, in writing, of the chairperson's decision and are assigned an advisor in the new major upon acceptance.

Alumni Association (973-720-2176)

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

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

Campus Ministry (973-720-6184)

Interfaith Council

In recognition of the various religious communities present on our campus, the William Paterson University Interfaith Council was formed to meet the spiritual and religious needs of our students, faculty, and staff. The Council is coordinated by the advisers to the chartered club "C" members: Catholic Campus Ministry, Christian Fellowship, Hillel, and the Islamic Students Association. Each of the groups may be contacted on campus at the Student Center. The Catholic Campus Ministry Center is located next to entry #1, 219 Pompton Road. The on-campus phone number is 720-3524 and the off-campus number is 973-595-6184. The Interfaith Council meets regularly and provides many interfaith activities, socials, and services for all students.

Catholic Campus Ministry Center and Chapel

The Catholic Campus Ministry and Chapel serves the students, faculty, and staff of the University and is open to all. In recognition of its various outreach programs, sponsored with sororities, fraternities, the SGA, and Alumni Association, the CCMC has been the recipient of Outstanding Program, Outstanding Club, and "Students First" awards for many years. The CCM Center offers religious services, social outreach, counseling, retreats, as well as social events and parties for the students, regularly. The Center hosts the Campus Ministry Club and is also used regularly by the Greek organizations for retreats, meetings, and social gatherings.

Career Development Center (973-720-2282)

The Career Development Center provides a comprehensive career development program designed to assist students in making appropriate career choices and in developing plans to achieve their goals. To maximize potential and marketability, students are encouraged to take advantage of services early and often in their undergraduate careers. The office is open Monday, 8:00 a.m. - 7:00 p.m.; and Tuesday-Friday, 8:00 a.m. - 5:00 p.m. 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) aids 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 - These events are scheduled periodically for students to meet and discuss career-related information and job opportunities with area employers.

Community Service/Job Location and Development Program - A counselor assists students in securing community service jobs, and part-time, summer, and temporary off-campus employment. Primary emphasis is on development of career-related positions 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 (973-720-2529)

The William Paterson Child Care Center, located in Hunziker Wing, Room 35, provides an affordable and balanced preschool program for children and grandchildren of William Paterson students, staff, faculty, and alumni. The center, licensed by the State of New Jersey, is open to children who are toilet-trained and between the ages of 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.

Counseling Center (973-720-2257)

The Office of Counseling Services, Morrison Hall, 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 (973-720-2218)

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

William Paterson University 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 campus community.

The Office of Disability Services, located in Morrison Hall, coordinates services for students with permanent disabilities, including assistance in registration, advisement, parking, referrals, adapted classroom activities, and other special needs. All offices, departments, programs, and personnel of the University cooperate to ensure an equally accessible educational environment. A pamphlet outlining the services available and large print and access maps are available from the Office of Disability Services.

There are a limited number of specially equipped rooms for students with mobility impairment in the residence life complexes. 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 university specialists.

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

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

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

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

Suggestions as to how William Paterson University can more effectively assist students with disabilities are welcomed. General questions pertaining to accessibility and accommodations of students should be directed to the Office of Disability Services, Morrison Hall 130, 973-720-2218.

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

Freshman Life (973-720-2219)

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 university life. This is done through personal counseling, referral to a campus support service, or by means of a variety of programs and services that the office administers either directly or indirectly (freshman/parent orientation, orientation leader training, Freshman Seminar and Convocation).

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

The office also publishes the Parent Guide, which is distributed to the parents of all first year students.

Freshman Seminar

The Freshman Seminar is a one-credit course designed for all freshmen. The goals of the Freshman Seminar are to introduce freshmen to the academic demands and social aspects of university life and to ease their transition into a new environment. Freshmen meet with their instructors 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 university support services.

Health Services/Insurance

The Health Center, located in Wayne Hall, serves the medical needs of students. It is open Monday through Friday from 7:30 a.m. to 11:30 p.m. and is staffed by three full-time nurses and a part-time physician.

It is mandatory in the State of New Jersey that all full-time students carry medical insurance. Students will be charged for full-year insurance in the fall semester. A student with private medical insurance who wishes to waive the University's insurance fee

must come to the Bursar's Office within 30 days of the start of the semester to fill out a medical insurance waiver form. For further questions regarding insurance charges, please contact the Bursar's Office at 973-720-2234.

Instruction and Research Technology (973-720-2959)

The University 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 University 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 includes 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 College 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 College 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, music, 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. IRT also provides technical support services to the television, radio, and video engineering programs. This support includes services to the satellite, broadcast and distance education facilities in cooperation with the New Jersey Inter-campus Network (NJIN)

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

International Student Services (973-720-2976)

The Office of International Student Services offers multidimensional services for both undergraduate and graduate students. Individuals from other countries with non-immigrant visa status will be provided assistance with student visa matters such as Issuance of Certificates of Eligibility (e.g. I-20, IAP-66), extensions of stay, reinstatements, assistance with Curricular and Practical Employment applications, on and off campus employment eligibility, transfer clearance procedures, change of status applications, and other matters. Continuous contact with this office will ensure assistance with the transition to a new academic and social environment and guidance with regards to cross-cultural adjustment. Furthermore, ISS serves as an information clearinghouse and support center for all international students enrolled at this University.

Library (973-720-3172)

The newly expanded and renovated Sarah Byrd Askew Library supports the academic programs of the University and provides both resources and services to meet the needs of the William Paterson University community. A staff of highly trained librarians, 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 320,000 volumes, 13,000 audiovisual items, 1600 periodical subscriptions as well as electronic journals, 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 state-of-the-art 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 90 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.

Residential Facilities (973-720-2714)

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

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

The University provides five areas of housing for students: the Towers, Hillside Hall, Matelson Hall, White Hall, and the apartments, Pioneer and 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.

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

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

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

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

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

Dining Services Students living in the Towers, Hillside Hall, Matelson, and White hall are required to be on the meal plan each semester. Apartment residents may either use the cooking facilities in their apartment or choose a meal plan arrangement. Major university dining facilities are the Wayne Hall Dining Room and the Student Center Food Court. Billy Pat's Pub is the focal point for campus entertainment and gatherings.

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

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 University. Proof of insurance must be provided before students are permitted to move into the residence halls.

The University 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, Hillside Hall, Matelson Hall, and White Hall residents prior to moving in.

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

Safety and Transportation

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

Currently, the shuttle bus operates from 7:30 a.m. to 11:00 p.m., Monday through Friday, at approximately 20-minute intervals. Maps and other information may be obtained from University Police and the information desk in the lobby of the Student Center building.

The University supports public transportation, which serves the campus from 6:30 a.m. to 11:00 p.m. Schedules are available at the Student Center Information desk or directly from New Jersey Transit.

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

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

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

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

The State of New Jersey has granted a waiver of tuition for active members of the New Jersey National Guard for up to 12 credits per semester. For further information on veteran benefits and the rules and regulations, and to apply for these benefits, please call 720-2423.

Policies and Procedures

Students should consult other regular university 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 of Courses*.

Affirmative Action Policy

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

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

Acquired Immune Deficiency Syndrome (AIDS)/HIV Disease Policy

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

Student Disciplinary Code

Students' Rights and Responsibilities

Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They should be free to support causes by orderly means that do not disrupt the regular and essential operation of the University.

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

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

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

Institutional Authority to Ensure Fulfillment of the University's Mission

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

Due Process and Disciplinary Procedures

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

Discrimination Complaint Procedure for Students

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

Extracurricular Activities

Extracurricular activities are hereby defined as participation in any clubs, fraternities, sororities, athletics or organizations recognized by the University or any of its agencies that do not qualify for academic credit. All extracurricular activities shall be open to all full-time and part-time students who have paid the appropriate student activity fees, except where the organizations are members of national bodies that have more stringent requirements.

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

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

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

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

Proof of Immunization

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

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

Exemptions

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

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

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

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

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

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

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

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

Legal Definitions

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

Sexual harassment includes but is not limited to:
Gender Harassment: generalized gender-based remarks and behavior;

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

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

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

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

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

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

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

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

Reasonable Woman Standard

The Courts have recognized that the difficulty in defining the unwelcome, hostile, or offensive nature of an environment may lie in the fact that men and women may disagree as to what constitutes offensive, degrading conduct. In response to this key issue, the courts have adopted a "reasonable woman" standard. Under this standard, attention is focused on the victim's perspective. In the typical case, in which a woman is the target of harassment, a claim would be found to be harassment if a "reasonable woman" would consider the action hostile or offensive. In other cases, the standard of the Court would concern whether or not a reasonable person of the same gender, similarly situated, considered the action hostile or offensive.

Examples of Sexual Harassment

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

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

Consensual Relations

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

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

Therefore:

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

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

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

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

- Dean of Student Development, Dr. Robert Ariosto, ext. 2179
- Women's Center, Meryle Mahrer Kaplan, ext. 2946
- Associate VP for Human Resources, Rafael Valentin, ext. 2133
- Associate VP for Dean of Graduate Studies and Research, Dr. Nina Jemmott, ext 2121
- Director of Employment Equity and Diversity, Aaron B. Sanders, ext. 2389

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

Academic and Related Regulations

INTRODUCTION

Every student is expected to know and comply with all policies and regulations stated in this catalog, in the *Student Handbook* and in each semester's *Master Schedule of Courses*. Students are also expected to be aware of and responsible for their scholastic standing at all times, 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 University 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 University by mail and/or posted in appropriate locations around campus. Regular contact with faculty and other advisors is strongly recommended.

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

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

Upon admission to the University and to a major program, students are given an On Course Null Audit sheet outlining particular requirements and recom-

mending the sequence in which they should pursue those requirements. It is the students' responsibility to use this computer-assisted advising tool, keep it updated and have it available each time they consult with their academic advisor and register for the new semester. Students who misplace or lose the degree audit control sheet may obtain a new copy from the Advisement Center. Students may also generate their own copy and review their academic progress via the institution's student access system on the University web page.

Academic Honors

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

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

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

Average of 3.45-3.64 = cum laude

Average of 3.65-3.84 = magna cum laude

Average of 3.85-4.00 = summa cum laude

Undergraduate second degree students are not eligible for graduation honors.

Academic Integrity Policy

I. Standards of Academic Conduct

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

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

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

II. Violations of Academic Integrity

Violations of the Academic Integrity Policy 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 University's advisor, registrar, admissions counselor, professor etc., for any academically related purpose.

E. Other concerns that relate to the Academic Integrity Policy include such issues as computer security, stolen tests, falsified records, 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 University;
7. With any of the above, the faculty member may have a written record of the sequence of events placed in the student's permanent record with a copy to the student.

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

1. Speak directly to the faculty member within ten (10) working days of being informed of a violation or of the proposed penalty. If, after repeated attempts, the student is unable to reach the faculty member within ten (10) working days, the student must notify the department chairperson in writing within that ten (10) day period.
2. If, after discussion with the faculty member, the student is dissatisfied with the outcome, the student must contact the department chairperson presenting a dated, written, and signed statement describing the specific basis for the complaint. At this time, the student will also provide the faculty member with a copy of these written materials.
3. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student will request that the chairperson convene the Department Executive Council (or other appropriate department committee) — excluding the faculty member involved — to hear the appeal. The faculty member will submit a written, dated and signed statement of the alleged violation to the council/committee. The student will submit a written, dated and signed statement describing the basis of the complaint. The accuser will assume the burden of proof. When the faculty member involved is the chairperson, then the student will request that the dean of the college convene the Department Executive Council (or other appropriate department committee). The Department Executive Council/Committee will submit its decision to the chairperson (or college dean, if the faculty member involved is the chairperson).
4. If not satisfied with the Department Executive Council's (or other appropriate department committee's) decision, the student may ask the dean of that college to bring the matter to the College Council. The faculty member will submit a written, dated and signed statement of the alleged violation. The student will submit a written, dated and signed statement describing the basis for the complaint. The accuser will assume the burden of proof. The chairperson of the department concerned will not take part in the final vote (though the written decision from the department chairperson will be part of the record). **The College Council's decision will constitute the University's final decision regarding the substantive nature of the case.** 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 college response. Dated, written, and signed statements are required at each step. Likewise, at each level, the faculty member(s), chairperson, Department Executive Council (or other appropriate department committee) or College Council must complete a review of all pertinent written materials prior to rendering a decision, in writing, within ten (10) working days of receipt of complaint materials. In case the faculty member has verifiably been unable to be contacted, or in other instances of extenuating circumstances affecting students or faculty, it is understood that the student's right to appeal will not be jeopardized and the time constraints will be extended. Due process must be followed at every step of this procedure. No penalty will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the penalty was inconsistent with professional standards of the discipline.
6. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of the procedure, read it, and understands it before the appeal can proceed.

Academic Standing

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

*Students are advised that admission to, continuation in, and graduation from any major 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 University. Any student who has attempted up to 60 credits and who has a GPA below 2.0 at the end of **any four (fall or spring) enrolled and completed semesters, consecutive or nonconsecutive**, will be dismissed and must appeal to be reinstated.

Academic Status 60 Attempted Credits and Above

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

Below 2.0 two semesters = **Dismissal**

1. Students who have attempted 60 credits or more and who fail to earn a GPA of 2.0 or above 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 University.

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

Any student who has had a GPA below 2.0 at the end of **three semesters prior to attempting 60 credits** 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 University's internal records and on the student's unofficial transcript despite the retroactive benefit of the improved grade. Official transcripts will not show these notations.

Explanation of Procedures for Students with a GPA Below 2.0

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

1. Register for no more than 12 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 University through which the student will develop an academic plan. The student will use the academic plan to assist herself/himself in acquiring appropriate academic counseling and tutoring, career information, and/or personal counseling.

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

Dismissal

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

1. Student has attempted **up to 60 credits** and has a GPA below 2.0 at the end of any four semesters.
2. Student with a history of completing three semesters with a GPA below 2.0 **before attempting 60 credits** at the end of an additional semester **after 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 college 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 University upon due notice of dismissal.

3. It is the responsibility of the student to provide additional information or documentation that might warrant reconsideration of the dismissal and reinstatement.
4. The appeal process will be completed and a decision will be rendered no later than August 7. Students will be notified of the decision by mail.

Reinstatement

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

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

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

Attendance

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

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

Audit

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

Class Standing

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

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

Course Credit Load

Credit

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

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

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

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

Summer Sessions I and II Students may not carry more than three courses (usually 9 credits) during each term. 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 Office of the Registrar.

*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 Office of the Registrar 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 University policies or licensing requirements by outside agencies.

Course Withdrawal

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

Credit by Examination and Experience

Credit by Examination

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

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

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

1. No duplication of credit is permitted.
2. No examination is permitted in a subject in which students have pursued more advanced work for which they have received credit.
3. No examination is permitted in courses in which failing grades have been previously assigned.
4. The level of achievement required for award of credit is at least that which is normally specified and recommended by the American Council on Education and generally accepted practice.
5. Transfer students are entitled to advanced standing, subject to the above general limitations. Such standardized and challenge examinations should not be undertaken lightly by the student, for acceptable standards and norms for satisfactory achievement are locally and nationally established, and the grades thereby achieved do become a part of the student's permanent record. Full-time students who

attempt these testing options are still expected to maintain a minimum 12-credit load during any semester of residence; exceptions may be made for students in their final semester of degree completion. Challenge and/or standardized exams may not be used as part of full-time status in determining financial aid eligibility. Additionally, fees for credit by exam options will not be covered by financial aid.

University policy limits the number of credits a student may be awarded toward the baccalaureate degree through CLEP, TECEP, CPEP, challenge examinations and other credits awarded for advanced standing to a maximum of 98 (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 University recognizes and grants credit for a satisfactory performance above the 25th percentile. Subject examinations are available and are generally equivalent to freshman-sophomore electives or introductory courses in major program sequences. Some subject examinations are equivalent to single-semester, 3-credit courses; others to two-semester, 6-credit sequences. The University 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 Office of Tests and Measurements maintains a list of CLEP exams and their course equivalencies at William Paterson University. The Office of Tests and Measurements may be reached at 973-720-3107.

TECEP and CPEP

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

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

1. No duplication of credit for CLEP, TECEP, or CPEP tests is permitted.
2. Students who have completed content and theory examinations may be required also to take local laboratory or performance examinations under special arrangements and with an additional fee.
3. Certain examinations may not be accepted in fulfillment of baccalaureate major programs and/or certification requirements. Students should consult major advisors about the acceptability and transferability of credit in their major sequence.
4. Unlike CLEP tests, only results of the initial testing are recognized by William Paterson University. Students are cautioned that passing grades earned in these examinations are added to their permanent record.

Military Credit

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

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

Credit for Veterans

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

Air Force ROTC

William Paterson University students can earn appointments as commissioned officers in the United States Air Force through an ROTC crosstown agreement with the New Jersey Institute of Technology (NJIT). Students with two or more years of college remaining, in either undergraduate or graduate programs, are eligible to apply. Credits for all aerospace study courses taught at NJIT are applicable as free elective credits toward graduation from William Paterson University. For information on the conditions, benefits and procedures of the program, contact the Office of the Registrar at 973-720-2305.

Curriculum Individualization

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

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

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

Degree Requirements

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

Degree requirements are normally composed of the following components:

1. University Basic Skills Program

Assessment of basic skills proficiency for entry into baccalaureate degree programs at William Paterson University is conducted through administration of a computerized placement test.

Tests are required of:

- A. All students who are accepted as new freshmen.
- B. Transfer students who have not demonstrated proficiency on an equivalent placement test or have not completed suitable English/mathematics courses at their previous institution
- C. International students and nondegree students registering for the 12th credit.

Students needing remediation in any of these areas are placed in appropriate courses to develop essential basic academic skills. Satisfaction of basic skills requirements by testing or coursework, is prerequisite to all English and mathematics courses, as well as some General Education courses. Basic skills courses appear on the student's transcript, but do not count toward the credits required for a baccalaureate degree. However, these credits are included in determining students' class level (freshman, sophomore, etc.), in defining their full-time status, and in for financial aid purposes.

Students who need remediation must successfully complete all assigned basic skills courses during their first two semesters at the University. Students who do not do so will be permitted to enroll in Basic Skills classes only in subsequent semesters, regardless of their GPA, until they successfully complete all these courses. Students who take more than two semesters to complete all assigned basic skills courses will be notified at the end of the second semester. Those who fail a basic skills course twice, or fail two different basic skills courses, will be reviewed by the appropriate basic skills coordinator(s).

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.

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

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

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

REQUIREMENTS 59-60 CREDITS

A. Arts and Communication 6 credits

Art

Communication

Music

Theatre

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

B. Humanities 21 credits

Writing Effective Prose 3

Foreign Language

(dependent upon placement) 0-6

History 6

Literature 3

Philosophy 3

C. Science 11-12 credits

Mathematics 3-4

Science 8

D. Social Science 9 credits

Anthropology

Geography

Political Science

Psychology

Sociology

Economics

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

E. Health or Movement Science 3 credits

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

G. General Education Electives 6 credits

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

H. Non-Western Culture

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

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

3. The Major

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

In a Bachelor of Arts program, major courses total between 30 and 40 credits.

In a Bachelor of Science program, up to 60 credits may be required.

In specialized degree programs, such as the Bachelor of Fine Arts and the Bachelor of Music, major course requirements often exceed 60 credits.

Multiple Major Courses of Study

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

4. Upper-Level Electives

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

5. Teacher Certification Programs

Students seeking teacher certification should refer to the section of this catalog describing the **College of Education** and the **Department of Curriculum and Instruction** or **Department of Special Education** for further details on teacher certification requirements.

6. Free Elective Courses

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

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

7. Waivers

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

8. Academic Residency Requirement

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

9. Time Limit for Degree

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

Extracurricular Activities

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

The policy component is excerpted below:

- I. Extracurricular activities are here defined as participation in any clubs, athletics, or organizations recognized by the University or any of its agencies and that do not receive academic credit.
- II. All extracurricular activities shall be open to all full-time and part-time students who have paid the appropriate student activity fees, except where the organizations are members of national bodies that have more stringent requirements.
- III. The following limitations should apply only to students who are holding office and/or participating in activities that require a regular commitment of three or more hours per week.
 - A. Extracurricular eligibility will be monitored once a year in August after the summer session is completed. Since "automatic" or academic probation is monitored in June, a student who is put on academic probation has 14 months on academic probation to raise the GPA to a 2.0 or above before becoming ineligible to participate in extracurricular activities. Each student is entitled to only one year of participating in extra-curricular activities while on probation. If after spending one year on probation and becoming ineligible to participate, the student once again falls below a 2.0, he or she is then immediately ineligible to participate until the GPA is raised to a 2.0.
 - B. Where any outside organization stipulates "normal academic progress" for full-time students as a requirement for participation, such progress will be defined as follows:
 1. Taking 12 credits in the semester of participation to avoid extracurricular activities probation.
 2. Completing successfully 24 credits the previous 12 months of academic study to avoid extracurricular activities probation. This condition shall not apply to students who have never previously had full-time status at William Paterson University or who have only had full-time status the previous semester.

- C. Where no outside organization stipulates "normal academic progress" for full-time students as a requirement for participation such required progress will be defined as follows:
1. Full-time status students are required to successfully complete 24 credits in the previous 12 months to avoid extracurricular activities probation.
 2. Part-time status students must successfully complete 12 credits in the previous 12 months to avoid extracurricular activities probation.
- D. A student who is dismissed from school for reasons of academic standing who is later reinstated may participate in extracurricular activities after meeting the following criteria:
1. One year of nonparticipation after reinstatement.
 2. A GPA- of 2.0 or above.
- E. Those students who do not begin participation in extracurricular activities their first year of college must have a GPA- of 2.0 when they begin participation.- Those who begin participation with a GPA of below 2.0 will automatically be put on extracurricular activities probation.
- IV. Students whose extracurricular activities are limited by this policy may wish to explain extenuating circumstances, which would allow them to participate in extracurricular activities.- A standing review committee shall be formed by the senate to hear such appeals.

Grades

The William Paterson University grading system is as follows:

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

Grade Point Values.

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

Grade Regulations

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

Incomplete Grades

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. Students enrolled in courses on a pass/fail basis render those courses ineligible for inclusion when determining the Dean's list.

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

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

5. If not satisfied with the Department Executive Council's (or other appropriate department committee's) recommendation, and if the student wishes to further pursue the complaint, the student must write to the dean of that College requesting that the complaint be brought to the College Council for a recommendation by the department chairpersons of the College concerned. The chairperson of the department concerned will not take part in the final vote. The Council's recommendation will be given to the dean of that College. This recommendation will constitute the University's final decision.
6. The faculty unequivocally have the final responsibility with regard to grade changes.
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 University (see below). A leave of absence must be applied for at least 30 days prior to the last day of classes of the semester for which it is applicable. Refunds after the deadline will not be considered under any circumstances.

All sophomores, juniors and seniors can obtain the forms for a leave of absence from the Counseling Center, Morrison Hall, 973-720-2257. All leave of absence forms for freshmen can be obtained through the Freshman Life Office, Morrison Hall, 973-720-2219.

Withdrawal from the University

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

Nonattendance in classes does not constitute a withdrawal from the University. For matriculated sophomores, juniors or seniors, a withdrawal from the University must be officially processed through the Counseling Center, Morrison Hall, 973-720-2257. Matriculated freshmen seeking withdrawal must contact the Freshman Life Office, Morrison Hall, 973-720-2219. Nonmatriculated students who wish to withdraw from the University during the school year are required to complete the appropriate form, available at the Office of the Registrar.

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

Independent Study

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

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

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

1. Statement of the purpose of the project
2. Description of the proposed methodology to be used in carrying out the independent study
3. Brief preliminary bibliography
4. A proposed time schedule
5. If the project is expected to continue for two or more semesters, it should be clearly stated which part of the proposed work should be completed by the end of each semester

Outcomes Assessment

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

Obligation of Payment

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

Undeclared Students

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

Special Academic Programs

SPECIAL PRE-PROFESSIONAL ACADEMIC PROGRAMS

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

Pre-Engineering Program

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

Pre-Law Program

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

Pre-Medical Program

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

OTHER SPECIAL ACADEMIC PROGRAMS

Freshman Seminar (973-720-2219)

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

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

Graduate Programs (973-720-3044)

The University offers graduate programs leading to the Master of Arts, Master of Science, Master of Education, Master of Business Administration, and Master of Science in Nursing degrees.

Detailed information about programs, course offerings and admission requirements may be obtained by contacting the Office of Graduate Studies, Raubinger Hall, Room 139 at 973-720-2237 or through the web page at www.wilpaterson.edu.

International Student Exchange (973-720-3044)

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

programs must also receive authorization from their major department. Additional information is available from Professor Gurivor Satra, Atrium, 211.

National Student Exchange (973-720-2256)

William Paterson Students who have a 2.5 or better grade point average may participate in the National Student Exchange Program (NSE). The program enables students to enroll for a semester or a year in one of 148 member colleges and universities in the United States, Guam, Puerto Rico, and the U.S. Virgin Islands. Students pay wither William Paterson University's tuition or the in-state tuition of the host school. This program offers students the opportunity to live in other regions of the United States and its territories and to experience new climates, scenery, and cultures. All financial aid may be applied to this program. For more information, contact Ann Yusaitis, Counseling Center, Morrison Hall, Room 134, 973-720-2256.

University Honors Program (973-720-2480)

The goals of the University Honors Program are to enhance academic excellence, challenge talented and highly motivated students, and to provide unique opportunities for students. These goals are accomplished with a university-wide program consisting of seven programs. Each of the programs is characterized by one-on-one contact with faculty who act as advisors or mentors. Each of the programs may be added to an academic major. Common to all programs is a performance as the capstone of the student's academic career. A performance might be a lecture-recital, the presentation of the results of an independent study, the production of a musical revue, or the proposal and advocacy of a public policy on a matter of public health.

The seven current honors programs are: biopsychology, cognitive science, humanities, life science and environmental ethics, music, nursing, and performance studies. Two of these programs, music and nursing, are designed to enhance the excellence of the student in a specific major. Two programs, biopsychology and cognitive science, explore new and exciting interdisciplinary frontiers. Three of the programs, humanities, life science and environmental ethics, and performance studies, are open to students of any major. They add a cross-disciplinary perspective and combine rigorous classroom training with a unique, out-of-the-classroom experience. For more information regarding the University Honors Program, contact Dr. Martin Hahn, program director, Hunziker, Room 150.

Biopsychology Honors Program - The honors program in biopsychology began in 1976 with the aid of two grants from the National Science Foundation. The program draws on discoveries in such fields as behavior genetics, the neurosciences, physiological psychology, psycho-pharmacology, and other fields to investigate such complex topics as the structure and functioning of the brain, or why individuals vary in their behavior. As with the other programs in the university-wide honors program, biopsychology is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

The program is open to majors in anthropology, biology, chemistry, nursing, psychology, and sociology, and is highly recommended for students planning graduate or professional studies in pursuit of careers in medicine, psychology, nursing, the neurosciences, and the like. Incoming students begin with a set of foundation courses carefully selected to provide a basis for the study of more advanced concepts and methodologies. After completing the foundation, students continue with a set of four courses which form the core of biopsychology. Throughout the student's time in the program, there are opportunities to apprentice in research, be a part of discussion groups, and attend national scientific meetings. Senior students typically complete an independent study project working one-to-one with a faculty mentor. For further information on this program consult the program coordinator: Dr. Robert Benno, Department of Biology, 973-720-3440.

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

The cognitive science program is open to majors in psychology, anthropology, biology, computer science, philosophy and communication disorders. Students in other majors who are interested in the program may also be admitted with permission from the program coordinator. This program provides the student with opportunities to engage in in-depth discussion on topics related to the mind/brain. Research is strongly emphasized within the program, and there are many opportunities to become involved in research with faculty. Culminating the student's undergraduate career is the research thesis. The cognitive science honors program is highly recommended for students planning graduate or professional studies in pursuit of careers in education, psychology, philosophy and related fields.

For further information on this program consult the program coordinator: Dr. Katherine Makarec, Department of Psychology, 973-720-3403.

Humanities Honors Program - The humanities honors program provides a humanistic focus for a student's course of study. Drawing upon literature, art, philosophy, history, and religion, this program allows the student to examine a wide variety of human ideals, goals, and values from the classical to the modern era.

The humanities program is open to students of any major in the University. As with the other tracks in the university-wide honors program, humanities is not a major but a distinct set of courses that adds breadth to and reinforces a student's major. The hallmarks of the humanities program are team-taught, rigorous courses with low faculty/student ratios. In these classes, students and faculty discuss the evolving patterns of human self-awareness in the great writers of the classical, medieval, early modern, and contemporary worlds. Completing a student's undergraduate career is the opportunity to work independently, with the guidance of a faculty member, on a one or two-semester senior thesis. A separate evening program with a similar focus and goals is available.

For more information on this program consult the program coordinator Dr. Richard Atnally, Department of English, 973-720-2696, or Dr. John Peterman, at 973-720-3030.

Life Science and Environmental Ethics Honors

Program - The newly developed honors program in life science and environmental ethics addresses issues that have arisen over the past three decades by the rapid application of the discoveries, particularly in the field of molecular biology. Our ability to manipulate the genetic material in simple organisms like viruses and bacteria with our ever-increasing ability to make those same manipulations in complex plants and animals, including humans, leads to an explosion of new ways to control our environment, alleviating pain, curing previously intractable ailments, producing new medicines, and even manipulating the human genome and gene pool.

As with the other programs of the university-wide honors program, the life science and environmental ethics program is not a major but a distinctive set of courses that adds breadth to and reinforces a student's chosen major. Open to students of any major, the program could be of special benefit to students of science who choose to anchor their scientific knowledge in a classic ethical foundation. Coming from another perspective, a student of the humanities might choose to complete their undergraduate education with first hand experiences where ethics and the biological science merge.

After completing the first two undergraduate years, and at least two courses in science (by advisement), the student takes a set of three courses. Those courses expand their understanding of the process of scientific investigation, expose them to the major ethical systems and through the mechanism of the case study, explore the interfaces among ethics, science and the law. The program culminates in a one semester intensive internship with an agency that deals with ethical issues in the lives of humans, animals or an aspect of human-environment interaction.

For further information on this program consult the program coordinator: Dr. Karen Swanson, Department of Biology, 973-720-2247.

Music Honors Program - The music honors program is newly developed and designed to enhance the existing degree programs in music. Students selected for admission into the program must have demonstrated exceptional musical or academic promise. As is the case with other programs in the university-wide honors program, the music program is a distinctive set of courses that reinforces a student's chosen major.

The program is open to qualified music majors of all levels, although transfer and upper-level students may need extra seminars beyond the usual eight to complete the program. Students meet with their music honors advisor to map out their curriculum which consists of three components. The first component is a series of four, one credit music honors seminars. The second component is a set of music courses, the student would normally take, but that are enhanced in content. The final component is a special music honors project completed in the senior year. This project is a significant piece of work that may take the form of a lecture, an enhanced recital, or the performance of an original composition in culmination of the student's honors training.

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

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

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

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

Performing Arts Honors Program - Sponsored jointly by the College of Humanities and Social Sciences and the College of Arts and Communication, the performing arts program is a cross-disciplinary program for students who are interested in one or more aspects of public performance. Such performance might be acting, writing, directing, theatrical production, music composition or music arrangement. In consultation with the program coordinator, the student will select five courses to assist in the preparation for a public performance. The outcome of the program is the public performance itself—a play or solo performance—will be held on campus and be open to the university community and the community at large. As is true for the other programs in the university-wide honors program, performing arts is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

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

For further information on this program consult the program coordinator: Dr. Phillip Cioffari, Department of English, 973-720-3053.

Degree Programs

College of the Arts and Communication

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

College of Business

Accounting (B.S.)
 Business Administration (B.S.)

College 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 University. A complete list of these approved majors is found on page 111 of the catalog.

College of Humanities and Social Sciences

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

College of Science and Health

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

Pre-Professional Programs

Communication Disorders
 Dentistry
 Engineering
 Law
 Medicine
 Veterinary Medicine



College of the Arts and Communication

Dean: Ofelia Garcia, M.F.A.
Office: Hobart Hall 206

Degrees Offered:

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

Honors Programs:

Music
Performing Arts

Introduction

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

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

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

Message from Dean Ofelia Garcia

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

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

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

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

Department of Art

Professors: A. Lazarus, C. Magistro (chairperson), G. Schubert, D. Shapiro
Associate Professors: J. Brown, M. Fay, D. Horton, W. Muir, M. Rothman
Assistant Professors: Z. Cong, A. De Laura, L. Farber, H. Heller-Ramsay (half time), L. Leach, L. Prince, R. Schwartz (half time), P. Swain, J. Van Putten, H. Zhang
Gallery Director: N. Einreinhofer

The Department of Art at William Paterson University is located in the 50,000 sq. ft. Ben Shahn Center for the Visual Arts and the Power Arts Building, the new home to the Department's visual arts studios. Situated in the Ben Shahn Center, are the Ben Shahn Galleries, well known for excellence in exhibitions, and lectures and a vital component of the department and the University.

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 the new Power Arts Building 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.

B.F.A. Entrance Requirements

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 University 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 Upper-level Art History elective, including ARTH 318-319	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 15 Credits

(By Advisement): Up to 9 credits may be taken from related non-art courses with advisor approval. See advisor for approved list of courses.

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

ARTS 495	Senior Thesis Project	3
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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	Upper-level Art History Elective, including ARTH 318-399	3

Studio Foundations 15 Credits

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

Major Fine Arts Studio Requirements 15 Credits

Five studio 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 18 CREDITS**

Choose five of the following courses:

ARTH 101	Approaches to Western Art	3
ARTH 201	Approaches to Modern Art	3
ARTS 105	Drawing	3
ARTS 110	3-D Design	3
ARTS 120	2-D Design	3
ARTS 205	Life Drawing	3
ARTS 220	Painting and Color Theory	3

Choose any 200 or 300 Art Studio 3 Credits

MINOR REQUIREMENTS:**ART HISTORY 18 CREDITS**

ARTH 101	Approaches to Western Art	3
ARTH 201	Approaches to Modern Art	3
ARTH	Upper-level Art History Electives, including ARTH 318-399	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 102 Approaches to Non-Western Art

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

ARTH 110 Western Art I

Art of the prehistoric period to 1400. 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 290 Gallery Workshop

An introduction to the world of galleries and museums, this course includes hands-on experience working in the University galleries. Students learn how exhibits are organized, assist with the design and installation of an exhibit, learn about basic publicity packets, and other essentials of gallery work.
Prerequisite: One course in art history.

ARTH 315 Modern Art II

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 GrecoRoman 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 Repeatable three times

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 250 or COMM 120

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 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. 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

Professors: J. Gaboury, B. Gulbranson, J. Ludwig, B. Morganstern D. Peck, B. Sandberg
Associate Professors: J. Chamberlain, L. Katz, T. Leshner (chairperson) I. Olaye, J. Rhodes, R. Weidenaar

Assistant Professors: J. Akrami, R. Bartone, D. Evans, S. Ferris, C. Lum, K. Nagelberg, J. Nutter

Instructors: E. Birge, L. Ramos

The mission of the bachelor of arts in communication is to provide academically based communication courses aligned to the University's central mission of preparing students for "careers, advanced studies, and productive citizenship in a increasingly global economy and technological world." The B.A. in communication offers an integrated introduction to the communication arts and technologies through an humanizing course of study in concert with introductory and advanced production-oriented classes.

The B.A. in communication describes, at its most general level, the creation, transmission, and evaluation of messages at all levels, for commercial or non-commercial purposes, and prepares individuals to apply the principles of communication to work in varied media. This includes instruction in modes and behavioral aspects of human communication, the formal means by which society organizes communication, and the role of communication in culture.

The B.A. in communication encompasses an integrated curricular structure leading to a single major. Students may specialize in a single concentration of courses, or generalize by taking courses across the concentration. The B.A. in communication offers five main concentrations of study:

The interpersonal communication concentration introduces students to the study of human interpersonal communication from the scientific, behavioral and humanistic perspectives. This includes instruction in the theory and physiology of communication, the history of communication, the social role of communication, oral interpretation of literature, interpersonal interaction, small groups, and the relation of speech to nonverbal and other forms of message exchanges.

The journalism and public relations concentration introduces students to the methods and techniques for gathering, processing, and delivering information in both print and broadcast media. The concentration has two main objectives: (a) to prepare individuals for careers in the field and (b) to enable students to become sophisticated consumers of news media. The concentration includes instruction in news writing, reporting, broadcast editing, copyreading, professional standards and ethics, broadcast design and production, the role of the press in modern society, and public relations principles and practices.

The radio and television concentration introduces students to the methods and techniques used to write, produce, and direct instructional, informational, educational, and entertainment programs and short subjects in the broadcast media, and to prepare individuals to function as professional announcers, directors, and producers. Students take courses in both the theory and practice of the mass communication arts.

The film concentration prepares students to communicate information, ideas, moods, and feelings, through the study of aesthetic, technical, and ideological concepts and through the making and producing of films. This includes instruction in theory of cinema and media studies, film technology and equipment operation, film production, film direction, film editing, and techniques for making specific types of films.

Theater courses, formerly offered under a separate department, are available as communication courses and a concentration is also available in this area. The theater concentration provides opportunities for students to develop their creativity and to understand and appreciate the importance of dramatic arts. Within this concentration, students may further specialize in the areas of acting/directing, design/technical, and theory/arts management.

A variety of professional opportunities exist for communication majors. These include careers in print and broadcasting, journalism, radio, television, and theater production, including announcing, station management, corporate and cable operations, filmmaking, acting, directing, editing, and criticism. In addition communication studies prepare students for positions in business, government, education, public relations, personal work, management, consulting, etc.

The major also provides an excellent undergraduate background for students intending to pursue advanced degrees in law, business and areas of public service, government or education.

Curriculum

MAJOR REQUIREMENTS 39 CREDITS

Required Courses 18 Credits

COMM 120	Mass Communication	3
COMM 121	Communication Theory	3
COMM 210	Media Writing (Writing Competency)	3
COMM 244	Communication Research Foundations (Research Competency)	3
COMM 363	Public Speaking (Oral Communication Competency)	3
COMM 444	Communication Capstone	3

Every communication major is required to complete a capstone experience. In order to take the capstone course two of the following courses must be completed prior to enrolling in the capstone: Foundations of Language (COMM 265), Press in a Free Society (COMM 222), Intercultural Communication (COMM 340), Radio and Television (COMM 220) and International Media (COMM 224).

Major Electives 21 Credits

Choose 21 credits from any of the following areas:

A. Interpersonal

COMM 110	Communication in Action
COMM 121	Communication Theory
COMM 260	Oral Interpretation
COMM 265	Foundations of Language
COMM 266	Dynamics of Communication
COMM 340	Intercultural Communication
COMM 360	Interpersonal Communication
COMM 361	Successful Business and Professional Communication
COMM 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 220	Radio and Television
COMM 224	International Media
COMM 225	Audio Production
COMM 226	EFP and Video Editing
COMM 227	Television
COMM 321	Announcing
COMM 322	Advanced Announcing
COMM 324	Writing for Radio/Television
COMM 326	Advanced Television Production
COMM 330	Television Internship
COMM 352	Broadcast Advertising
COMM 353	Advanced Audio Production

COMM 421	Broadcast Management
COMM 424	Radio Production Workshop
COMM 425	Television Workshop

C. Journalism

COMM 222	Press in a Free Society
COMM 223	Press and the Presidency
COMM 250	Journalism
COMM 348	Public Relations
COMM 349	Radio News
COMM 350	Television News
COMM 351	Advanced Reporting
COMM 448	Public Relations Case Studies
COMM 449	Public Relations Workshop
COMM 451	Freelance Writing
COMM 452	Advanced Broadcast Journalism
COMM 454	News Editing
COMM 455	Electronic News Gathering
COMM 459	Journalism Field Studies
COMM 460	Reporting Public Affairs

D. Film Studies

COMM 230	Filmmaking I
COMM 234	Film As a Medium
COMM 331	Filmmaking II, 16mm Filmmaking
COMM 332	Filmmaking III, Advanced Production
COMM 333	Applied Techniques I
COMM 334	Applied Techniques II
COMM 431	Screenwriting
COMM 432	Dramatic Film Production
COMM 434	Current Cinema
COMM 437	Film Editing
COMM 499	Independent Study

E. Theater

COMM 101	Introduction to Theater
COMM 115	Production Laboratory
COMM 117	Performance Laboratory
COMM 170	Acting I
COMM 270	Acting II
COMM 272	Acting III
COMM 274	Acting for TV
COMM 275	Acting IV
COMM 280	Theater Workshop I
COMM 283	Playscripts
COMM 290	Theater Workshop II
COMM 318	Forms of Art
COMM 377	Directing
COMM 384	History of Theater
COMM 388	American Theater
COMM 456	Playwriting

F. Related Courses

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

Among these are:

ARTS 282	Intro to Electronic Publishing
ARTS 285	3-D Computer Graphics
ARTS 385	Advanced 3-D Computer Graphics
MUS 251	Audio Recording I
MUS 252	Audio Recording II

COURSES

Unless otherwise noted, all courses are 3 credits.

COMM 101 Introduction to Theater

An innovative study of the dramatic process covering 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.

COMM 110 Communication in Action

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

COMM 115 Production Laboratory

A practical application of the principles of stagecraft. Production-related projects in such crafts as scenic construction, scene painting, properties, lighting, and sound.

Evening hours required. May be repeated.
1 credit

COMM 117 Performance Laboratory

A practical application in acting under faculty supervision. Work includes rehearsing and performing a play for public presentation.

Prerequisite: Audition May be repeated.
1 credit

COMM 120 Mass Communication

The institutions, history, and technology of the mass media are examined as communication systems. Newspapers, magazines, film, and broadcasting media are studied in terms of social and personal impact. Contemporary media issues, policies and ethics are discussed.

COMM 121 Communication Theory

Acquaints the student with contemporary theory and research in the field of communication. Motivation, interaction and effects of communication are examined in a range of contexts, including between persons, small and large groups, organizations, cultures, and mass communication systems.

Prerequisite: COMM 110

COMM 130 Scenery Construction I

Fundamentals of scenery construction are considered in a practical situation. Students are introduced 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.

COMM 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 theater games as personal development in the arts of acting.

COMM 210 Media Writing

Explores the forms, content, potentials, and limitations of writing for media, including writing for radio, television, film, print journalism, and electronic journalism. By creating both factual and fictional writing for various media, the student develops critical standards and individual abilities.

Prerequisite: COMM 120 and ENG 110

COMM 220 Radio and Television

An introductory course tracing the historical development and implications of the media. The student is introduced to programming materials, criticisms, standards, skills, and production methods.

Prerequisite: COMM 120

COMM 222 The Press in a Free Society

A study of the relationship between the news media and society in the United States, with emphasis on legal and ethical issues. Press criticism is an important part of content.

Prerequisite: COMM 120

COMM 223 The Press and the Presidency

A study of the relationship between the news media and the presidency with emphasis on the nature of the news coverage of each of the last few presidential elections. Particular attention is given the presidential campaign in progress, if any.

COMM 224 International Media

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

Prerequisite: COMM 120

COMM 225 Audio Production

Examines the audio aesthetics of sound production. Analyzes the creative responsibilities involved in the elements of sound production. Students are trained in the use of studio and remote audio equipment and are given practice in writing, producing, directing, and performing in audio production.

Prerequisite: COMM 210

COMM 226 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 227 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.

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 modern film equipment, students focus on self-expression, visual thinking, composition, lighting, camera movement, and editing techniques. Each student explores different approaches to filmmaking through several filmed exercises and has the opportunity to direct, shoot, and edit a final film.

Prerequisite: COMM 234

COMM 234 Film As a Medium

An introduction to the study of film as a language and as an art. The course examines the aesthetic and social factors that construct our responses to films. Using multiple approaches to understanding and discussing a film, the student is introduced to technical and aesthetic terminology and to a range of elements in the filmmaking process such as narrative structure, camera movement, mise-en-scene, editing, and sound. This course is composed of lectures, screenings, discussions, and shot-by-shot analysis of works by major directors.

Prerequisite: COMM 210

COMM 244 Communication Research Foundations

An opportunity for advanced study and discussion of issues and questions, together with the opportunity to study and analyze the research available in various areas of communication. Each student chooses an area of communication in which to plan and carry out a research project.

Prerequisite: COMM 121

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 210

COMM 260 Oral Interpretation

Students learn to communicate the content, form and mood of works of literature through the medium of oral reading. Includes expository, narrative, and dramatic prose and narrative, dramatic, and lyric poetry.

COMM 263 Public Speaking

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

Prerequisite: COMM 110

COMM 264 Voice and Speech Production

A study of the speech mechanism and its relationship to the development and mastery of basic breathing, vocal and articulation skills. Students in communication, education, business, theater, radio, singing, and allied fields are encouraged to master these skills. Special attention given to individual voice, articulation, and communication problems.

Conference and practice hours to be arranged.

COMM 265 Foundations of Language

Presents an overview of the nature and function of language as a communication tool. Stresses the aspects of language relating to the phonologic, semantic, and linguistic structures.

COMM 266 Dynamics of Communication

A study of the meaning of verbal and nonverbal languages and the influence of these languages as tools for communication.

COMM 270 Acting II: 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: COMM 170

COMM 271 Theater Management

An investigation of operational procedures including administration, purchase and accounting practices, box-office management, publicity, promotion, public relations, policy and decision making, and management of theater personnel.

COMM 272 Acting III: 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: COMM 270

COMM 274 Acting for Television I

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

COMM 275 Acting IV: Scene Study

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

Prerequisite: COMM 272

COMM 280 Theater 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 theater management.

COMM 281 Lighting I

This course provides training in the problems of lighting design and its application to stage and television production in various forms. Color, rhythm, and aesthetic backgrounds are examined in the context of good lighting design.

COMM 282 Scene Design I

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

COMM 283 Playscripts

A study of playscripts in terms of both their functional, narrative content and their theatrical, structural function. Investigation of the reasoning process involved in visualizing the transformation of a script on the page into a play on the stage.

COMM 284 Scenery Construction II

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

Prerequisite: COMM 130

COMM 290 Theater Workshop II

A continuation of COMM 280.

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.

Prerequisites: 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

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.

Prerequisites: 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.

Prerequisites: COMM 225 and COMM 227

COMM 330 Internship

Students are assigned to on-campus media outlets or external sites for practical experience in communication fields.

COMM 331 Filmmaking II

This course is an introduction to professional 16mm film equipment and techniques. Through lectures, demonstrations, and filmed exercises students learn how to use cameras, light meters, lenses, film stocks, sound equipment, and professional editing techniques. Students also learn the conventions of continuity and montage filming and editing, the organization of film crew shooting, creative use of sound and image, and dramatic lighting. Each student has the opportunity to produce a final 16mm short film.

Prerequisites: 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 such production techniques as sync sound filmmaking and advanced lighting, as well as postproduction work including sound and picture editing, A & B roll preparation and the role of the laboratory. Students are encouraged to work as crew on each other's productions.

Prerequisites: COMM 331

COMM 333 Applied Techniques I

An intensive production workshop designed for students of film and video who wish to integrate several media production techniques in individual advanced projects. The purpose of this course is to examine the different production approaches used in the making of diverse products from documentaries to music videos to television commercials to independent dramatic and experimental films.

Prerequisites: COMM 332

COMM 334 Applied Techniques II

Qualified majors may be admitted in their senior year and use credit toward graduation. This course permits the development and execution of advanced projects using alternative production and exhibition techniques in works ranging from film and video installations, film and performance combinations, multiple projection, and multimedia. Collaboration with others in related fields is encouraged. Proposals based on drawings and interdisciplinary concept proposals using non-traditional approaches is required. Students and instructor meet frequently during the semester for review, discussion and progress reports. Upon completion, students have a sophisticated knowledge of the potentials of the interdisciplinary medium and have work ready for exhibition.

Prerequisites: COMM 333 or equivalent

COMM 340 Intercultural Communication

Through a comparison of numerous cultures, students explore the primary distinguishing characteristics of culture and identify strategies for relating their own culture to those of others. Emphasis is placed on an eclectic cultural design. The primary goal is to provide students with practical and theoretical knowledge and an understanding of intercultural communication in contemporary life situations.

Prerequisite: COMM 121

COMM 348 Public Relations

Defines the functions of public relations method and its historical context. Students are apprised of the basic tools used in varied public relations situations.

Prerequisite: COMM 250

COMM 350 Television News

Instruction and practical experience in the basic techniques of television news writing. Writing for film and videotape, reporting for television and producing television news programs. Analysis of television news broadcasts and discussion of the major issues involved in television journalism.

Prerequisite: COMM 210

COMM 351 Advanced Reporting

Guides students in developing in-depth news and feature articles. Evaluation of individual's work. Matters of current concern to the news media are discussed.

Prerequisite: COMM 250

COMM 352 Broadcast Advertising

Introduces the student to the development and philosophy of broadcast advertising. Theory and practice of commercial advertising techniques are covered. Emphasizes the nature of the creative process and the relationship existing among client, broadcaster, and the government.

Prerequisite: COMM 120

COMM 353 Advanced Audio Production

Students increase their ability to write, produce, direct, and perform in audio production projects. Introduction to various formats, creation of sound effects, musical background, and direction are emphasized.

Prerequisite: COMM 225

COMM 360 Interpersonal Communication

Course focuses on interpersonal communication theory, research, and application. Students study and apply the elements of dynamic communication within personal, small group, corporate, and intercultural contexts.

Prerequisite: COMM 121

COMM 361 Successful Business and Professional Communication

Through the study of communication theory as it relates to business and the professions and through practice simulations, the student acquires a knowledge of those communicative and motivational skills essential for success in business and professional life.

Prerequisite: COMM 210

COMM 362 Debate

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

Prerequisite: COMM 263

COMM 365 Introduction to Rhetoric

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

Prerequisite: COMM 121

COMM 377 Directing for Stage and Media

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

COMM 380 Stage Management

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

COMM 381 Scene Painting I

A study of the basic styles of scene painting with a concentration on dry pigments and casein mediums. This course allows a student to develop a basic ability to interpret the scenic designer's elevations and reproduce them for the stage and media.

COMM 382 Lighting II

Advanced training in the problems of lighting design and control as related to their application to production on the stage and in the media.

Prerequisite: COMM 281

COMM 383 Scene Design II

An advanced study of the problems of the scenic designer in theater, television, and film. Concentration is on the areas of materials and techniques. The student is expected to produce models and renderings utilizing various techniques and structures.

Prerequisite: COMM 282

COMM 384 History of Theater

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

COMM 385 Field Experience in Drama and Theater

Students receive academic credit for guided experiences in drama and theater in the college community. These experiences include touring productions to area schools, geriatric centers, etc; drama therapy internships, drama education in local schools, and other assignments as determined by the instructor.

COMM 386 Acting for Television II

An advanced course in television acting that includes challenging work on various modes of dramatic literature adapted to television. In addition, the course features advanced performing techniques and varied experiences with the dramatic television director.

Prerequisite: COMM 274

COMM 387 Acting V: Advanced Scene Study

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

Prerequisite: COMM 275

COMM 388 American Theater and Drama

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

COMM 389 Drama for Children

Study of the importance of dramatic process in a child's individual and social growth. Investigation of the dynamics of the creative process within formal drama (children's theater) and informal drama (creative dramatics).

COMM 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

COMM 421 Broadcast Management

An appraisal of management problems in commercial broadcasting for the advanced student. Includes sales and profit, personnel, programming, audience, governmental regulations, and technical factors.

Prerequisite: COMM 220

COMM 424 Radio Production Workshop

An advanced course in audio production designed to augment the student's skills and techniques in radio production. Direction and production of various commercial and non-commercial spots, news documentary, discussion, and music formats are produced for airing on campus radio and commercial and noncommercial public radio stations.

Prerequisite: COMM 353

COMM 425 Television Workshop

Students produce, write, and direct video projects dealing with instructional material, news and public affairs, and entertainment programming. Projects must be programmable for campus use, cable television, public broadcasting, and other open circuit channels.

Prerequisite: COMM 227

COMM 431 Screenwriting

This course is an introduction to the theory and craft of dramatic screenwriting. The class explores how a script is developed from concept to final written form. Through lectures, film viewing, and weekly exercises, emphasis is placed on plot and story structure, the adaptation of literary or word-based ideas into cinematic forms, how to tell a story with images, character, plot, and dialogue development. In workshop style, the class analyzes well-known scripts and the relationship to the resulting film. Each student writes a script developed within the context of the workshop.

Prerequisite: ENG 110 and COMM 210

COMM 432 Dramatic Film Production

An intensive production workshop designed for film and video students who wish to integrate several media production techniques in individual advanced projects. The purpose of this course is to examine the different production approaches used in the making of diverse products from documentaries to music videos to television commercials to independent dramatic and experimental films.

Prerequisite: COMM 332

COMM 434 Current Cinema

A film analysis course focusing on contemporary film and criticism. The class looks at recent works from the international and independent film world and particularly those works that are innovative and unconventional in their approach. The films are considered within current theoretical, aesthetic and social contexts using different perspectives: the technical and economic aspects of filmmaking, the ideological and psychological effects of cinema, and the recent aesthetic developments of the art form. This advanced cinema studies course is designed for students who want to strengthen their critical writing skills and for filmmakers who want to expand their aesthetic and creative knowledge of the medium.

Prerequisite: COMM 234

COMM 437 Film Editing

An advanced course for students who have basic film production and postproduction knowledge and wish to learn the standard techniques of editing a sound film. In a workshop environment, the student becomes familiar with editing vocabulary, equipment and procedures, from editing dailies to learning to prepare an A & B roll. The techniques of editing picture and sound are examined in lectures and later applied in a series of hands-on exercises and creative assignments. At the same time, the class balances the technical by providing an aesthetic overview of historical and current editing styles used in this complex art.

Prerequisite: COMM 331

COMM 444 Communication Capstone

Every communication major is required to complete a capstone experience. In order to take the capstone course two of the following courses must be completed prior to enrolling in the capstone: Foundations of Language (COMM 265), Press in a Free Society (COMM 222), Intercultural Communication (COMM 340), Radio and Television (COMM 220) and International Media (COMM 224).

COMM 448 Public Relations Case Studies

Case studies of public relations in action are analyzed to identify general principles and strategies that can be applied to the systematic solution of public relations problems and to the creation of public relations opportunities.

Prerequisite: COMM 348

COMM 449 Public Relations Workshop

This course provides background and practice in developing written communications important in the practice of public relations. Using a workshop format, the course emphasizes planning, writing, and targeting communications designed to persuade specific audiences using various media channels.

Prerequisite: COMM 348

COMM 451 Freelance Writing

Instruction and supervised practice in nonfiction writing for today's periodical. Students learn how to analyze market needs, develop ideas suitable for publication, prepare manuscripts, and market what has been written.

Prerequisite: COMM 250

COMM 452 Advanced Broadcast Journalism

A course aimed at preparing students for work in broadcast news in radio or television. The goal is to polish skills developed in previous journalism courses to a level at or approaching that required to obtain entry-level jobs in broadcast journalism.

Prerequisite: COMM 350

COMM 454 News Editing

Prepares students to function as copy editors in the news field. Supervised practice in editing news copy and writing headlines. Use of visual materials and layout of pages. Analysis of various United States newspapers.

Prerequisite: COMM 250

COMM 455 Electronic News Gathering

The investigation, preparation, and production of news stories for broadcast. Emphasis on the independent preparation of copy, individual selection of story content, and production and video/audio tape for journalistic enterprise. Students refine previously developed skills in writing and editing for broadcast. Individual and group-produced news stories in the field receive feedback from instructor and peers.

Programming materials are developed and produced for use on local outlets.

Prerequisite: COMM 350

COMM 456 Playwriting

A study and practice in the basic techniques of playwriting. Emphasizes dramatic structure and characterization developed through the writing of scenes and short plays.

COMM 459 Journalism Field Studies

Practical application of what is learned in the classroom. Students work at news or public relations jobs on- or off- campus by undertaking special field work assignments in journalism.

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 a democratic society. Integration of traditional principles with recently developed concepts and approaches.

Prerequisite: COMM 110 or permission of the instructor

COMM 480 Scene Painting II

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

Prerequisite: COMM 381

COMM 481 Acting for TV Commercials

This course provides varied experiences related to rehearsing and performing in television commercials.

Prerequisite: COMM 170

COMM 482 Acting: Showcase

A directed independent practicum culminating in a public performance.

COMM 483 Children's Theater

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

COMM 499 Independent Study

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

1-6 credits

Department of Music

Professors: S. Bryant, D. Demsey, R. DesRoches, R. Foley, D. Garcia, N. Gupitill Crain, G.

Kirkpatrick, J. Kresky, S. Marcone (chairperson)

Associate Professors: D. Falk

Assistant Professors: J. Craig Davis, K. Demsey, R. DeRosa, V. Hill, D. Kerzner, J. Link, A. Vishio

The Department of Music offers programs leading to a bachelor of music (B.M.) in music with options in classical performance, jazz studies performance, music education, 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. These programs are structured to reflect the multifaceted demands on today's and tomorrow's musicians. The department offers minors in music and music management for the non-music major.

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

Auditions

Applicants must be accepted both academically by the university and musically by the Department of Music. An in-person performance audition is required by all bachelor of music applicants. An audio cassette tape (only) is required for all bachelor of arts programs.

All applicants must complete placement tests in theory, keyboard skills, and pitch discrimination on *scheduled audition dates*. The complete evaluation of your audition, (in-person and tape), by the music faculty will be the most important factor in granting admission to the department.

The deadline for submission of completed music department applications for September entry is *May 1*. The deadline for January entry is *December 1*.

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

Voice The basic requirement is the demonstration of vocal potential. The student should prepare two classical songs, preferably one in a foreign language. Broadway show tunes or commercial/pop tunes are not accepted for the audition. Both songs should be memorized. If necessary, an accompanist will be provided, but you are strongly encouraged to bring your own.

Woodwinds A sonata or concerto of moderate difficulty. Major, minor scales and chromatic scales covering the complete range of the instrument, tongued and slurred.

Brass A sonata or concerto of moderate difficulty; i.e. Haydn, Hummel or Hindemith. Major, minor and chromatic scales, tongued and slurred.

Strings A sonata or concerto of moderate difficulty. Scales and arpeggios.

Percussion Demonstration of an ability to read notation at a moderate level. Demonstration of snare drum rudiments. Demonstration of a basic technical knowledge of the mallet instruments. Elementary exercises for timpani.

Piano

- a. *B.M. Classical Performance- Music Education Emphasis*
B.M. Music Management-Classical Performance Track

An invention by Bach, an "allegro" movement of a sonata by Haydn, Mozart, or Beethoven, a work by a romantic or contemporary composer. At least one selection must be played from memory. Major and minor scales and arpeggios.

- b. *B.M. Classical Performance*

Three contrasting memorized works, one each from the Baroque and classical periods and one from either the romantic or contemporary period. Major and minor scales and arpeggios.

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

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: For questions regarding appropriate repertory for auditions, please contact the Music Department.

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 Jazz Studies Program in the Music Department for details. In order to be considered for admission into the Jazz Studies Program, these materials must be completed and returned:

1. A William Paterson University 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. However, some selected candidates are scheduled for an in-person audition at the University. Invited students who are unable to come for an in-person audition are 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 state-of-the-art electronic and audio recording studios. Students receive the necessary technical training to pursue employment in the areas of audio engineering or audio producing, or to 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 83-86 CREDITS

MUS 000	Recital Hour (8 semesters)	0
MUS 158	Music Technology I	3
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 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 including chamber ensembles	10
	Other Music Courses	12-13

B.M. MUSIC: JAZZ STUDIES AND PERFORMANCE OPTION REQUIREMENTS 105 CREDITS*

MUS 000	Recital Hour (8 semesters)	0
MUS 137	Jazz Improvisation I	3
MUS 138	Jazz Improvisation II	3
MUS 156	Applied Music Major	3
MUS 157	Applied Music Major	3
MUS 158	Music Technology I	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
MUS 236	Western Art Music	3
	Jazz Performance Groups (2 each semester)	16
MUS 241	Jazz Ear Training I	2
MUS 242	Jazz Ear Training II	2
MUS 251	Audio Recording I	3
MUS 253	Jazz History & Analysis I	3
MUS 254	Jazz History & Analysis II	3
MUS 255	Jazz Harmony	3
MUS 256	Applied Music Major	
MUS 257	Applied Music Major	3
MUS 260	Sophomore Comprehensive Musicianship I	3
MUS 261	Sophomore Comprehensive Musicianship II	3
MUS 268	Functional Class Jazz Piano I	1

MUS 269	Functional Class Jazz Piano II	1
MUS 310	Junior Recital Performance I (midday)	0
MUS 311	Junior Recital Performance II (midday)	0
MUS 322	Jazz Improvisation III	2
MUS 323	Jazz Seminar	3
MUS 343	Jazz Ear Training III	2
MUS 344	Jazz Ear Training IV	2
MUS 356	Applied Music Major	3
MUS 357	Applied Music Major	3
MUS 368	Functional Class Jazz Piano III	1
MUS 369	Functional Class Jazz Piano IV	1
MUS 456	Applied Music Major	3
MUS 457	Applied Music Major	3
MUS 464	Senior Recital Performance	0
MUS 470	Jazz Arranging I	3
MUS 471	Jazz Arranging II	3

*Number of credits varies according to major instrument selected. Voice, piano and percussion differ from other instrumentalists as indicated below.

Vocalists: 2 years Jazz Piano Minor required (4 credits); 2 years classical voice required; not required to take Improvisation III (4 credits).

Percussionists: 2 years Jazz Piano Minor required (4 credits); not required to take Improvisation III.

Pianists: 2 years Classical Piano Minor required (4 credits).

Note: Jazz students must pass second-semester-sophomore juries in order to go on to junior year in applied major.

B.M. MUSIC — MUSIC MANAGEMENT/CLASSICAL PERFORMANCE OPTION REQUIREMENT AND COREQUISITES 97-99 CREDITS

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

Core Courses 80-81 Credits

MUS 000	Recital Hour (8 semesters)	0
MUS 158	Music Technology I	3
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 234	Sophomore Recital Performance	0
MUS 236	Western Art Music	3
MUS 260	Sophomore Comprehensive Musicianship I	3

MUS 261	Sophomore Comprehensive Musicianship II	3
MUS 262	Applied Music Major	2
MUS 263	Applied Music Major	2
MUS 280	Sophomore Ear Training I	1
MUS 281	Sophomore Ear Training II	1
MUS 307	Basic Conducting	3
MUS 310	Junior Recital Performance I	0
MUS 311	Junior Recital Performance II	0
MUS 317	History of American Popular Music	
MUS 362	Applied Music Major	2
MUS 363	Applied Music Major	2
MUS 462	Applied Music Major	2
MUS 464	Senior Recital Performance	0
	Performing Groups including chamber ensembles	9

Functional Class Piano (Choose 4 Credits)

MUS 164	Class Piano I	1
MUS 165	Class Piano II	1
MUS 264	Class Piano III	1
MUS 265	Class Piano IV	1
MUS 266	Adv. Class Piano V	1
MUS 267	Adv. Class Piano VI	1
	Advanced Music Courses*	6

*200 level or higher

Music Management Courses 19-20 Credits

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

*B average should be attained to continue in program.

At least 5 credits from

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

College of 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 158	Music Technology I	3
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 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

College 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.

Vocal Concentration 77-81 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 158	Music Technology I	3
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 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	0
	Performing Groups including chamber ensembles	9

*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 College of Education, Department of Curriculum and Instruction, ahead, for further information.

Instrumental Concentration 79 Credits

MUS 000	Recital Hour (7 semesters)	0
MUS 101	Flute and Clarinet	1
MUS 102	Double Reeds	1
MUS 103	Trumpet	1
MUS 104	Low Brass	1
MUS 105	Strings	1
MUS 108	Percussion	1
MUS 158	Music Technology I	3
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 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 Arranging	3
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	0
	Performing Groups including chamber ensembles	13

*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 College 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 270	Structure and Content of the Music and Entertainment Industry	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar (2 semesters)	2
MUS 450	Personal Management in Music	3
MUS 452	Law and Ethics in the Music and Entertainment Industry	3
MUS	Music Elective*	3

*200 level or higher, excluding music management courses

Courses

Unless otherwise noted, all courses are for 3 credits.

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

MUS 172,3,4,5	Freshman Chamber Jazz I,II,III,IV
MUS 200	Concert Choir
MUS 201	Women's Choral Ensemble (offered as determined by dept.)
MUS 202	University Chorus
MUS 203	Chamber Singers
MUS 204	Men's Glee Club
MUS 211	Concert Band
MUS 212	Preparatory Band
MUS 213	University Orchestra
MUS 214	Brass Ensemble
MUS 215	Brass Quintet
MUS 216	Woodwind Ensemble: Clarinet
MUS 217	Woodwind Ensemble: Saxophone
MUS 218	Woodwind Quintet
MUS 219	Percussion Ensemble
MUS 221	William Paterson University-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	Strings
MUS 106	Low Strings
MUS 107	Guitar
MUS 108	Percussion

MUS 000 Recital Hour
0 credit

MUS 120 Music Appreciation

Development of perceptive listening, concentrating on music from the baroque, classical, and romantic periods.

MUS 125 Survey of the Music and Entertainment Industry

Creative and business aspects of the industry. Publishing, copyright, performing rights, mechanical rights, artist's rights, recording companies, production, marketing, merchandising, mass media, and sociological implications.

MUS 130 Symphonic Music

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

MUS 137 Jazz Improvisation I

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

MUS 138 Jazz Improvisation II

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

Prerequisite: MUS 137

MUS 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 158 Music Technology I

A study of the most important technologies used for musical applications. Students gain experience working with state-of-the-art equipment, exploring topics such as analog and digital representations of sound as well as internet applications.

3 credits

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 World Music

This course surveys the music traditions from Africa, Asia, North and South America and other parts of the world, examining cultural and historical contexts. Students are expected to attend several live concerts.

MUS 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 249 Guitar Literature

Students survey the history and literature of plucked instruments through transcription, analysis, and performance. Students gain a deeper awareness of the repertory of plucked instruments.

1 credit

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

Provides an intensive study of chords, voicings, and harmonic progressions as they occur in the jazz style.

Prerequisite: MUS 161

MUS 258 Electronic Music I

An introduction to electronic music with hands-on experience in the basics of subtractive, FM, and digital synthesis. Emphasis placed on MIDI and computer applications. No prior experience on synthesizer necessary. Most assignments and projects are to be completed during required lab time. Ability to read music required. Placement test 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, Functional Class Jazz Piano I, II, III, IV 368-369

Students in the jazz studies program who are not jazz piano majors choose these sections for their second year of Functional Class Piano. These courses continue to develop the skills begun in MUS 164-165, with special emphasis on jazz improvisation, accompanying, and harmonization styles.

1 credit each

MUS 270 Structure and Content of the Music Industry

Historical aspects of recording and publishing industries and their impact on society. Current trends in publishing and recording, including business structure and role in the industry.

MUS 276 Composition Workshop I

A workshop course that develops compositional skills in the homophonic forms. Two-, three- and five-part song forms, minuet and trio and rondo forms are explored by way of musical analysis. Specific projects of composition are assigned for each of the above-named forms. Student works are performed.

Prerequisite: MUS 261 or permission of instructor

MUS 277 Composition Workshop II

In this second semester of Composition Workshop, the development of basic compositional skills is continued with their application to the traditional forms of rondo, theme and variations, ostinato, and sonatina.

Prerequisite: MUS 276 or permission of instructor

MUS 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 Teaching Strategies: Elementary Music

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 upperclass students and advanced piano majors to study the art of accompanying and to develop potential in this area of piano performance.

Prerequisite: Permission of the instructor

1 credit

MUS 340 Masterworks of Opera

A study of selected masterpieces of opera in their entirety, with emphasis on the cultural, literary, historic, and artistic foundations of each work.

MUS 341 Composition Class I

A workshop course in musical composition. The instructor assigns specific technical and/or expressive problems. All music is written for instruments or ensembles available in the department, and all works are performed in class or in concert. No stylistic limitations.

Prerequisites: MUS 161 and permission of the instructor

MUS 342 Composition Class II

A continuation of Composition Class I with emphasis on contemporary styles and techniques, strict and free serial techniques, proportional and other approximate notations, aleatory procedures, polytonality, etc.

Prerequisites: MUS 341 and permission of the instructor

MUS 343 Jazz Ear Training III

Continuation of MUS 242 with emphasis on extension harmonies, altered scales, alternate and advanced jazz forms, phrase structure. Sight singing activities include prepared and unprepared vocalization exercises, single line, polyphonic jazz and classical progressions, and rhythmic duplication of jazz percussion materials.

2 credits

MUS 344 Jazz Ear Training IV

An integrated course in the development of skills that pertain specifically to hearing and executing, (playing, singing, writing) the melodic, rhythmic, and harmonic materials of the jazz style. It is a continuation of Jazz Ear Training III.

2 credits

**MUS 351 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 includes an intensive study of signal flow and the patchbay with special emphasis on troubleshooting and creative uses of patching. Also included is 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 allows 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 also provides students with continued opportunity to fine-tune their music mixing skills. Students work in small groups on projects that specifically apply certain console and mixing techniques, and are 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 Teaching Strategies: Secondary Music

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 497 Music Honors Seminar

This is the forum for basic contact and orientation for students in the music honors program. Students are assigned a faculty mentor who meets periodically with the student to plan his/her course of study in honors, including choices of courses in and out of the Music Department, and to formulate and pursue the student's honors project.

1 credit

MUS 498 Music Honors Project

This is the culminating experience in the honors program in music. It consists of a recital, lecture, paper, report of research, or a combination of these to be determined in consultation with the music honors advisor.

2 credits

MUS 499 Independent Study

As approved and to be arranged.

1-6 credits

Honors Program in Music

This music honors program is newly developed and designed to enhance the existing degree programs in music. Students selected for admission must have demonstrated exceptional musical or academic promise. As with other University honors programs, the music program is a distinctive set of courses that reinforces a student's chosen major.

The program is open to qualified music majors of all levels, although transfer and upper level students may need extra semesters beyond the usual eight to complete the program. Students meet with their music honors advisor to map out their curriculum which consists of three components. The first component is a series of four, one-credit music honors seminars. The second component is a set of music courses the student would normally take, but that are enhanced in content. The final component is a special music honors project completed in the senior year. This project is a significant piece of work that may take the form of a lecture, an enhanced recital, or the performance of an original composition in culmination of the student's honors training.

For further information on this program, consult Dr. Jeffrey Kresky, Music Honors Program Coordinator, Department of Music.

Honors Program in Performing Arts

Sponsored jointly by the College of Humanities and Social Sciences and the College of the Arts and Communication, the performing arts program is a cross-disciplinary program for students interested in one of more aspects of public performance. Such performance might be acting, writing, directing, theatrical production, music composition, or music arrangement. In consultation with the program coordinator, the student selects five courses that assist in the preparation of a public performance. The outcome of the program is the public performance itself – a play or solo performance – held on campus and open to the University community and the community-at-large. As with other University honors programs, performing arts is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

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

For further information on this program consult Dr. Phillip Cioffari, Performing Arts Program Coordinator, Department of English.

College of Business

Dean: Frank Grippo, M.B.A.
Office: Raubinger Hall 19

Degrees Offered:

Accounting (B.S.)

Business Administration (B.S.)

Introduction

Mission

The mission of the College of Business is to provide undergraduate and graduate level programs that produce graduates with the skills, knowledge, and values necessary for success in a diverse, technologically, and globally-competitive environment.

Objective

The objective of the College of Business is to provide students with the following skills, knowledge, and values:

- ability to think critically and analytically, communicate effectively, and work effectively in teams
- expertise in fundamental theories and philosophies of business, selective functional and operational areas, the implications and realities of the global environment, the use of state-of-the-art technologies, and personal planning, growth, and development
- beliefs in their personal worth and integrity, ethical behavior, civic involvement, the value of lifelong learning, and the value of diversity

Message from Dean Frank Grippo

The College of Business offers a personal and diverse setting for management education. Our evening program attracts part-time and full-time students with varied educational and career backgrounds. We have created an academic environment in which faculty and students interact in ways that facilitate not only learning, but also growth as citizens of the world. This environment helps develop individuals who are able to compete successfully amid the changing scope of global economies and cultures.

Our curriculum goes beyond management fundamentals and gives the student management skills and a world perspective to better understand

the way business is conducted. Students are central to our task. Their future fulfillment as individuals and their future success as professionals are the principal measures of our effectiveness.

We seek to merge the practical with the theoretical. Our faculty, curriculum, and program requirements are developed and draw upon the best elements of the business and academic world so that students learn teamwork, leadership, decision making, and business technical skills in a way that meets the goals of each student. Thus, our graduates are well-rounded individuals.

Academic Standards

Freshman students who declare accounting, finance, or business administration as a major must maintain an overall GPA of 2.0 and a GPA of 2.0 in the major. The College of Business conducts a performance standards review after each semester. Students who do not maintain the required GPA are evaluated for retention/progression in the major. Students who receive more than two grades below C- in the business core and in major business courses are dismissed from the major.

Students who wish to change his/her major to accounting, finance, or business administration must have completed 30 credits and must have attained a GPA of 2.0 or better before a change may be made. In addition, student changing their major must not have received more than two grades below C- in business courses. Nonbusiness majors are not permitted to take 300- and 400- level business courses unless these two conditions are met.

Moreover, transfer students seeking admission as accounting, finance, or business administration majors must have attained an overall GPA of 2.0 or better from the institution(s) from which they are transferring and must have satisfied other appropriate curriculum requirements. The transfer of upper-level business courses taken at other institutions is subject to validation by the College of Business before being credited toward a major.

Department of Accounting and Law

Professors: R. Bing, J. Waiguchu

Associate Professors: R. C. Grier (chairperson), F. Grippo, (dean), M. Rudnick, J. Wilkerson

Assistant Professors: L. Mercurio, M. Mwaura, L. Xu

Instructor: A. Nyaboga

Executive in Residence: Thomas Curtin

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 may 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 helps interested students meet the minimum requirements. Students interested in becoming a CPA can meet the 150 credit requirement in one of three ways:

- (1) The University has an articulation agreement with Seton Hall University to complete the fifth year (30 additional credits) and receive a MS degree in one of five disciplines (accounting, management information systems, finance, financial planning, or taxes). Qualified students are assisted by the Department of Accounting and Law to gain entry into Seton Hall University through an informal application process.
- (2) The University 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 may apply to the graduate program. Thus it is possible for qualified students to obtain both B.S. and M.B.A. degrees and meet the requirements to take the CPA exam.
- (3) Students who do not wish to obtain an advanced degree may take seven additional undergraduate courses at the University. Advisors assist students to insure that such courses meet the requirements for the CPA exam. If a student plans properly, the 150 credit undergraduate program may still be completed in four years by attending summer sessions.

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 statmnts. 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 wûinciples 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 320 Accounting Information Systems

This course takes a transition cycles approach to AIS that focuses conceptually on the primary sources of data, data flows, logical tasks, accounting records, and internal control and EDP auditing. It also teaches students how to use full-fledged commercial accounting software such as Peachtree or QuickBooks.
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 312

ACCT 490 Internship in Accounting

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.

Prerequisite: ACCT 312

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 except accounting majors.

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 post-audits.

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 Economics and Finance

Professor: G. Dorai, A. Ghosh, B. Haroian, C.K. Leung (chairperson)

Associate Professors: F. Cai, T. Ramin, P. Swanson

The Department of Economics and Finance 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 banking, government, or with 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.

Curriculum

FINANCE CONCENTRATION

BUSINESS PROGRAM CORE

(SEE ABOVE) 33 CREDITS

Major Requirements 21 Credits

ECON 211 Economic Statistics II 3

And 6 of the following:

FIN 310	Money and Banking	3
FIN 350	Financial Markets and Institutions	3
FIN 400	International Financial Management	3
FIN 403	Capital Budgeting	3
FIN 410	Taxation I	3
FIN 411	Taxation II	3
FIN 415	Managerial Economics	3
FIN 430	Advanced Managerial Finance	3
FIN 435	Principles of Investment	3

Additional Requirements 6 Credits
 300- or 400-level accounting, business or
 economics course 6

Minor in Economics 18 Credits
 ECON 201 Macroeconomics Principles 3
 ECON 202 Microeconomics Principles 3
 Plus 12 credits economic courses 200 level and above 12

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 competition and (2) distribution of income among resources.

ECON 210 Economic Statistics I
 Descriptive statistics (collection and presentation of data, frequency distributions, measures of central tendency, dispersion, and skewness); index numbers; simple correlation and regression; curve fitting; introduction to statistical inference; sampling and probability.
 Prerequisite: MATH 120

ECON 211 Economic Statistics II
 Sampling distribution of the sample statistics, probability limits and tests of significance; statistical inference and confidence limits; operating characteristics curves; simple experimental design; applied probability for decision making.
 Prerequisite: ECON 210

ECON 230 Economics of the Environment
 Examines problems of environmental quality as an economic problem. The role that economic analysis plays in providing both public and private decision-makers with alternative solutions to environmental problems is stressed.

ECON 301 The National Economy
 A systematic treatment, at an advanced level, of the factors determining the level of output, income and employment of the economy as a whole.
 Prerequisites: ECON 201 and 202

ECON 302 Prices and the Markets
 An analytic treatment, on an advanced level, of theories and techniques of price determination. Theories of income distribution and general equilibrium are also considered.
 Prerequisites: ECON 201 and 202

ECON 303 International Finance
 A study of international financial transactions designed to help students understand the economic interdependence of nations. Analysis of exchange rates, balance of payments, international capital movements, as well as fiscal and monetary policies in an open world economy.
 Prerequisites: ECON 201 and 202

ECON 305 Current Economic Issues
 This course covers economic problems such as unemployment, inflation, government regulation, health care, environmental quality, budget deficit, and the national debt. Real-world observation of the problems; analysis and alternative solutions are 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 micro-economic analysis of tax and expenditure policies. Sources of revenues, as well as expenditures for health, defense, education, social security, and welfare programs are analyzed.

Prerequisites: ECON 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 490 Internship in Finance

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time with a public, private, or governmental entity located in the student's geographical area.

Prerequisites: Fin 320, MGT 300, MKT 310

FIN 499 Independent Study

A special project supervised by faculty adviser with the approval of the department.

1-6 credits

Department of Marketing and Management Sciences

Professors: K.H. Kim, P. Nayak (chairperson), L. Presby, J. Teng

Associate Professor: S. Godar, W. Matthews, V. Taylor

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

Students who major in management are prepared for entry-level positions in a variety of types of organizations and receive the background necessary for success in graduate studies. Students learn theories and develop skills concerning individual and organizational behavior. An effort is made to develop students decision-making and interpersonal skills by integrating general education courses in math, science, humanities and social science with business courses. Students who major in marketing, also receive a broad business education and are exposed to different specialties within marketing, including market research. An emphasis is placed on developing communication and presentation skills.

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
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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 320 Business Technology Applications

This course focuses on microcomputers and their application as a decision support tool to business problem solving. Using a case study approach, the student will utilize productivity software to fulfill the course requirements.

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.

No Prerequisites

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

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

MGT 309 International Management

A framework for the analysis of international management problems. Defines the nature of the international, multi-national, and transnational company. Also examines the evolution of these types of enterprises, develops a model of a multinational firm in a dynamic global setting, and provides a bridge among the disciplines of economics, sociology, political science, and international management.

Prerequisites: MGT 300

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.

No Prerequisite

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: MKT 310

MGT 315 Human Resources Management

Covers the principles, policies, practices, and challenges relating to the planning, recruitment, selection, compensation, benefits, employee and industrial relations, safety, and career development of an organization's human resources. Examines how the human resource functions in an organization affect a student's performance and career development.

Prerequisites: MGT 300

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: 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: 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

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

An in-depth analysis of the planning and control elements of any organization. Includes student development of plans and control systems, and development of student familiarity with some important planning and control techniques. Involves both systems and behavioral aspects of the work involved in planning and control activities.

Prerequisites: 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, 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: MATH 150

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 micro-logistics. Students must deal with government regulations, industry trends and relations, technological development, and corporate strategy.

Prerequisites: MKT 310

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, MKT 310 and FIN 320

MGT 490 Internship in Management

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.

Prerequisite: MGT 300

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

MKT 490 Internship in Marketing

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.

Prerequisite: MKT 310

College of Education

Dean: Leslie Agard-Jones, Ed.D.

Office: Raubinger Hall 430

Degrees Offered:

Special Education (B.A.)

Certification Programs:

Elementary Education

Secondary Education

Introduction

The College of Education is dedicated to preparing teachers of pre-kindergarten through high school to be reflective decision-makers. Accredited by the National Council for the Accreditation of Teacher Educators (NCATE), the College serves as a major resource for educational practitioners in New Jersey. It prepares students for entry into teaching and related professions in the field of education to meet the increasing demand for highly qualified teachers in the state. Central to our commitment is the ability to prepare students to participate effectively in a diverse and increasingly technological society. The College continues to promote excellence in the advancement of teaching and learning by maintaining high standards, and encouraging constant reflection, scholarly work, and ongoing assessment.

Undergraduate students seeking certification in N-8 or N-12 are required to major in a content area and maintain a minimum 2.5 grade point average (GPA). Students majoring in special education begin their studies in their freshman year in the Department of Special Education and Counseling, and are also required to maintain a 2.5 GPA.

The College is currently preparing for continued accreditation by NCATE in Spring 2000, and is seeking accreditation by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) for its counseling program.

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 College of Science and Health), and a variety of subject matter fields (nursery school through 12th grade).

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- 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

Nancy Norris-Bauer, Director

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

How to File for a Teaching Certificate

A student completing the final semester of a program to meet the requirements for an initial teaching certificate must obtain, complete, and submit a form entitled *Application for Certification* to the Certification Office, Raubinger 310. The submission of this form prompts a record review; and, once program completion is verified, a certification recommendation will be forwarded to the New Jersey State Department of Education.

Please note that:

The Beginning Teacher Induction Program, enacted into law on October 23, 1992, provides that a student who successfully completes a program and is recommended by the College for certification will receive a Certificate of Eligibility with Advanced Standing.

The Provisional Certificate will be issued to a student who receives and accepts a documented offer of employment.

The Standard Certificate will be issued to 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 University 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 310	Practicum I in Special Education
SPED 320	Practicum II in Special Education
SPED 420	Practicum III 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 Student Teaching Internship/Seminar

The Student Teaching Internship and Seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. A seminar accompanies the Internship and meets on a 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 414 Senior Teaching Internship in SPED/Seminar

This course is also offered in a section specifically for special education majors. Students are assigned to an approved special education for a full-time 16 week field experience where they serve successfully as aide, associate, and teacher concluding with a significant period of full-time teaching. The experience allows students to capitalize on their program of study by demonstrating competence in areas expected of

individuals prepared for initial certification in special education. A co-requisite seminar meets weekly to discuss and reflect on students' experiences and to provide a safe place to air politically and professionally sensitive issues.

Prerequisites: SPED major, minimum GPA of 2.5; SPED 201 and SPED 420
10 credits

EDUC 415 Senior Teaching Internship

For physical education majors and secondary education. Each student is assigned to a public school for an extended period to serve successively as observer, aide, associate, and teacher, concluding with full-time teaching. The student becomes familiar with classroom management, teaching strategies, pupil characteristics, the organization of the school, and relationships with the community. The model combines theory and practice in an evolutionary situation under the guidance of the cooperating teacher and University supervisor. Constant feedback and reinforcement is provided through a required parallel course approved by the department.

Prerequisites: Successful completion of all courses in the major and professional program (physical education or secondary education)
12 credits

EDUC 417 Senior Teaching Internship and Seminar

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 University supervisor who, along with the cooperating teacher, provides appropriate feedback and guidance. A 15-hour seminar is part of the course.

Prerequisites: CISE 411—414 (one in a cluster) and CISE 415

Successful completion of all courses listed in the professional program (N-12)
12 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, M. Dougherty, (chairperson) T. Gerne, M. Turkish, D. White, S. Wollock

Associate Professors: R. Kaplan, J. Mamone,

Assistant Professors: P. Appelbaum, D. Feola, A. Hylton-Lindsay, P. Malone, K. Malu, C. Northington, Mark Rodriguez, B. Rosenfeld, J. Strasser, B. Weltman

Instructors: L. Araujo, D. Russell

The Department of Curriculum and Instruction offers teacher education programs leading to eligibility for initial state certification in (a) early childhood-elementary education (N-8 program) and in (b) secondary education (subject field specializations, N-12 program).

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

Early Childhood and Elementary Education Certification (N-8)

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

African, African-American, and Caribbean Studies

Anthropology

Art (History, Studio)

Biology

Chemistry and Physics

Communication

1. Interpersonal

2. Journalism

Environmental Science

English

Geography

History

Mathematics

Philosophy

Political Science

Psychology

Sociology

Spanish

Women's Studies

Secondary Education Certification (Subject Field Specialization in Grades N-12)

For students seeking secondary certification in a subject field or certification in a specific subject field in grades N-12, a list of majors offered by the University with a list of corresponding teaching certificates offered by the state of New Jersey follows:

Academic University Majors	Subject Field Specialization
African, African-American, and Caribbean Studies*	Social Studies
Anthropology	Social Studies
Art (B.A.)	Art
Biology	Biological Science
Chemistry and Physics	Physical Science
English	English
French	French
Environmental Science	Earth Science
Geography*	Social Studies
History*	Social Studies
Mathematics	Mathematics
Music (Vocal or Instrumental)	Music
Physical Education	Physical Education
Physical Education and Health	Health and Physical Education
Political Science*	Social Studies
Sociology*	Social Studies
Spanish	Spanish

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

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

Requirements

General Education - All students must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor.

Academic Major - All students must complete an academic major (as listed above) in addition to the professional preparation program leading to teacher certification. Once a major is declared, students should obtain advisement in the major from the academic department offering that major.

Eligibility for entering the professional certification programs - Students interested in seeking certification in the teacher certification areas offered by the University 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 early childhood and elementary education (N-8) or in secondary education 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.

Subsequently, a Provisional Certificate will be issued to a student who receives and accepts a documented offer of employment.

The Standard (permanent) Certificate will later be issued to a student who serves for one year under the Provisional Certificate and is recommended as "approved."

Curriculum

Certification in Professional Programs, Early Childhood and Elementary Education (N-8) and Secondary Education with a Subject Field Specialization (N-12)

(A) EARLY CHILDHOOD AND 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. It is expected that all courses and field experiences in the professional preparation program will be completed at the University. Transfer credits in education are not accepted for courses taken toward an Associates Degree. Limited transfers or substitutions of professional courses from other colleges are accepted only from NCATE accredited institutions and must be reviewed on a case-by-case basis by the Department Chairperson for approval.

COURSE REQUIREMENTS 30 CREDITS

CIED 203	Teaching as a Profession*	3
CIRL 229	Literacy and Learning**	3
CIEE 301	Practicum+	2
CIEE 320	Language Arts and Literature***	2
CIEE 324	Learning and Assessment in Mathematics***	2
CIEE 325	ACE/Arts and Creativity in Education***	2
CIEE 327	Science Education and Natural Phenomena***	2
CIEE 328	Social Studies and Global Education** *	2
CIEE 413	Technology Across the Curriculum	2
EDUC 414	Student Teaching Internship/Seminar+	10

*This course is taken prior to acceptance to the program.

**This course is to be taken before the practicum semester and after initial acceptance to the program. Consult with departmental advisors for specific entry requirements.

***These courses are usually taken in conjunction with Practicum, CIEE 301.

+These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see section on Field Experiences elsewhere in this catalog.

(B) SECONDARY EDUCATION AND SUBJECT FIELD CERTIFICATION (N-12)

In addition to the University's general education requirements, the academic major and the special courses that major departments may require of students seeking secondary and subject field certification, students must also complete the following professional preparation program to be recommended for teaching certification. It is expected that all courses and field experiences in the professional preparation program will be completed at the University. Transfer credits are not accepted for education courses taken toward an associates degree. Limited transfers or substitutions of professional courses from other colleges are accepted only from NCATE accredited institutions and must be reviewed on a case-by-case basis by the Department Chairperson for approval.

COURSE REQUIREMENTS* 30 CREDITS

CIED 203	Teaching as a Profession*	3
CISE 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
EDUC 415	Senior Teaching Internship +	12

*This course is taken prior to acceptance to the program.

**These courses are usually taken along with CISE 290, N-12 Subject Field Experience I and require initial acceptance to the program. Consult with departmental advisors for specific entry requirements.

***These courses are usually taken in conjunction with CISE 351, N-12 Subject Field Experience II.

+These courses require prior application through the Office of Field Experiences and should be taken in sequence. For further information, see section on Field Experiences elsewhere in this catalog.

Courses

CIED 203 Teaching as a Profession

This course examines the historical and philosophical foundations of education, including introductory knowledge of classroom management, teaching methods, learning styles, child development, legal issues, a code of ethics, diversity, multicultural education, and the role of reflection in teaching. Students conduct observations in 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 are assessed. Sophomore standing is recommended.

Prerequisite: PSY 110

3 credits

CIEE 301 Practicum

The practicum is designed to provide N-8 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, humanistic, and reflective practices. Students are assisted in identifying and meeting major goals: small-group instruction, teaching lessons in each subject area, managing the classroom for a full morning or day, and demonstrating progress in classroom management skills. Students meet in a weekly seminar and are observed by a University supervisor who makes written assignments (logs) appropriate for the student's level of professional development. By advanced application in Office of Field Experiences.

Prerequisite: CIRL 229

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

Recommended Corequisites: CIEE 301, CIEE 324, CIEE 325, CIEE 327, CIEE 328

2 credits

CIEE 324 Learning and Assessment in Mathematics

Students explore principles and theories of mathematics education as well as techniques for teaching and assessing mathematics knowledge in grades 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.

Prerequisites: CIRL 229; two 3-credit MATH courses from General Education; see Master Schedule for listing of approved courses.

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

2 credits

CIEE 325 ACE/Arts and Creativity in Education

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

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

2 credits

CIEE 327 Science Education and Natural Phenomenon

Students develop their abilities to introduce scientific facts, ideas, and methods of problem solving in the classroom. The course includes planning a science program for the elementary school, selecting and presenting information and ideas in the classroom, the selection of appropriate books, media, supplies and equipment, and the use of field trips.

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

Recommended Corequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 325, CIEE 328

2 credits

CIEE 328 Social Studies and Global Education

The examination of methods and materials for teaching social studies and investigating global connections provides the major focus of this course. The contributions of the social sciences and humanities are applied to understanding the unity and diversity of peoples and their societies worldwide. Democratic values, democratic interaction, and social responsibility are emphasized.

Prerequisite: CIRL 229

Recommended Corequisites: CIEE 301, CIEE 320, CIEE 324, CIEE 325, CIEE 327

2 credits

CIEE 399 Selected Topics

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

Prerequisite: Permission of the department chairperson

1-6 credits

CIEE 413 Technology Across the Curriculum

This is an introductory course in the use of technology in the teaching/learning process. Students learn how to unfuse technology in classrooms across the grades and curricula. They explore and investigate the various uses of computers, including on-line applications, software applications and other technologies. Students discuss contemporary technology issues, read relevant literature and use technology appropriately in an interdisciplinary lesson plan.

Prerequisite: CIED 203

2 credits

CIEE 499 Independent Study

As approved and to be arranged.

1-6 credits

CIRL 229 Literacy and Learning

This comprehensive foundations course on the nature and development of language, literacy and learning presents major theories and describes how teachers can provide the environment and experiences needed to promote literacy and learning for all children.

Content is presented by lecture, readings, videotapes, and modeling of practical applications.

Prerequisite: CIED 203

Pre-or Corequisite: PSY 210

3 credits

CIRL 330 Reading Strategies for the Content Areas

Reading skills and knowledge needed by the content area teacher: the subject area materials, different modes of learning, causes of reading difficulties, and methods of preparing materials and students for improved reading performance. Students develop a case study of a reader as he or she interacts with appropriate content area materials.

Prerequisite: CIED 203

Recommended Corequisites: CISE 351, one of CISE 411-414; CISE 415

3 credits

CIRL 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

CIRL 499 Independent Study

As approved and to be arranged.
1-6 credits

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. William Paterson students are expected to observe, work with classroom students, and teach at least one lesson that is observed and evaluated by the supervisor. CISE 290 is taken concurrently with CISE 321, Teaching Methods in Secondary Education, which also serves as the seminar for this field experience.

Prerequisite: CIED 203

Corequisites: CISE 321 (CISE 310 recommended)
1 credit

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: PSY 110; CIED 203

Recommended Corequisites: CISE 290 and CISE 321
3 credits

CISE 321 Teaching Methods in Secondary Education

This course examines strategies for teaching in middle and high schools. The course explores both disciplinary and interdisciplinary approaches to curricula and methods. Starting with an emphasis on diversity and multicultural perspectives, the course focuses on both traditional and nontraditional methods and on teachers as scholars and school reformers. Students examine methods in their major disciplines in conjunction with other fields. Students discuss their CISE 290 field experience as part of the course.

Prerequisite: CIED 203

Corequisites: CISE 290 (CISE 310 recommended)
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. William Paterson students are expected to initially observe, work with classroom students, work closely with the cooperating teacher, and gradually increase their teaching responsibilities. CISE 351 is taken concurrently with one of the subject-field specific methods courses (e.g., CISE 411, 412, 413, or 414) which serves as the seminar for this field experience.

Prerequisites: CISE 290, CISE 310, CISE 321

Corequisites: Choose one: CISE 411-414 (also recommended CISE 415, CIRL 330)
1 credit

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 methods and materials of teaching middle and high school social studies. Social Studies is defined as an interdisciplinary field that includes history, geography, sociology, psychology, anthropology, political science and economics, and which examines social problems over time and in different times and places. Social Studies is presented as a means of understanding the unity and diversity of peoples and societies worldwide. The course examines the history of social studies, various opinions of the goals and methods of social studies and various approaches to planning and teaching lessons.

Prerequisites: CISE 321

Corequisites: CISE 351 (CIRL 330 & CISE 415 recommended)

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 and that practice reveals theory. Students will learn how language is best learned and how knowledge of English/language arts is constructed. This course is coordinated with the second practicum field experience, CISE 351.

Prerequisite: CISE 321

Corequisites: CISE 351 (CIRL 330 and CISE 415 recommended)

3 credits

CISE 413 Methods for Teaching Secondary Math/Science/Seminar

Learning and assessment of mathematics at the high school and middle school levels is understood and applied according to the latest recommendations of the National Council of Teachers of Mathematics and the guidelines of the New Jersey Core Curriculum Content Standards. Strategies of teaching whole class and small groups, hands-on problem solving, and posing experiences, integrating mathematics across and within the curriculum, technology applications, and applications of mathematics in the real world experiences are explored in depth. This course is coordinated with a second level practicum experience in a 7-12 mathematics classroom.

Prerequisites: CISE 321

Corequisites: CISE 290

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. This course is coordinated with the second practicum field experience, CISE 351.

Prerequisites: CISE 321

Corequisites: CISE 351 (CIRL 330 and CISE 415 recommended)

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 as a tool to foster critical and creative thinking. In the context of reflective hands-on exploration, students evaluate and critically analyze educational software relevant to the curriculum of their subject field specialization and develop and implement cooperative, technology-based learning experiences.

Prerequisites: CISE 290

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

2 credits

CISE 499 Independent Study

As approved and to be arranged.

1–6 credits

EDUC 414 and EDUC 415

(see Field Experiences section elsewhere in this catalog)

Department of Special Education and Counseling

Professors: M. Goldstein, L. Hayes, S. Kuveke (chairperson)

Associate Professors: M. Catarina

Assistant Professors: P. Danziger, S. Rao, F. Din, D. Stone

The Department of Special Education and Counseling offers a specialized course of study leading to a bachelor of arts degree in special education. 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 taking the first practicum course. This requirement, detailed in the department's undergraduate handbook, yields no academic credit. Three field experiences are required as part of the program. Three practica, SPED 310, SPED 320, and SPED 420 are required of all majors. Students also complete a 16-week senior field experience (EDUC 414). 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 32 CREDITS

SPED 201	Introduction to Students with Exceptionalities	3
SPED 306	Connecting Home, School, and the Community	3
SPED 307	Assessment of Children with Disabilities	3
SPED 308	Managing Challenging Behaviors in the Classroom	3
SPED 309	Instructional Management	3
SPED 311	Foundations of Curriculum	3
Directed special elective (select one):		
SPED 312	Programs and Practices for Secondary Education and Transition	4
	or	
SPED 313	Educating Preschool Children with Special Needs	4
SPED 401	Methods for Teaching Reading and Related Language Arts, K-12	3
SPED 402	Methods for Teaching, Math, Science, Social Studies, K-12	3
SPED 405	Introduction to Assistive Technology	2
SPED 414	Education Through the Life Span	2

PROFESSIONAL SEQUENCE 32 CREDITS

A. Field Experiences 17 Credits

SPED 310	Practicum I	2
SPED 320	Practicum II	3
SPED 420	Practicum III	2
EDUC 414	Senior Teaching Internship in SPED/Seminar	10

B. Professional Sequence 12 Credits

CIRL 229	Literacy and Learning	3
PEAC 255	Special Physical Education	3
CISE 310	Educational Psychology	3
CODS 371	Language Disorders in the Schools	3

Courses

Unless otherwise noted, all courses are 3 credits.

SPED 201 Introduction to Students with Exceptionalities

Presents the range of sensory, physical, learning, cognitive and behavioral disabilities, focusing on the physical, social, and academic characteristics associated with each exceptionality. Legal and social precedents for providing programs to children and youth with disabilities are explored and foundations for understanding methods of assessment, curriculum selection, instructional techniques and materials appropriate for use with students with special needs. A field experience is required. Introductory course for special education majors.

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 306 Connecting Home, School and the Community

Emphasizes strategies for collaborating with families of individuals with disabilities, regular education colleagues, and community agency personnel as part of an interdisciplinary team. Basic techniques are introduced that facilitate shared problem solving, from the child's point of referral for special education through life span milestones. A multi-cultural perspective is reinforced through the exploration of community agency resources. A field experience is required.

Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 307 Assessment of Children with Disabilities

Addresses the various aspects of both formal and informal assessment, as well as related professional and ethical issues and issues related to cultural diversity. Exploration of the concepts important to an understanding of the evaluation, diagnosis and placement process occurs. 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 judgements and decisions required for effective instruction. Assessment procedures and issues related to Child Study Team functioning are covered as well as informal classroom assessment measures designed to facilitate instruction. A clinical experience is required.

Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 308 Managing Challenging Behaviors in the Classroom

This course focuses on the implementation of appropriate classroom management strategies, instructional techniques and curricular approaches which address the needs of children with challenging behaviors. Observation and recording measures to assess and analyze the functional value and communicative intent of these behaviors are examined. Strategies to enhance the repertoire of socially appropriate behaviors in these children are elaborated. The course draws on current best practices in the field of regular education and special education that focus on educating children with challenging behaviors in the regular classroom.

Emphasis is placed on pro-active and non aversive approaches for changing behaviors. NOTE: SPED 309 Instruction Management and SPED 310 Practicum are co-requisites.

Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 309 Instructional Management

This course examines the multiple facets of teaching children with disabilities. Planning, writing, and implementation of IEPs is addressed. Instructional techniques that support the identification and implementation of IEP objectives, such as task analysis, prescriptive teaching, and functional assessment are discussed. The course focuses on curricular adaptations, instructional modification, and classroom arrangements that support the needs of children with disabilities in a variety of placements ranging from inclusive settings to self contained classrooms. Implementation of collaborative teaching techniques is emphasized. NOTE: SPED 308 Managing Challenging Behaviors in the Classroom and SPED 310 Practicum I are co-requisites.

Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 310 Special Education Practicum I

This course is intended to provide students with their first formal school experience with students classified as having a disability. Students are given an opportunity to discuss and reflect upon their observations and experiences in their placement. Issues related to the various aspects of the delivery of service for children with disabilities, identification of student needs, use of appropriate teaching strategies as well as the social and cultural construction of disability are examined through group discussions. Take concurrently with SPED 308 Managing Challenging Behaviors and SPED 309 Instructional Management. Minimum prerequisite: Special Education major, minimum 2.5 GPA
2 Credits

SPED 311 Foundations of Curriculum

Introduces theoretical, conceptual and practical foundations of curriculum, using the current state and national standards as points of departure to understand scope and sequencing of instructional content. Strategies are provided to adapt, and/or modify the regular education curriculum, or to identify alternative curriculum content for students with disabilities who require it. An integrated perspective on curriculum emphasizes selecting relevant content and linking subjects together to furnish optimum conditions to enhance learning. Extensive opportunities to plan integrated instructional units are provided. Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 312 Programs and Practices in Secondary Education and Transition

This course examines the characteristics of adolescents and young adults with mild disabilities from the standpoint of expectations for adult performance in today's society. An in-depth view of secondary special education is provided as a foundation for the study of curriculum and instruction. Approaches to academics, life skills, vocational/career development, post-secondary education and training, and the development of social learning competence are emphasized. Particular attention is given to research concerning follow-up studies and related transition issues. A related field experience may be an option. Prerequisites: SPED 201, SPED 307, SPED 308 and SPED 309
4 Credits

SPED 313 Educating Preschool Children with Special Needs

This course examines current service delivery models of educating children, (age 3-5), with disabilities in various settings. It is designed to acquaint students with laws, strategies, curriculum materials, assessment and methods used in meeting the particular needs of preschoolers with disabilities. Prerequisite: SPED 201
4 Credits

SPED 320 Special Education Practicum II

Practicum II focuses on a 3 full-day-per-week field experience for 4 weeks during Summer I. On the fourth day, the students must attend an afternoon seminar designed to address the experiences and issues identified during the field placement. This practicum is offered Summer I only so as to provide the students with an opportunity to observe and participate in continuous educational planning and teaching. Minimum prerequisite: Special Education major, minimum 2.5 GPA, Practicum I

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.
13 credits

SPED 401 Methods for Teaching Reading and Related Language Arts K-12

This course is designed to provide an intensive broad-based approach to interventions in reading, spelling and writing. Students review methodologies, evaluate, and plan the appropriate strategies, materials and techniques to match the needs of the student. This course is collaboratively offered by a field-based practitioner and a professor of special education. NOTE: SPED 402 Methods for Teaching Math, Science, Social Studies K-12 and SPED 420 Practicum III are corequisites. Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 402 Methods for Teaching Math, Science, Social Studies K-12

This a method course that addresses curriculum and instructional strategies in math, science and social studies. Course content focuses on both curriculum and instructional adaptations designed to facilitate student success in the regular class, and alternative curriculum approaches for special education settings. Independent student learning strategies are matched to curricula and student learning needs and characteristics. This course is collaboratively offered by a field-based practitioner and a professor of special education. NOTE: SPED 401 Methods for Teaching Reading and Related Language Arts, K-12 and SPED 320 Practicum II are corequisites.

Minimum prerequisite: Special Education major, minimum 2.5 GPA

SPED 405 Introduction to Assistive Technology

This is a course in using technology in the teaching/ learning process. Students learn how computers are used in classrooms across the grades, subjects and special education placements. They explore and evaluate educational software relevant to different curricular. Adaptive and assisted technology are covered and related to student learning needs. By the end of the semester, students learn to develop and implement cooperative, computer-based learning experiences.

2 Credits

SPED 414 Education through the Life Span

This course provides a research base overview of the developmental disabilities across the life span, including concerns for the individual, the care givers and other family members. This course focuses on management of critical factors related to the well being of the individual, including: life long planning and managing for medical, physical, legal, educational, vocational, social, emotional and living arrangements related to the disabling condition.

Minimum prerequisite: Special Education major, minimum 2.5 GPA

2 Credits

SPED 420 Special Education Practicum III

This course consists of a one-day weekly field experience in an off-campus program for exceptional students. The course is offered to students in the senior year of the program. It is intended to provide them with an extended opportunity to apply Special Education concepts and practices in a field based setting, and to particularly give them an opportunity

to apply the knowledge and skills they are learning in the concurrent courses, SPED 410 Methods for Teaching Reading and Related Language Arts, K-12 and SPED 402 Methods for Teaching Math, Science, Social Studies K-12. Weekly on campus seminar is held in conjunction with the field work. Students must reserve one full day per week for this practicum. Taken concurrently with SPED 401 Methods for Teaching Reading and Language Arts and SPED 402 Methods for Teaching Math, Science and Social Studies.

Minimum prerequisite: Special Education major, minimum 2.5 GPA, Practicum II

2 Credits

EDUC 414 Senior Teaching Internship in SPED/Seminar

Students are assigned to an approved special education setting for a full-time 16-week field experience where they serve successively as aide, associate, and teacher, concluding with a significant period of full-time teaching. The experience allows students to capitalize on their program of study by demonstrating competence in areas expected of individuals prepared for initial certification in special education. A corequisite seminar meets weekly to discuss and reflect on students' experiences, and to provide a safe place to air politically and/or professionally sensitive issues.

Prerequisites: To be taken in the semester prior to completion of the requirements for initial certification as "Teacher of the Handicapped." Requirements include a cumulative 2.5 GPA; satisfactory completion of all preliminary field experience and required courses in the program; and fulfillment of additional standards, as determined by the department.

10 Credits

SPED 499 Independent Study

In special circumstances, students are allowed to pursue a special research topic that is of interest to them and germane to their curriculum in special education. Independent Study is available only by prior application, which must be made at least two months before the registration period for the following semester in which it is to be taken. Approval forms and directions for applying may be obtained from the department. The Independent Study may not be used as a substitute for a major course. A final document must be submitted to the department chair no later than two weeks before the termination of the semester. A grade of P or F is given.

13 credits

College of the Humanities and Social Sciences

Dean: Isabel Tirado, Ph.D.
Office: Atrium 262

Degrees Offered:

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

Pre-Professional Program:

Law

Honors Programs:

Cognitive Science
Humanities
Performing Arts

Introduction

Mission

The College of Humanities and Social Sciences is at the heart of the University's liberal arts education. Its departments offer most of the required and elective general education courses, and many interdisciplinary and international courses and programs that provide students with a well-rounded education. At the forefront of pedagogic and curricular innovation and initiatives, the College prides itself on the scholarly endeavors of its teacher-scholars and their service to the campus, their profession, and the region.

Objectives

The College of Humanities and Social Sciences is in an exceptional position

- to provide a rigorous and dynamic liberal arts program through its majors and minors, honors and cluster programs, speaker series, and colloquia
- to prepare undergraduate and graduate students for the interdependent world of the 21st century through courses, programs, and extracurricular activities in international education
- to equip students with technological skills by incorporating technology in instruction and research, and providing hands-on experience in discipline-based, state-of-the-art computer facilities.

Message from Dean Isabel Tirado

The College of Humanities and Social Sciences provides the educational foundation for each and every undergraduate at William Paterson University. Thousands of graduate and undergraduate students take majors and minors in our ten departments.

Members of our faculty come from the most prestigious Ph.D.-granting institutions in the nation. Among them, there are 21 Fulbright fellows, a much higher number than at comparable campuses. University status and the development of new graduate programs have resulted in new hires, who have reinvigorated an already excellent professoriate by bringing the latest trends in their disciplines and introducing new fields, programs, and courses, or revamping existing ones. Our ability to provide the most current training in the disciplines gives our graduates a competitive advantage in the work force and in applying to graduate schools.

The distinction of our academic programs is recognized by the larger academic community. Recent accolades include the selection of the Sociology Department as the site of the Eastern Sociological Association and Political Science's stellar performance in the 1999 Model United Nations competition. We serve the region through such events as the Annual Poetry Day, the New Jersey National History Day, the Jefferson Lecture, the Writing Workshop, and Women's History Month.

We cultivate a supportive, student-oriented learning community. The Humanities Honors Cluster, Study Abroad, and Pre-Law Programs, the English, History, Political Science, and Sociology honor societies, the Philosophy Department's colloquium series, and a variety of internships, are some of the ways by which we enrich the undergraduate experience.

We prepare our students for the challenges of a changing job market in a changing world.

Department of African, African- American, and Caribbean Studies

Professors: V. McClean, R. Parris (chairperson)
Associate Professors: L. Agard-Jones, O. Traore
Assistant Professor: J. Cunningham

The program of the African, African-American, and Caribbean Studies Department is structured around a set of core courses, substantive areas of concentration, and a number of multidisciplinary electives, with emphasis on academic competence, research, and preparation for graduate school and the professions. The core sequence outlines the scope and technical aspects of the field as a serious academic and professional program while the concentration areas enable the student to pursue a focused study of those historical, economic, sociopsychological, and cultural forces that will continue to shape the community and national development of both Continental Africans and Africans in the Diaspora during the next millenium.

The Department offers a major and a minor in its general program as well as a multidisciplinary minor in Caribbean Studies. The major may be combined with various certification sequences for teaching certification in elementary education or a subject field. The Department also provides various courses to satisfy the general education and non-Western requirements, as well as general education electives that are intended to enrich the liberal education of all students. In particular, the program seeks to integrate analyses of race, class, and gender issues and is oriented also to those interested in the sustainable development of local area communities and leadership opportunities for public service.

All majors take 12 credits of required core courses, 12 credits in an area of concentration, and 12 elective credits; three from each of four subject areas other than the selected area of concentration.

Curriculum

MAJOR REQUIREMENTS 36 CREDITS

Required Core Courses 12 Credits	
AACS 100	Introduction to African, African-American, and Caribbean Studies 3
AACS 206	Elementary Kiswahili 3
AACS 380	Research Methods on the African, African-American, and Caribbean Experience 3
AACS 480	Internship in African, African-American, and Caribbean Studies 3
or	
AACS 498	Seminar in African, African-American, and Caribbean Studies 3

Electives 12 Credits

Select 12 credit hours, three from each of four subject areas listed below that are outside the selected major area of concentration.

Please note that AACS 150 Racism and Sexism in the United States and AACS 155 Justice and Racism are General Education Required courses and are not accepted as general electives for the major.

Concentrations 12 Credits

Each major chooses 12 credit hours in one specific area of concentration listed below to acquire indepth knowledge in a substantive dimension of the African-American experience.

MAJOR CONCENTRATION OR SUBJECT AREAS

Historical

AACS 215	African History I 3
AACS 216	African History II 3
AACS 241	African-American History to 1865 3
AACS 242	African-American History Since 1865 3
AACS 304	African-Caribbean History 3
AACS 310	Recent Interpretations in African American Studies 3
AACS 315	African-American Background for Teachers 3
AACS 321	Haiti: Its History, People, and Culture 3

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

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

AACS 206 Elementary Kiswahili

Presents the fundamentals of Kiswahili. Simple grammatical construction and forms, building of broad and commonly used vocabulary and idiomatic expression, developing reading, writing, and conversational skills with emphasis on the grammatical principles and their application to the language.

AACS 207 Racism and the Mass Media

Examines the history and roles of blacks and other racial-ethnic groups in the American media, focusing, in particular, on the role of racism and ethnocentrism in their experiences, as well as on how they are portrayed.

AACS 211 Blues to Rap and Hip Hop: Exploring African-American Cultural Art Forms

Explores the African-American oral-cultural tradition from the Blues (Delta, Texas, Memphis, Piedmont), Urban Blues (Classic, Kansas City, Rhythm and Blues), Funk, Soul, Disco, New Jack Swing to Rap, and Hip-Hop. Focus will be on its evolution and development as a cultural art form. Within this context, its relevance and impact will be examined relative to the African-American experience and how this music has helped to shape and define African-American culture in particular and American culture in general.

AACS 212 African-American Music

The music of Africa and that of African-Americans has become interwoven with that of the Americas. This course provides students with a better knowledge and understanding of the evolution and development of African-American music and its various forms and styles from African Roots to Spirituals, Work Songs, Blues, Gospel, Jazz, Rhythm and Blues (Funk, Soul etc.), Latin (Afro-Cuban, Samba, Meringue etc.), Reggae, Fusion, Rap/Hip-Hop, within a sociocultural and historical context.

AACS 213 African, African-American, and Caribbean Theater

An exploration of the African, African-American, and Caribbean experience through the medium of theatre.

AACS 214 African-American Family Life

An introduction to the sociocultural and historical traditions that have survived and aided in the survival of the African-American family, as well as those various forces that have continuously eroded its social fabric and stability. It offers theoretical exposition of the nature and features of the black family with comparative concepts and practices of love, marriage, divorce, illegitimacy, homosexuality, and other aspects of the black family.

AACS 215 African History I

Survey of social and political changes in precolonial Africa. Focuses on ancient civilizations, precolonial states, internal markets, and the Atlantic trade.

AACS 216 African History II

This course is designed to provide a survey of the major social and political changes in Africa during and after the colonial period.

AACS 233 Introduction to the Art of Africa

An introductory course designed to explore and examine the origin, evolution, and meaning of African art. In addition to highlighting the forms, styles, and expressions of African art, the course examines the role of art in African life.

AACS 241 African-American History to 1865

After a survey of the African heritage, including slavery, a study is made of the history of people of African descent in their New World environment. The role of African-Americans in the development of the United States to the Civil War is examined.

AACS 242 African-American History Since 1865

Beginning with an examination of the period of Reconstruction, the course explores the various survival tactics of African-Americans and the effects of governmental and societal action or inaction on their lives up to the present.

AACS 244 African-American Politics

An examination and analysis of the political power structure and relationships in the black community. Emphasis is on those factors that make black communities relatively powerless and how this state of powerlessness can be ameliorated. Particular attention is paid to black political interaction in New Jersey (Same course as POL 228).

AACS 255 The Black Woman Experience

Examines what it is to be a black woman in contemporary society. The achievements of black women, their relationship to the feminist movement, and their response to the triple oppression that can come from race, class, and gender are highlighted.

AACS 261 African, African-American, and Caribbean Religions

Course describes and analyzes the character of the African, African-American, and Caribbean religious life, both institutionalized and informal. Focus is on the origins, connectedness and divergences of various religious traditions and practices in Africa and in the diaspora (e.g., Santeria, Candomble, Vodun). Attention is also given to the role of religion in the survival and struggles of peoples of African origin.

AACS 262 Caribbean Women: Their Culture and Society in the Caribbean

An anthropological exploration of women in Caribbean society, using mainly ethnographic source materials. The source focuses on the similarities and differences in the social, economic, and political experiences of various Caribbean women, from slavery through the twentieth century. Particular attention is given to the experiences of Haitian, Cuban, Jamaican, Dominican, and Puerto Rican women.

AACS 280 Minority Enterprises

Analysis and evaluation of the structure, patterns, and problems of minority-owned or operated enterprises. Emphasis is on ways and means by which these businesses can be improved both quantitatively and qualitatively.

AACS 298 Student Community Service

Students have the opportunity to complement and coordinate their academic work with community service, encompassing internships, training, or short-term assignments in student teaching, social work, teaching, recreational, and cultural enrichment programs. The course involves working with selected agencies and organized urban groups.

AACS 303 African Family Life

Traces and examines the origin and development of the African family system, marriage, sex, and child rearing. Focus is also on the primacy of the family in African traditional life.

AACS 304 African-Caribbean History

Examines the history of the Caribbean, starting with slavery, colonization, and the evolution of distinctly African Caribbean society, culture, and personality.

AACS 305 African-American Community Development

Analyzes the nature of African-American communities, their origins, institutional structures, and cultural characteristics and evaluates their role in community development or underdevelopment. Emphasis is on how local communities can increase their capacity to plan and effect social, political, and economic change to improve the quality of life for African-American peoples. Focus is on communities both in New Jersey (Paterson, Newark) and elsewhere.

AACS 307 Intermediate Swahili

Emphasizes primarily conversation and basic grammar. The class meets formally twice a week. In addition, students work with tapes in the language lab. The approach is concentrated on phonology, morphology, and vocabulary.

AACS 310 Recent Interpretations in African-American Studies

Presentation and analysis of differing points of view on current topics in African-American Studies and scholarship.

AACS 311 Studies in African-World Literature

A variable content course designed to provide detailed historical and theoretical studies of African-world literary traditions from the Old Kingdom to the present. Using the methods of comparative literature, the course focuses on one or more selected topics such as postcolonial literature, aesthetic ideology, influence, gender, genre formation, literary periods, literary movements, literature, and the other arts and oral traditions.

AACS 312 Major Author(s) of African Descent

In-depth study of one or more outstanding black authors from Africa, the Caribbean, and the Americas or masterpieces by such authors. Emphasis is on the distinguishing aesthetic and ideological qualities of the texts and their defining contributions to the traditions in which they belong. Authors include Nobel Prize winners such as Toni Morrison, Wole Soyinka, Derek Walcott, and other prominent writers like Wilson Harris, Chinua Achebe, L. S. Senghor, Simon Schwartz-Bart, and Ralph Ellison.

AACS 315 African-American Backgrounds for Teachers

A general course for prospective teachers. Introduces various current and historical precepts for analysis, which enable the student to identify the roots of the black American experience. Students visit areas of cultural interest to African-Americans in the metropolitan New York/New Jersey area.

Department of Anthropology

Professor: J. Pollak

Associate Professors: A. Barrow, G. Pope
(chairperson)

Assistant Professor: M. DeLourdes Villar

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 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 are also 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 campus-wide 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 408	Indians of North America	3
ANTH 420	Archaeology 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 to 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 College 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 attempts to understand the evolution and origin of humanity based on physical traits. Yet it is clear that biological differences do exist among modern humans. 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 150 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 340 Applied Anthropology

What can anthropologists offer to the solution of contemporary human problems? What practical contributions can their theories, methods, and insights make to the world? This course explores avenues traditionally sought by anthropologists to apply their knowledge to complex and diverse social situations, and debates the consequences of such involvement and the ethical dilemmas that they face. The course seeks to prepare students for a wide range of career applications. It offers training in the analysis of social systems and interactions, encourages the development of specialized knowledge in other fields, and creates awareness of opportunities for policy-oriented research, program evaluation, cultural brokerage, and advocacy.

ANTH 341 Law in Society and Culture

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

**ANTH 342 The Ethnology of East Asia:
China and Japan**

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

**ANTH 353 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 354 Forensic Osteology

This course is designed to present the application of physical anthropology to forensic science. Forensic anthropologists mostly deal with skeletal and dental evidence, therefore a significant amount of the course deals with the normal growth and development of these tissues, along with how they are modified in life and postmortem. The material covered should be of interest not only to students enrolled in anthropology (including archeology) but also in biology, criminal justice, nursing, or any other field in which knowledge of skeletal biology may be required. Lecture and Lab: 4 credits

ANTH 356 Urban Anthropology

This course examines from a cross-cultural perspective the ecological and social changes that occur from urban growth.

ANTH 357 Kinship

Kin groups ranging from several to thousands of people serve important economic, social, political, and religious functions in every society. Different types of marriage and family systems are compared in a global and evolutionary context.

ANTH 359 Cultural Change in Latin America

The origin and development of processes of cultural change in Latin America. 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 420 Archaeology of North America

This course surveys the prehistoric and historic archaeology of North America from the earliest human occupations to the end of the 19th Century. From the big game hunters to the late Pleistocene, to the corn farming chiefdoms visited by De Soto's expedition, to the settlements of Europeans, to the enslaved peoples of the African diaspora, the course traces the development of diverse cultures through the study and interpretation of their material remains. Prerequisite: Anth 210 (Archaeology) or permission of instructor

ANTH 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 English

Professors: R. Atnally, E. Burns, P. Cioffari, C. Edinger (chairperson), E. Gardiner, L. Hamalian, S. Hahn, J. Hauser, J. Jordan, R. Kloss, F. Manno, A. Mazzella, S. McNamara, C. Nekola, D. Perry, S. Radner, R. Rosen, S. Wertheim
Associate Professors: A. Deakins, B. Gooch, B. Parker.

Assistant Professors: S. Bowen, J. Hartman, R. Hentschell, T. Liu, J. Parras, C. Wells

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, European, and comparative literature; linguistics, criticism, and writing; or contemporary themes in literature and film.

The objectives of the program are: (1) to provide students with an understanding and appreciation of literature as art and the relation of literature to other art forms; (2) to heighten students' awareness of their linguistic, literary, and cultural heritages; (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 36 CREDITS

Portal course 3 Credits
 ENG 200 Methods of Literary Analysis

Survey Courses 12 Credits

Select four of the following courses, with at least one each from the British, American, and Western-European offerings:

ENG 301	English Literature Through the Neoclassical Period	3
ENG 302	English Literature: Romantic Through Modern	3
ENG 303	American Literature to 1865	3
ENG 304	American Literature 1865-1914	3
ENG 305	Literature of Western Europe: To the Renaissance	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3

Period Courses 6 Credits

Choose two, one of which must be before 1900:

BEFORE 1900

ENG 219	Nineteenth-Century Women's Voices	3
ENG 310	Elizabethan and Jacobean Drama	3
ENG 311	Literature of the English Renaissance	3
ENG 312	Donne, Jonson and Their Contemporaries ...	3
ENG 313	The Age of Dryden, Pope, and Swift	3
ENG 314	The Age of Johnson	3
ENG 315	Romantic Movement in England	3
ENG 316	Literature and Culture of the Victorians	3
ENG 320	The English Novel: Defoe to Austen	3
ENG 321	The English Novel: Dickens to Hardy	3
ENG 322	Nineteenth-Century European Fiction	3

AFTER 1900

ENG 211	Modern Drama	3
ENG 214	Contemporary Drama	3
ENG 217	Images of Women in Modern Literature	3
ENG 220	Women, the Bible, and Modern Literature ...	3
ENG 317	Modern American Literature	3
ENG 318	Modern British Literature	3
ENG 319	Modern British and American Poetry	3
ENG 323	Twentieth-Century European Fiction	3
ENG 340	Contemporary Literature	3

Writing Course 3 Credits

Choose one:		
ENG 330	Critical Writing	3
ENG 331	Creative Writing	3
COMM 250	Journalism	3

Language Course 3 Credits

Choose one:

ENG 401	Linguistics and Grammars	3
ENG 402	Development of the English Language	3
ENG 403	Grammar and Style	3

Specialized Author or Seminar Course 3 Credits

Choose one:

ENG 410	Chaucer and His Age	3
ENG 411	Shakespeare: Comedies and Histories	3
ENG 412	Shakespeare: Tragedies and Romances	3
ENG 413	Milton	3
ENG 480	Seminar in English Literature	3
ENG 481	Seminar in American Literature	3

Electives 6 Credits

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

WRITING CONCENTRATION

REQUIREMENTS 36 CREDITS

Core Courses 18 Credits

ENG 200	Methods of Literary Analysis	3
ENG 330	Critical Writing	3
ENG 331	Creative Writing	3
ENG 401	Linguistics and Grammars	
or		
ENG 402	Development of the English Language	
or		
ENG 403	Grammar and Style	3

Survey Courses:

Select two of the following courses from the list below:

ENG 301	English Literature Through the Neoclassical Period	3
ENG 302	English Literature: Romantic Through Modern	3
ENG 303	American Literature to 1865	3
ENG 304	American Literature 1865-1914	3
ENG 305	Literature of Western Europe: To the Renaissance	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3
ENG 317	Modern American Literature	3
ENG 318	Modern British Literature	3

Literature Electives 9 Credits

Any literature courses at or above the 200-level

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

Electives 9 Credits

Select three courses at or above the 200-level

MINOR REQUIREMENTS 18 CREDITS

Literature Concentration

ENG 200	Methods of Literary Analysis	3
Three survey courses from American, English, and World literature courses (301, 302, 303, 304, 305, 306, 317, or 318)		9
One period course		
or		
One course in writing		3
Elective		3

Writing Concentration

ENG 200	Methods of Literary Analysis	3
Three writing courses		9
One survey course		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 108 Basic Writing

Emphasizes 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

Develops the student's writing competency on the college level.
Prerequisite: Basic Skills Test

ENG 150 Introduction to Literature

Develops the student's appreciation and enjoyment of selected works in fiction, drama, and poetry. Works selected represent different historical periods and cultures. Writing is required.
Prerequisite: Successful completion of ENG 110.

ENG 200 Methods of Literary Analysis

Required of all English majors. An in-depth study of literary works, introducing a variety of current critical approaches.
Prerequisite: ENG 110

ENG 203 Structure of Standard American English

An introduction to the structure of standard American English, emphasizing both grammatical knowledge and intensive practice in manipulation of grammatical structures for clarity, emphasis, and grace.
Prerequisite: ENG 110

ENG 207 Effective Business Writing

Develops skills in writing technical reports, letters, data sheets, and abstracts.
Prerequisite: ENG 110

ENG 208 The Bible and Literature

Examines the stature and influence of the Bible in a variety of literary works. Authors may include Dickinson, Twain, Nemerov, Levertov, Haydan, Eliot, Poe, and others.
Prerequisite: ENG 110

ENG 209 Book and Magazine Editing

Develops skills in the basic techniques of editing books and magazines. Designed for those interested in a publishing career and for the general reader and writer.
Prerequisite: ENG 110

ENG 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

Critical study of dramatists of Europe, England, and America. Playwrights may include Ibsen, Strindberg, Pirandello, Lorca, Chekhov, Brecht, Shaw, O'Neill, Miller, Albee, Glaspell, and 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, Wasserstein, and C. Churchill.
Prerequisite: ENG 110

ENG 216 Science Fiction and Fantasy

Classical and recent science fiction, fantasy for adults and children, utopian and anti-utopian fiction. Authors may include Asimov, Bradbury, Burgess, Carroll, Clarke, Gilman, Heinlein, Huxley, LeGuin, Lewis, Orwell, Tolkien, Vonnegut, Wells, Zamayatin.
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 Bronte, Louisa May Alcott, and Kate Chopin.
Prerequisite: ENG 110

ENG 220 Women, the Bible and Modern Literature

A study of Western religion's influence on literary works with emphasis on gender roles. Includes works by Charlotte Brontë, Toni Morrison, Julia Alvarez, Edna O'Brien, Emily Dickinson, and 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 and Literature

An examination of a wide range of literature: works showing the legal process in action, works that were subjected to the legal process through banning or censorship, and works that question the philosophy of law and the legal system. Selected writers may include Thoreau, Fuller, Gaskell, Dickens, Camus, Dostoevsky, Sinclair, Stanton, Wright, M.L.King Jr., 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 *Blow-up*. In addition, race and gender issues are considered in such works as *The Joy That Kills* and *Almosa Man*.

Prerequisite: ENG 110

ENG 300 Technical Writing

Intensive work on the elements of successful technical writing through such forms as the expanded definition, instructions, the informative abstract, and the long technical report.

Prerequisite: ENG 110

ENG 301 English Literature Through the Neoclassical Period

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, and 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 Rossetti, Wilde, Joyce, Yeats, and Woolf.

Prerequisite: ENG 110

ENG 303 American Literature to 1865

Critical study of American authors from the Colonial period through the American Renaissance with attention to their social and intellectual background. Authors may include Columbus, Bradford, Rowlandson, Bradstreet, Wheatley, Occom, Cooper, Stowe, Poe, Hawthorne, Melville, Emerson, Thoreau, and Fuller.

Prerequisite: ENG 110

ENG 304 American Literature 1865-1914

Critical study of American authors from the Civil War to World War I, with attention to their social and intellectual background. Readings may include W. Whitman, E. Dickinson, M. Twain, K. Chopin, H. James, E. Wharton, and S. Crane.

Prerequisite: ENG 110

ENG 305 Literature of Western Europe: To the Renaissance

Critical study of the great classics of the Western world: Homer, Sappho, Sophocles, Plato, Aristotle, Virgil, St. Augustine, Dante, Boccaccio, Machiavelli, Rabelais, and Cervantes.

Prerequisite: ENG 110

ENG 306 Literature of Western Europe: Renaissance Through Modern

Critical study of the great works of the modern Western world: Molière, Goethe, Balzac, G. Sand, Flaubert, Dostoevsky, Mann, Sartre, Proust, Pirandello, Camus, and Kundera.

Prerequisite: ENG 110

ENG 310 Elizabethan and Jacobean Drama

A critical reading of Shakespeare's forerunners and contemporaries in drama: Kyd, Marlowe, Jonson, Webster, and others.

Prerequisite: ENG 200

ENG 311 Literature of the English Renaissance
Selected English prose and poetry of the sixteenth century. Special attention is given to the early English humanist theories of education, eloquence and language and their literary influence, and important developments in English poetry. The focus is on such figures as Thomas More, Philip Sidney, and Edmund Spenser
Prerequisite: ENG 200

ENG 312 Donne, Jonson and Their Contemporaries (1600-60)
Selected works by Donne, Jonson, Bacon, Herrick, Herbert, Marvell. Focus is on the 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 (1660-1750)
The course emphasizes Augustan writing and its countercurrents. Authors may include Behn, Killigrew, Montague, Fielding, Defoe, and Manderville.
Prerequisite: ENG 200

ENG 314 The Age of Johnson (1750-98)
The course focuses on 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. Readings may include Burns, Blake, Wordsworth (William and Dorothy), Coleridge, Scott, Byron, Shelley (Percy and Mary), Keats, the Brontës, plus critics of the period.
Prerequisite: ENG 200

ENG 316 Literature and Culture of the Victorians
Course emphasizes social criticism. Readings include poets such as Tennyson, Browning, and Arnold; novelists such as Gaskell and Hardy.
Prerequisite: ENG 200

ENG 317 Modern American Literature
Leading modern American poets, novelists, and playwrights such as Stevens, Frost, Eliot, Millay, Wharton, F. Scott Fitzgerald, Hemingway, Faulkner, Hurston, Wolfe, Steinbeck, Ellison, Flannery O'Connor, Richard Wright, Gwendolyn Brooks, and O'Neill.
Prerequisite: ENG 150

ENG 318 Modern British Literature
Course focuses on modern British fiction, poetry, drama, and criticism. Authors may include Forster, Hardy, Joyce, Yeats, Shaw, Auden, Woolf, Conrad, Hopkins, Lawrence; Beckett, Elizabeth Bowen, Katherine Mansfield, and authors of the Irish Renaissance.
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, Williams, Sexton, Levertov, Plath, Ginsberg, Lowell, H.D., M. Moore, Hughes, Robert Duncan and Gary Snyder. Study of literary concepts, such as symbolism, imagism, modernism, postmodernism, beat poetry.
Prerequisite: ENG 200

ENG 320 The English Novel: Defoe to Austen
A history of the development of the major strains of the English novel. Selected works by Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
Prerequisite: ENG 200

ENG 321 The English Novel: Dickens to Hardy
Course focuses on literature as a tool for social criticism and psychological analysis through selected novels of the Victorian period. It includes such authors as Dickens, Thackeray, Trollope, Meredith, George Eliot, and 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 movements, novelists may include Balzac, Gogol, Tolstoy, G. Sand, Stendhal, Dostoyevsky, Flaubert, and Zola.
Prerequisite: ENG 200

ENG 323 Twentieth-Century European Fiction
Readings of representative novelists, including Proust, Mann, Hesse, I. Dinesen, Kafka, Camus, Moravia, and 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 Munro, Atwood, Hurston, Faulkner, Hemingway, Borges, García Marquez, Clarice Lispector, Graciliano Ramos, and Jorge Amado. Prerequisite: ENG 150

ENG 330 Critical Writing I

The work in this course raises the questions, such as, 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

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

The course introduces students to in-depth analytical investigations into selected topics, such as literature, media, criticism. This course focuses on methods of writing as an investigative tool of inquiry. Prerequisites: ENG 110, ENG 330

ENG 340 Contemporary Literature

British, Continental, North, Central, and South American fiction, poetry, and drama from World War II to the present. Writers may include Barth, Barthelme, Pynchon, Morrison, Borges, Lessing, García Marquez, Drabble, Oates, Atwood, Doctorow, Rich, Simic, Walker, Fuentes, Hong Kingston, and Tyler. Prerequisite: ENG 150

ENG 350 Ethnic American Literature

Explores the rich multicultural nature of the American experience, focusing on Immigrant, Native-American, and African-American literature in their historical and cultural contexts. Writers include Toni Morrison, Pietro Di Donato, Henry Roth, Amy Tan, Piri Thomas, Maxine Hong Kingston, James Welch, Jerre Mangione, Anzia Yezierska, Zora Neale Hurston, Toni Cade Bambara, Louise Erdrich, among others. Prerequisite: ENG 150

ENG 399 Selected Topics

A topic of literary interest proposed by a faculty member for one semester only. Prerequisite: ENG 200
1-6 credits

ENG 401 Linguistics and Grammars

Study of contemporary grammars to understand the structures and functions of the varieties of English. Prerequisite: ENG 110

ENG 402 Development of the English Language

A historical survey of changes in English vocabulary, pronunciation, spelling and grammar, including the social context of language change. Prerequisite: ENG 110

ENG 403 Grammar and Style

The study of the contemporary American English sentence in its historical and sociolinguistic contexts, with attention to the structure of the sentence, editing problems for writers, the role of Standard English, and variation for stylistic effect. Prerequisite: ENG 110

ENG 410 Chaucer and His Age

Emphasis is on Chaucer's *Canterbury Tales* and Chaucer's language, late Middle English of the South East Midlands. Some attention is given to the historical background of the period and, if time permits, a number of Chaucer's shorter works are read and discussed. Prerequisite: ENG 200

ENG 411 Shakespeare: Comedies and Histories

Study of such plays as *Richard II*, *Henry IV*, *Henry V*, *A Midsummer Night's Dream*, *The Merchant of Venice*, 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*, and *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*, and *Aeropagitica*. The focus is on Milton's relevance for our time.
Prerequisite: ENG 200

ENG 420 Literary Criticism

Major literary theories and practices from Aristotle through Derrida, Foucault, Benjamin, Kristeva, Said, Cixous and Kosofsky-Sedgwick are considered, with special emphasis on contemporary approaches.
Prerequisite: ENG 200

ENG 421 Literature and Psychoanalysis

A study of literature through application of depth psychology. Analysis of works, such as *Oedipus Rex* and the short stories of Poe, Kafka, Melville, and Hawthorne.
Prerequisite: ENG 150

ENG 422 The Psychological Novel

The relationship between depth psychology and literature and the use of psychoanalysis in interpreting and understanding the novel. Authors may include Gide, Woolf, Joyce, Beckett, and others.
Prerequisite: ENG 150

ENG 423 Myth, Symbol and Literature

Study of symbol, ritual, and myth formation as well as primitive, classical, biblical and social symbols and myths as they appear and function in literature and other media.
Prerequisite: ENG 200

ENG 480 Seminar in English Literature

An in-depth study of a single British author, work, or movement, chosen by the instructor.
Prerequisite: ENG 200

ENG 481 Seminar in American Literature

An in-depth study of a single American author, work or movement, chosen by the instructor.
Prerequisite: ENG 200

ENG 490 Internship in English

On-the-job training with regional employers. Students write regularly for the employer and the academic coordinator.
Prerequisite: ENG 200, junior or senior level, GPA 3.0 or better

ENG 499 Independent Study

As approved and to be arranged.
Prerequisite: ENG 200

Department of History

Professors: T. F. Cook Jr., M. Edelstein, C. Gruber, I. Tirado

Associate Professors: T. Finnegan (chairperson), J. Livingston, D. Meaders, I. Nack, S. Nalle, J. Pluss, G. Robb, G. Satra

Assistant Professors: J. Cho, Y. Dai, E. Gonzalez, K. O'Donnell

The history major may concentrate in American or European history. Courses in Asian, Latin American, and Middle Eastern history also are offered. The courses examine economic, social, intellectual, political, and diplomatic history and aim at developing the techniques of historical investigation, as well as increasing a student's ability to critically interpret the past.

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

Area Requirements 6 Credits

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

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

Elective Requirements 27 Credits

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

Note: Of the 33 credits required for the major, no more than 18 can be taken in United States, European, or non-Western history. The 6 credits of European and 3 credits of non-Western history electives in the Area Requirements are credited toward the 27 credits of the Elective Requirements by level.

MINOR REQUIREMENTS 18 CREDITS

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

CERTIFICATION REQUIREMENTS 27 CREDITS

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

Courses

Unless otherwise noted, all courses are 3 credits.

EUROPEAN HISTORY

HIST 101 Foundations of Western Civilization: From Antiquity to the Reformation

The first of a two-semester sequence, this course covers the historical development of western civilization from the ancient Near East through the Protestant Reformation. Emphasis is placed on the formation of the Western cultural heritage. (GE requirement; not credited toward the major)

HIST 102 The West and the Modern World: From Age of Discovery to Decolonization

The second of a two-semester sequence, this course is designed to provide broad coverage of the shaping of the modern world. It traces political, intellectual, social and economic developments and interactions between the West and the World from the voyages of discovery to decolonization. (GE requirement; not credited toward the major)
Prerequisite: HIST 101

HIST 301 Social History of Modern Europe

Covers the evolution of European society from a preindustrial society in the eighteenth century through an industrial society in the nineteenth and twentieth centuries, to a postindustrial society in the late twentieth century and introduces students to the objectives, methodology, and sources of social history.
Prerequisite: HIST 101

HIST 302 Origins of Civilization

A survey of the world's oldest civilizations, including ancient Egypt, Mesopotamia, the Hebrews, and the ancient Near East in general. The course examines how and why civilizations originated and developed in the ancient Near East. Focus includes art and archaeology as well as political, social, and religious history.
Prerequisite: HIST 101

HIST 303 Greek Civilization

Covers the cultural background of ancient Greece and the rise and fall of Athenian democracy. Thucydides and other commentators are used for a critical study of the great issues of Greek civilization.
Prerequisite: HIST 101

HIST 304 Rome: Republic and Empire

A survey of critical issues and developments in Roman history from the founding of the city in the eighth century B.C. to the fall of the Empire in the fifth century A.D. Particular attention is placed on the historical effects of social and political growth and decline. Topics include both political-constitutional history and the development of social institutions such as the family and marriage.
Prerequisite: HIST 101

HIST 306 Europe in the Middle Ages

Covers the early Middle Ages and the emergence of medieval order, fact and theories of the relations between church and state, Europe in the High Middle Ages, the development of secular and urban society, formation of nation states, the artistic and intellectual culture of castle, cathedral, and university.
Prerequisite: HIST 101

HIST 307 Imperial Spain 1450-1700

How did a country of nine million discover, conquer and colonize two continents, dominate Europe for 150 years, and create one of the world's major cultures? This course surveys the political and cultural history of Spain and her empire from 1450 to 1700.
Prerequisite: HIST 101

HIST 308 History of Christianity

A history of Christianity from the ancient world to the present, primarily in its European setting. Focus is on the reciprocal impact of the forms, thought, and organization of the Christian religion and society and culture.
Prerequisite: HIST 101

HIST 309 The Italian Renaissance

This course concentrates on the cultural, political, and social foundations of the Renaissance in Italy between 1350 and 1550. Because of the Italian Renaissance's profound influence on all of Europe, some attention is paid to tracing the spread of Renaissance ideas to other countries.
Prerequisite: HIST 101

HIST 310 Modern France Since 1815

The development of France, one of the first democratic republics, from the Bourbon Restoration in 1814 through the Fifth Republic today, featuring a multifaceted approach to French history. Emphasis is on continuity versus change and stability versus instability. The course explores the reasons for France's decline and later resurgence as a European power. Prerequisite: HIST 101

HIST 312 Reformation Europe

Martin Luther's challenge to the Catholic Church in 1517 led to 150 years of religious reformations and wars in Europe and Christian evangelization around the world. This course examines the origins of the reformation movement and assesses its impact on European society and politics during the early modern period. Prerequisite: HIST 101

HIST 319 Age of Discovery and Conquest

This course examines the age of Portuguese and Spanish exploration of the Old and New Worlds, and follows through the period of initial contact, conquest, and settlement (1492-1580). Prerequisite: HIST 101

HIST 330 Imperial Russia

Examines society, politics, and culture of Imperial Russia from the reign of Peter the Great to the last Romanovs. Major topics include serfdom, intellectual currents, and nineteenth-century revolutionary movements. Prerequisite: HIST 101

HIST 331 Twentieth-Century Russia

After an inquiry into the causes and effects of the revolutions of 1905 and 1917, a study is made of the Soviet regime under Lenin, Stalin, Malenkov, Khrushchev, Brezhnev, and Kosygin. Attention is given to internal industrial, agricultural, social, political and cultural development as well as to the role of the Soviet Union in world affairs. Prerequisite: HIST 101

HIST 332 Tudor-Stuart England

Explores the England of Henry VII to Queen Elizabeth, the social and political opposition to the early Stuarts, the English Civil War, the regime of Oliver Cromwell, the Restoration, the Glorious Revolution, and the growth of political stability after 1689. Prerequisite: HIST 101

HIST 333 Modern Britain

Surveys key political developments in Great Britain since the 1780s. Main emphasis is on the development of those social, economic, religious, and educational developments that produced modern British society. Prerequisite: HIST 101

HIST 336 Europe in the Age of Revolution: 1789-1848

Examines the transformation of Europe between 1789 and 1848 in terms of what has been called the "dual revolution" — the French Revolution of 1789 and the contemporaneous industrial revolution in Britain. Special emphasis is placed on the revolutionary movement from 1789 to 1848, which gives this period a certain unity. Prerequisite: HIST 101

HIST 338 Europe Since 1914

Major political, economic, social, and intellectual developments in Europe since 1914. The internal and diplomatic history of the Great Powers, the economic and political transformation of Europe under the impact of American-Soviet rivalry, and the intellectual record of the age are discussed. Prerequisite: HIST 101

HIST 339 The Revolutionary Movement in Russia

Examines a century of revolution (1825-1925), focusing on the social, political, and intellectual characteristics of such groups as the Decembrists, Nihilists, Populists, Marxists, and Anarchists. Prerequisite: HIST 101

HIST 340 Germany from Bismarck Through Hitler

Covers Germany's history from 1848 to 1945 with an emphasis on Germany's involvement in the wars from the Franco-Prussian War to World War II. Prerequisite: HIST 101

HIST 341 Hitler and the Nazi Era

This course deals with the era of twentieth-century Fascism and World War II, with an emphasis on Hitler and Nazi Germany. Prerequisite: HIST 101 and HIST 102

HIST 346 Modern European Women's History
This course examines the social, cultural, and political history of European women from the Enlightenment to the present.
Prerequisite: HIST 101

HIST 347 Irish History
A survey course of Irish history from 1600 to the present. The course pays special attention to the Irish struggle for independence from British rule and the defining characteristics of Irish as opposed to English culture.
Prerequisite: HIST 102

HIST 348 The British Empire and Imperialism
Survey of the history of the British Empire. Major course themes include the politics of imperialism and the economic and cultural significance of empire.

HIST 396 History & Literature of Medieval Spain
A historical, literary, and intellectual survey of the three principal religious communities of Medieval Spain (Christians, Jews, and Muslims) from approximately 500 to 1500 A.D.

HIST 427 Peasant Russia
The course examines the Russian peasantry from the Emancipation of 1861 to forced collectivization in the 1930s.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 428 Stalin and His Times
An examination of Stalin's rise within the leadership of the communist party and Soviet state, Stalin's impact on Soviet domestic policy and international affairs, and the process of deStalinization since the 1950s through the present.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 429 The Russian Revolution 1917-32
This course examines the causes and impact of the revolutions of 1917, the major political parties and figures, and the social dynamics within the revolutionary movement. The course then focuses on the first 15 years of Soviet power, delving into the type of society created, the conflicts within the leadership and the rise of Stalin.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 430 The French Revolution and the Napoleonic Era
Examines crucial periods such as the revolution of 1789; the Year II, the revolutionary dictatorship and the Terror, and the Napoleonic era. While political history is stressed, great emphasis is placed on social history.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 432 Intellectual History of Ancient and Medieval Civilizations
An examination of the artistic, practical (ethical and political), theoretical, and religious thought of ancient and medieval civilization in the West.
Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 444 European Religion 1500-1700
Between 1400 and 1700, Europe went through the religious upheaval of the Protestant and Catholic Reformations. This seminar attempts to understand the impact of the Reformations on European society by reading outstanding books in the field.
Prerequisite: For history majors only; non-majors may take course with instructor's permission, HIST 260

UNITED STATES HISTORY

HIST 205 United States History Through Reconstruction
The first semester of an introduction to United States history, from the time of the European conquest of the Americas to the reconstruction of the nation after the Civil War. Recent approaches and techniques — social history, women's history, African-American history, working-class history — are incorporated to permit new perspectives on the nation's past.
Prerequisite: HIST 101

HIST 206 United States History Since Reconstruction
The second half of the introduction to U.S. history, this course spans the years from Reconstruction to the present. It aims to cast new light on familiar questions about the American experience in the late nineteenth and twentieth centuries — the transformation of America under the impact of immigration, urbanization, industrialization, movements of social protest and reform, and the exercise of power on a global scale — through using the latest tools of historical interpretation.
Prerequisite: HIST 101

HIST 311 Labor History Through Film

An examination of labor history from the nineteenth century to the present, particularly in the United States, through the study of films depicting the conditions and struggles of working people, accompanied by collateral readings and discussions. The films range from animated cartoons to slides, documentaries, and feature-length masterpieces, such as *How Green Was My Valley*, *Sacco and Vanzetti*, and *The Grapes of Wrath*.

Prerequisite: HIST 101

HIST 314 History of New Jersey

An examination in historical perspective of political, economic, and social institutions of New Jersey and the influence of adjacent areas.

Prerequisite: HIST 101

HIST 315 U.S. Jewish Community

Focusing on the historic development of the American Jewish community from colonial to recent times, this course examines such vital issues in American society as ethnicity, cultural identity, and intergroup relations.

Prerequisite: HIST 101

HIST 316 American Women's History

The experience of American women from colonial times to the present. Explores conditions that shaped women's destiny, analyzes the differences between the historical experience of women from different social classes and ethnic groups, and considers the ways American women have perceived their condition and worked to alter it.

Prerequisite: HIST 101

HIST 318 American Colonies

Topical discussion of the American colonies with special attention given to Virginia, Massachusetts, New York, Pennsylvania, Georgia, and New Jersey. The course covers precolonial America and the early colonies.

Prerequisite: HIST 101

HIST 320 Jeffersonian and Jacksonian Democracy 1789-1840

An inquiry into the origins of Jeffersonian and Jacksonian Democracy is followed by a consideration of their immediate impact and lasting significance. Economic, social, and political developments are studied and comparisons made with developments in other nations.

Prerequisite: HIST 101

HIST 321 Era of the Civil War 1840-77

An investigation of the causes and effects of the rise of modern industry and the expansion of slavery, the abolitionist movement, the sectional conflict, the Civil War, and Reconstruction with emphasis on their long-range impact on the white and black peoples of the United States.

Prerequisite: HIST 101

HIST 322 Progress, War and Normalcy 1877-1933

A survey of rapid economic growth with its impact on business, labor, and agriculture, followed by discussion of social and political developments, including urbanization and progressivism. Attention is focused on the rise of overseas imperialism, the First World War, and the League of Nations, concluding with an examination of the booming twenties and the Great Depression.

Prerequisite: HIST 101

HIST 323 From New Deal to Cold War: Since 1933

An in-depth examination of the Great Depression of the 1930s with an appraisal of New Deal domestic and foreign policies, followed by a study of World War II and the United States' role in world affairs through the postwar decades. Changing political, social, and economic issues confronting the postwar generation are assessed against the background of world developments.

Prerequisite: HIST 101

HIST 325 American Ethnic History

Exploring John F. Kennedy's theme of "A Nation of Immigrants," the course focuses on the mass migrations that shaped American development into the twentieth century. The causes of immigration, the economic and cultural adjustment of the newcomers, and their impact are studied in the light of historical evidence.

Prerequisite: HIST 101

HIST 327 America as a World Power

This course studies the history of United States foreign relations in the twentieth century. From America's becoming an imperial power after the Spanish-American War to her uncertain role in the world today, the course traces the ideological underpinnings of American strategy and tactics on the world stage, America's role in major twentieth-century wars — hot and cold — the development of nuclear weapons and the course of the arms race, and the problems and opportunities presented by the dramatic political changes in the contemporary world.

Prerequisite: HIST 101

HIST 344 Society at War-United States in World War II

Studies the impact of World War II on American society and evaluates the concept that modern war is an instrument of social change. Emphasis is placed on Roosevelt's wartime leadership; economic mobilization for war; civil liberties; the condition of women, African-Americans, and other minorities; demographic change; youth and popular culture. The recruitment of science for military purposes, particularly in the development of the atomic bomb and the use of atomic bombs against Japan is also studied.

Prerequisite: HIST 101

HIST 350 American Slavery

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

Prerequisite: HIST 101

HIST 403 Interpreting U.S. History

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

Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260

ASIAN HISTORY

HIST 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, HIST 260

MIDDLE EASTERN HISTORY

HIST 390 Islamic/Middle Eastern History and Civilization I

History of Islamic Civilization from the Prophet Muhammad to the Mongol Invasion and destruction of the Classical Caliphate in A.D. 1258. The subjects of concentration are (1) the expansion of Islam as a political movement, (2) the formulation of the prophetic message into the religion and law that became the spiritual nucleus of the new civilization, (3) the absorption of the subject peoples (Jews, Christians, Iranians, Turks, Berbers) into the civilization and the role they played in its development and broadening visions and (4) the intellectual achievements of the High Caliphate in law, theology, mysticism, science, philosophy.

Prerequisite: HIST 101

HIST 391 Islamic/Middle Eastern History and Civilization II

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

Prerequisite: HIST 101

HIST 392 Contemporary Middle East

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

Prerequisite: HIST 101

LATIN AMERICAN HISTORY**HIST 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 Historical Methods**

This course, intended primarily for history majors, is concerned with the theory and practice of historical thinking and writing. Emphasis is placed on research methods and skills. History majors must take this course within the first two semesters of coursework in the major.

Prerequisite: HIST 101

HIST 317 U.S. History of the 1960s

Examines the United States in the 1960s — a period of change, reflection and dissent. This course focuses on the factors that generated that change, including the Civil Rights movement, the anti-war movement, women's liberation, and the counter-culture.

Prerequisite: HIST 101

HIST 328 Economic History

This course emphasizes the economic elements, including the use of human and natural resources, in the historic growth of the United States from colonial to recent times. An analysis is made of such evolutionary institutions as corporations and labor unions, as well as the changing role of government, technological innovations, competition, agrarian/industrial pioneering, and other issues in the development of America.

Prerequisite: HIST 101

HIST 351 History Museum Studies

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

Prerequisites: HIST 101 and HIST 102

HIST 399 Selected Topics

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

Prerequisite: HIST 102

1-6 credits

HIST 400 Internship in History

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

Prerequisites: HIST 102; History Major

HIST 417 War and Society

The history of war and the interrelationship of conflict and conflict resolution in the development of human societies is treated in a comparative framework. Military institutions, science and technology, and cultural treatment of war are among the topics included. Prerequisites: HIST 102; For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 433 Comparative Revolutions

A comparative study of revolution as a historical phenomenon. An analysis of various theoretical models of revolutionary change provides the conceptual tools with which to compare revolutions in different historical and cultural settings. Major attention is focused on an intensive analysis of selected major revolutions. Prerequisites: For History majors only; nonmajors may take course with instructor's permission, HIST 260

HIST 480 Seminar

Topics chosen and announced by faculty. Readings, reports, and papers related to specific topics. Prerequisite: For History majors only; nonmajors may take course with instructor's permission, HIST 260 1-3 credits

HIST 499 Independent Study

As approved and to be arranged. 1-6 credits
May not be used as a substitute for Capstone (400 level) Seminar.

Department of Languages and Cultures

Professors: A. Aguirre, O. de la Suarée, W. Rosa (chairperson), O. Saa, K. Yoon
Associate Professors: E. Martínez, B. Williams
Assistant Professor: T. Ihde, J. Lesikin, K. Rabbitt, J. Ramirez-Pimienta

The Department is the College unit responsible for structuring, reviewing, and offering all foreign language, culture, and literature courses, from basic to advanced levels. In order to maximize its instructional capabilities, the Department operates a state-of-the-art-multimedia language center located in Atrium 129. In addition to the foreign languages being offered, the Department has developed several programs in the literatures and cultures of Spain, Latin America, and the United States Latinos. A French and Francophone studies major has been developed as well as an Academic ESL Program. A Minor in Legal Interpretation and Translation is another component of the curriculum. This minor is an interdisciplinary initiative. It prepares students to further their studies at the BA or graduate level.

The Department also offers a graduate program in Bilingual/ESL. In conjunction with the College of Education, the program offers courses toward an M.Ed. in education, and endorsements in bilingual/bicultural education and English as a Second Language at the graduate level.

The Department is the home base of the Spanish and French Clubs which are comprised of students majoring in Spanish and French as well as those interested in Hispanic and Francophone cultures. The Spanish and French Club help plan academic cultural and social activities. Several Latino fraternities, sororities, and honor societies are also associated with the Department. Every year the Department sponsors the Annual Bilingual/ESL Conference, the Poetry Recitation Contest, and cosponsors the Annual Círculo de Cultura Panamericano Conference on Spanish and Latino American literature and culture.

The aims of the Department of Languages and Cultures are fivefold: (1) to further the development of students majoring or minoring in the department (majors in Spanish and French and minors in French, Spanish, and legal interpretation are currently offered); (2) to provide post baccalaureate training in bilingual/bicultural education, as well as in English as a Second Language, leading to endorsement as a teacher in those fields in the state of New Jersey and elsewhere; (3) to provide preprofessional training to bilingual/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.

The Foreign Language Requirement

Placement

William Paterson University has a 0 to 6 credit, university-wide foreign language reading requirement that all students must satisfy before graduation. The University does not automatically accept high school foreign language work as equivalent to college-level study. Upon admission, all incoming freshmen and transfer students are required to take a foreign language placement test to determine the appropriate level at which the student should begin the study of a language. Students 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 languages currently offered in the department. If students decide to take a language they have never had before, they enroll in a Basic I course. Once enrolled in a Basic I section, students have to take a Basic II section in the same language.

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 university-wide foreign language requirement. They may further their study of a particular language and culture by taking Intermediate I and Intermediate II, which are accepted general education courses, or they may use those credits to take any upper-level general education course(s). The department honors advanced placement in foreign languages by granting 3 to 6 credits, depending on the AP scores.

Students who wish to complete their language requirement in one semester can register for Intensive Spanish I and II, SPAN 106 (6 credits). First-year students who wish to complete their language study in consecutive semesters (Basic French I or Basic Spanish I in the Fall, Basic French II or Basic Spanish II in the Spring) should contact the Department of Languages and Cultures for the numbers of the Basic sections that will be included in the **Linked-Language Program** in the Fall. Students in a "linked" FR 110 or SPAN 110 course are guaranteed a seat in the corresponding Basic II section the following Spring, with the same professor and at the same scheduled time. This option allows for faster language development through class continuity.

Challenge Test

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 a Challenge Test. 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 exempt from 3 credits of the required 6-credit maximum in a foreign language. If students pass both levels of proficiency, then they are exempt from all 6 of the required credits in foreign language.

The students must pay the fee for a challenge test if they desire to obtain credit (\$75.00 per level). The student must decide before taking the exam(s) whether it will be for 3 or 6 credits. The test is graded for two levels of proficiency (Basic I and/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 tests are offered in March and October.

Students who wish to obtain credits for proficiency (Basic I and/or Basic II) in a language not offered at William Paterson University (e.g., Polish, Greek, Serbo-Croatian, etc.) may take a proficiency exam at an approved institution under the William Paterson Language Proficiency Assessment Program. Any language spoken by a significant population and which is a product of a geographically-based culture is acceptable for Certification. However, the availability of a qualified evaluator may restrict the range of qualifying languages.

A demonstrated competence in a language which is no longer spoken, but was once a product of a culture and is still used for purposes of scholarship and research (such as Latin, Ancient Greek, Coptic, Sanskrit and Aramaic), is also acceptable. Naturally, for these languages, testing will be written and not oral. You will need to find an institution in which the language is taught and which can give you final semester exams appropriate to your level of competence. In such a case, the tester would send us the corrected exam as well as the appropriate forms. Sign language and Esperanto do not qualify as foreign languages under these parameters.

For further information, students should contact their developmental advisors or Dr. Esther M. Martinez, Coordinator of the Foreign Language Proficiency Assessment Program, Atrium 247, extension 3034 or e-mail at MartinezE@wpunj.edu.

Academic ESL Program

The Academic ESL Program at William Paterson University is in the implementation stage. At present, non-native speakers of English may take courses in academic writing and reading, thematically linked to general education courses, while matriculated in a program of college study. For more information, please contact Dr. Joan Lesikin, Acting Director of Academic ESL, Atrium 249, extension 3043 or e-mail at LesikinJ@wpunj.edu.

Multimedia Language Center

The mission of the Multimedia Language Center is to support and enhance the instructional delivery of the foreign language courses offered by the Department of Languages and Cultures by integrating an innovative multimedia Intranet/Internet based learning and teaching environment into the language curriculum. The goal of the Multimedia Language Center is to maximize the use of the existing technology to its full potential and provide students with a state-of-the-art and pedagogically sound instructional delivery support system to promote language proficiency for the 21st century and implement a student centered, communicative, and multimedia-based language learning and teaching environment to support the development and the practice of language, research, and communication skills in the foreign language.

For further information, please contact the Department of Languages and Cultures at 973-720-3037.

Study Abroad Program

Students interested in the Study Abroad program should make an appointment with their major advisor. They should then contact the Program Director who will provide the information they need about eligibility, procedures to be followed, types of programs approved by the University, credit transfers, etc. Semester programs are also available. For further information regarding the Study Abroad Program, please contact Dr. Gunvor Satra, Program Director, Atrium 211, extension 3044 or e-mail at gsatra@wpunj.edu

THE MAJOR IN FRENCH AND FRANCOPHONE STUDIES

Description of Major

French and Francophone Studies is an interdisciplinary major designed to introduce students to the rich diversity of the French-speaking world. Making use of a developing knowledge of the French language, students choose different tracks in which to combine studies in the histories, literatures, and cultures of France and of different Francophone countries or areas (including, but not limited to, Algeria, Belgium, Cameroon, the Central African Republic, the Democratic Republic of Congo, Guadeloupe, Haiti, Quebec, Martinique, Morocco, Senegal, Switzerland, Tunisia). The major develops advanced French language skills and offers critical skills in textual and contextual analysis. Though students may choose to focus on French and Francophone literature, the major is not limited to literary study. Students may apply work done in related fields to the major upon demonstration of sufficient work in reading and/or writing French. The major is particularly recommended for students interested in pursuing work or study in international fields.

All majors are required to prepare a final project and to complete a final portfolio demonstrating oral, written, and reading proficiency and the scope of their cultural knowledge (see below). The final project, which is worked on during the required senior capstone seminar, is a focused study of a particular field of cultural production or of a geopolitical area in relation to the student's chosen track. This project, decided upon in consultation with the student's advisor, may take many forms: a more traditional literary study of a genre, work, or author; an examination of a different area of cultural production (art or architecture, film, television, radio, comic books, etc.); or a historical or political study of an event, movement, or system within the French-speaking world. (That students work in French and primarily on French language texts should not blind them to the complexities of the "Francophone world": certain areas require students to address the tensions between French and other language systems within a given culture—such as Arabic, Berber, and English in North Africa, Creole in the Caribbean, Wolof and other languages in West Africa, etc.)

Prerequisites for entrance into the major:

FR 110, 111, and 210 (old course 112), or equivalent must be completed before taking any course in the major (with the exception of FR 200 which is taught in English). FR 211 (old course 113) may be taken concurrently with 200 level courses. Native speakers of French should meet with their advisor to determine alternative courses.

Curriculum

MAJOR REQUIREMENTS 30 CREDITS

I. Required Courses 12 Credits

FR 200	Introduction to French and Francophone Literatures and Cultures (offered in English)	3
FR 222	Advanced French Conversation and Composition	3
FR 240	Cultural Heritage of France	3
or		
FR 241	Contemporary French Life	3
FR 250	Introduction to Textual Analysis and Research Methods	3

Possible Tracks for Major Study

Four possible tracks have been determined for the major in French and Francophone Studies:

- I. Literature
- II. Cinema Studies
- III. Cultural Studies
 - A) French Cultural Studies
 - B) Francophone Cultural Studies
- IV. Language and Linguistics

Additional courses of study may be individually determined in coordination with the advisor.

ADVANCED WORK FOR TRACK 18 CREDITS

I. Literature:

Required:

FR 320	Introduction to Literary Interpretation	3
FR 480	Senior Capstone Seminar	3

Electives: (select total of 4)

In French: (minimum of 2)

FR 331	The Twentieth-Century French and Francophone Novel	3
FR 333	Modern French and Francophone Theater ...	3
FR 334	French Literature to 1600	3
FR 336	French Poetry	3
FR 337	Topics in Francophone Literature (Topic varies. May be repeated for credit)	3
FR 350	Advanced French: Introduction to French Linguistics	3

FR 352	French in Context: Pragmatics of French Language	3
FR 380	Topics in Parisian Culture (1-3 credits; topics vary; may be repeated for credit)	1-3
FR 399	Selected Topics	3
FR 432	The Nineteenth-Century French Novel	3
FR 435	Seventeenth-Century French Theater	3
FR 438	Literature of the French Enlightenment	3
FR 452	Translation Theory and Practice	3

Outside Courses: (maximum of 2)

AACS 311	African Literature	3
AACS 323	Caribbean Literary Experience II	3
FR 435	Seventeenth-Century French Theater	3
FR 438	Literature of the French Enlightenment	3
FR 499	Independent Study	3

Outside Courses: (maximum of 2)

ARTH 210	Western Art II	3
ARTH 324	Medieval Art	3

(additional Art History courses possible in agreement with faculty depending on semester's focus.)

HIST 301	Social History of Modern Europe	3
HIST 306	Europe in the Middle Ages	3
HIST 308	History of Christianity	3
HIST 310	Modern France Since 1815	3
HIST 312	Reformation Europe	3
HIST 336	Europe in the Age of Revolution: 1789-1848	3
HIST 338	Europe Since 1914	3
HIST 346	Modern European Women's History	3
HIST 430	The French Revolution and the Napoleonic Era	3
HIST 444	European Religion 1500-1700	3
PHIL 305	Existentialism and Phenomenology	3
PHIL 340	Western Religion	3
POL 212	Early Modern Political Theory	3
POL 240	International Relations	3
POL 332	European Political Systems	3

II. Francophone Cultural Studies: (geographic focus recommended)

Required

FR 402	Seminar in Francophone Cultural Studies ...	3
FR 480	Senior Capstone Seminar	3

Electives: (select total of 4)

In French: (minimum of 2)

FR 320	Introduction to Literary Interpretation	3
FR 331	The Twentieth-Century French and Francophone Novel	3
FR 333	Modern French and Francophone Theater ...	3
FR 337	Topics in Francophone Literature (may be repeated for credit if topic changes.)	3
FR 371	Francophone Cinema	3

FR 399	Selected Topics (if topic relevant to Francophone Studies).....	3
FR 402	Seminar in Francophone Cultural Studies (may be taken more than once for credit if topic changes)	3
FR 499	Independent Study	3
<i>Outside courses: (maximum of 2)</i>		
AACS 213	African, African-American, and African-Caribbean Theater	3
AACS 215	African History I	3
AACS 216	African History II	3
AACS 233	Introduction to Art of Africa	3

THE MINOR IN FRENCH AND FRANCOPHONE STUDIES

Description of Minor:

The French and Francophone Studies minor is designed to allow students to include work in the French language and in French and Francophone culture in their undergraduate program of study. This minor is particularly relevant for students working in related fields of the humanities and social sciences (African, African-American, and Caribbean Studies; Anthropology; Art History; Communications; Economics and Finance; English; Geography; History; Latin American Studies; Marketing and Management; Musical Studies; Philosophy; Political Science; Sociology; Theater; Women's Studies) in that it allows them the possibility of doing comparative work in French or of working in a more international frame.

Prerequisites for entrance into the minor:

FR 110, 111, and 210 (old course 112), or equivalent must be completed before taking any course, in the major (with the exception of FR 200 which is taught in English). FR 211 (old course 113) may be taken concurrently with 200 level courses. Native speakers of French should meet with their advisor to determine alternative courses.

MINOR REQUIREMENTS 18 CREDITS

I. Required Courses 12 Credits

FR 200	Introduction to French and Francophone Literatures and Cultures (offered in English)	3
FR 222	Advanced French Conversation and Composition	3
FR 240	Cultural Heritage of France	3
or		
FR 241	Contemporary French Life	3
FR 250	Introduction to Literary Analysis and Research Methods	3

II. Additional Courses 6 Credits (select two courses)

FR 320	Introduction to Literary Interpretation	3
FR 331	The Twentieth-Century French and Francophone Novel	3
FR 333	Modern French and Francophone Theater	3
FR 334	French Literature to 1600	3
FR 336	French Poetry	3
FR 337	Topics in Francophone Literature	3
(May be repeated for credit if different geographical focus in different semesters: rotation of courses on Francophone literature of the Caribbean, of North America, of Africa, and of North Africa.)		
FR 350	Advanced French: Introduction to French Linguistics	3
FR 352	French in Context: Pragmatics of French Language	3
FR 370	French Cinema (Offered in English; majors do work in French)	3
FR 371	Francophone Cinema (Offered in English; majors do work in French)	3

SPANISH MAJOR

Prerequisites for entrance into the major:

Spanish 110, 111, 112 and 113, or the equivalent. These four courses or their equivalent must be completed before taking any courses in the major. Native speakers should not take Spanish 110 and Spanish 111; they are advised to take Spanish 114, (Spanish For Native Speakers) or Spanish 106, (Intensive Basic Spanish) in place of Spanish 110 and Spanish 111. Not all courses are offered every semester: Check the *Master Schedule* and consult with your developmental advisor before registering.

MAJOR REQUIREMENTS 33 CREDITS.

The Spanish major is comprised of 33 credits from courses grouped at three levels. Foundation Courses (Level A), Guided Electives (Level B), and Free Electives (Level C). Students are required to complete one course each in Groups 2, 3, and 4 of Level A (the 200-level) before proceeding to Groups B and C (the 300-/400-level). Group 1 (221 or 351) may be taken concurrently with 300-level and 400-level courses, but should be taken as early as possible in the major.

Students take one course from each of the six groups in Level B. Of the six courses, two must be 400-level seminars (480 or 481).

Electives may be taken from any of the six groups in Level B.

All 200-, 300-, and 400-level courses are 3 credits each unless otherwise noted.

Any prerequisites in addition to the 200-level courses for courses in Level B are noted for each course.

Students may take up to six credits, to be applied toward the major, from Department offerings taught in English.

LEVEL A: FOUNDATION COURSES:

200-LEVEL COURSES: 12 CREDITS

Students must have completed SPAN 113 or its equivalent. Students must take at least one course from each group.

Group 1:

- SPAN 221: Spanish: The Spoken Language, or
SPAN 351: Introduction to Interlingual Communication

Group 2:

- SPAN 222: Advanced Spanish Conversation & Composition, or
SPAN 352: Introduction to Written Translation (Prereq: Spanish 351)

Group 3:

- SPAN 250: Literary Analysis and Research Methods

Group 4:

- SPAN 228: Hispanic Literature in the United States, or
SPAN 230: Introduction to Spanish Literature I, to 1700, or
SPAN 231: Introduction to Spanish Literature II, from 1700
SPAN 232: Survey of Latin American Literature

Note: You may take 250 and a course from Group 4 concurrently. You may not take a course in Group 4 before having taken 250.

LEVEL B: GUIDED ELECTIVES:

300- AND 400-LEVEL COURSES 18 CREDITS:

At least 1 course from each group in Level B. All courses are 3 credits each unless otherwise noted. At least two 400-level seminars.

Prerequisites:

1. Must have completed 1 course each from Level A, Groups 2 (222 or 352), 3 (250), and 4 (228, 230, 231 or 232).
2. SPAN 250 is a prerequisite for *all literature courses* in Groups 1 through 5 of this listing, with the *exception* of Sp. 395/Hist. 395. SPAN 250 is not a requirement for the courses of Group 6 (Linguistics, Culture and Film).

Please note: The contents of Sp. 399; Sp. 480, Sp. 481 and Sp. 499 (Independent Study) vary. Please check with the Department for current offerings.

Group 1

Medieval: Fifth to Fifteenth Centuries

- SPAN 333: The Literature of Spain Until the Renaissance
SPAN 395/
HIST 395: Spanish Medieval History and Literature
Sole prereq: HIST 101.
SPAN 481: Seminar: Spain (if the topic is Medieval)

Group 2

Golden Age: Sixteenth and Seventeenth Centuries

- SPAN 331: The Golden Age of Spain
SPAN 332: The Drama of the Golden Age
SPAN 435: Cervantes and His Age
SPAN 481: Seminar: Spain (if the topic is Golden Age)

Group 3

Spanish Peninsular: Eighteenth to Twentieth Centuries

- SPAN 324: Nobel Prize Writers of Spain and Spanish America. [Note: This course may be counted once, either towards this Group or Group 5 (Latin American, 19th and 20th Centuries)]
SPAN 330: Spanish Literature of the Twentieth Century
SPAN 334: Romanticism in Spain: Prose and Poetry
SPAN 337: Romantic Theater in Spain
SPAN 434: The Nineteenth-Century Novel of Spain
SPAN 481: Seminar: Spain (if the topic is 18th-20th Century Spanish literature).

Group 4

Spanish American Literature to 1900

- SPAN 336: Modernismo
SPAN 430: The Literature of Spanish America to "Modernismo"
SPAN 436: The Modern Spanish American Essay
SPAN 480: Seminar: Spanish American Literature (if the topic is Latin American and prior to 1900)

Group 5

Spanish American Literature: Twentieth Century

- SPAN 302: Caribbean Culture and Literature of the Twentieth Century
- SPAN 324: Nobel Prize Writers of Spain and Spanish America. [Note: This course may counted once, either towards this Group or Group 5 (Latin American, 20th Century.)]
- SPAN 335: Modern Spanish American Drama
- SPAN 325: Latin American Women Writers of the 19th and 20th Centuries
- SPAN 431: Modern Literature of Spanish America: 1888 to Present
- SPAN 433: The Novel of Spanish America
- SPAN 480: Seminar: Spanish America (if the topic is after 1900)

Group 6

Linguistics and Cultural Studies

- SPAN 303: Hispanic Culture I: Spain
- SPAN 304: Hispanic Culture II: Spanish America
- SPAN 305: Hispanic Culture III: Culture of Hispanics in the United States

Note: The following new courses are being developed, and will be added to this group, subject to approval: Introduction to Spanish Linguistics, The Cinema of Spain, and The Cinema of Latin America.

LEVEL C: FREE ELECTIVE. 3 CREDITS

Any course from any group in Level B.

TO SUM UP:

- LEVEL A: 221/351
222/352
250
228/230/231/232
- LEVEL B: 300- and 400- level courses, at least one from each group. At least two 400-level seminars.
- LEVEL C: any course from Level B.

Additional Notes:

Students who enter the major with advanced standing in their language proficiency may begin the 200-level courses earlier and be able to spread the 300- and 400-level courses over a longer period of time. This will increase their range of electives within the major. Taking summer courses may also increase the opportunities for electives and for more rapid advancement.

Spanish majors are encouraged to acquire proficiency in a second foreign language. Consult with your advisor. In addition to taking one course at the 300-/400-level in each of the six categories, Majors may choose to take additional courses in a category of particular interest to them by using the 3 credit elective within the major and the Free Electives provided within the College degree program (9 credits).

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

Theater

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 and taught in the target language unless indicated otherwise.

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

FR 107 Freshman Basic French I

An introductory course that presumes no prior background in the language. The course develops the four areas of language skills - speaking, listening, writing and reading - through interactive classroom work, laboratory exercises, and diverse oral and written assignments. Students use the language to gain a beginning appreciation of the French and Francophone world.

FR108 Freshman Basic French II

A continuation of the grammar study of FR 107 with emphasis on further developing proficiency skills through reading and discussion of short texts and contemporary articles of current cultural relevance. Prerequisite: FR 107

FR 110 Basic French I*

An introductory course that presumes no prior background in the language. The course develops a beginning level of proficiency in the four areas of language skills-speaking, listening, writing, and reading-through interactive classroom work, laboratory exercises, and diverse oral and written assignments. Students use the language to gain a beginning appreciation of the French and Francophone world.

FR 111 Basic French II*

A continuation of the grammar study of FR 110 with emphasis on further developing proficiency skills through reading and discussion of short texts or contemporary articles of current cultural relevance. Continued emphasis on oral interaction in French. Prerequisite: FR 110 or equivalent

FR 200 Introduction to French and Francophone Cultures and Literatures

An introductory course exploring the cultural diversity of the French-speaking world. Discusses French colonialism and its distinct and complex legacies in different areas of Sub-Saharan Africa, North Africa, North America, the Caribbean, and France itself. Historical, literary, and cultural readings in translation. Films from the French-speaking world. Taught in English.

FR 210 Intermediate French I

A thorough review of basic French with further development of grammar and vocabulary. Training to read literary and journalistic selections in French and to write short, grammatically correct French compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Prerequisite: FR 111 or placement test or permission of instructor

FR 211 Intermediate French II

A further development of proficiency skills to a sophisticated level of comprehension, writing, reading, and discussion. Extended listening practice (including radio news, music, or film). Guided readings of short stories, newspaper or magazine articles, Internet resources, and/or a novel in French. Discussion of contemporary or historical events in the French-speaking world. Recommended for native speakers in need of further language work. Prerequisite: FR 210 or placement test or permission of instructor

FR 220 Advanced French: Translation Theory and Practice

A course in the art and practice of translating from English to French and from French to English (with primary emphasis on the latter). Theoretical readings. Practice in translating diverse texts (literary, business, media), structural comparison, analysis of different translations of a given text, comparative stylistic study.

Prerequisite: FR 222

FR 222 Advanced French Conversation and Composition

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

Development of written skills through intensive writing practice (informal and compositions).

Prerequisite: FR 211 or permission of instructor

FR 240 Cultural Heritage of France

An introduction to the cultural heritage of France from medieval times through the nineteenth century, focusing on the political contexts of France (religious tensions, the enlightenment, revolutions, colonialism) as well as on France's major contributions to Western thought, the arts, and the sciences. May be taken simultaneously with FR 222.

Prerequisite: FR 211

FR 241 Contemporary French Life

Contemporary France: its lifestyles, its tensions, its place in the world, its contributions to contemporary culture. Examination and discussion of the major social and political problems of contemporary France and of the impact of French media and arts today. May be taken simultaneously with FR 222.

Prerequisite: FR 211

FR 250 Textual Analysis and Research Methods

An introduction to bibliographical research (with library and technological workshops) and basic literary analysis and approaches, with attention paid to different genres, movements, and periods in French and Francophone literature. Students interested in non-literary areas of French and Francophone Studies pursue different bibliographical projects, on film or cultural studies, for example. May be taken simultaneously with FR 222

FR 300 Twentieth-Century French and Francophone Literature in Translation

This course enables students, through reading and critical discussion, to confront the ideas and diverse styles of some of the major French and Francophone writers of the twentieth-century. The literary works chosen (theater, poetry, short stories, and novels) reflect the immense social and artistic changes these writers have faced. Taught in English.

FR 320 Introduction to Literary Interpretation

An exploration of diverse theoretical approaches to literary texts, with some readings in French and American literary theory and application of diverse methods to study of selected texts.

Prerequisite: FR 222

FR 331 The Twentieth-Century French and Francophone Novel

A study of the twentieth-century novel in French, with attention to such authors as Proust, Gide, Camus, Duras, Robbe-Grillet, Djébar, Condé, and to different schools and literary concerns.

Prerequisite: FR 222

FR 333 Modern French and Francophone Theater

Major dramatists and movements in twentieth-century French-language theater. Emphasis on French existentialism, the theater of the absurd, and the political functions of different theater movements.

Prerequisite: FR 222

FR 334 French Literature to 1600

A study of the literature of medieval and renaissance France.

Prerequisite: FR 222

FR 336 French Poetry

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

Prerequisite: FR 222

FR 337 Topics in Francophone Literature

Introduces the major poets, novelists, and dramatists of the French-speaking world, including study of their literary, critical, and political works. Discusses the different literary movements of the Caribbean and its main twentieth-century writers, such as Césaire, Condé, Glissant. Studies contemporary Québec culture and literature, its historical and artistic considerations, political concerns, and relations to language through the works of such writers as Miron, Théoret, Broussard, Micone, Maillet, and Roy. Introduces major writers in French from Morocco, Tunisia, and Algeria, such as Ben Jelloun, Djébar, Boudjedra, Mimouni, Farès, Yacine, Memmi, with a primary emphasis on contemporary fiction in French, including additional consideration of Beur writers in France. Introduces major writers and literary movements in French-speaking sub-Saharan Africa within a historical and sociological context, considering work by Mongo Beti, Diop, Kourouma, Beyala, Senghor, Ousmane, Laye, or Bâ.
Prerequisites: FR 222 and FR 200

FR 350 Advanced French: Introduction to French Linguistics

Extensive study of comparative grammar, phonetic analysis and transcription, stylistics.
Prerequisite: FR 222

FR 352 French in Context: Pragmatics of French Language

This course examines how language and socio-cultural context are related. It introduces a variety of factors - setting, relationship between participants, purpose, politeness - that influence actual use of French language. Attention is paid to cross-cultural and cross-linguistic differences between French and English.
Prerequisite: FR 250

FR 370 French Cinema

This course offers an introduction to French cinema from its historical beginnings through its mid-century crises and the New Wave innovations to the diversity of its present-day perspective; cinematic techniques and innovations, diverse schools, the *va-et-vient* between American and French cinema. A secondary aim is to offer a cultural study of the films' contexts, to study them in relation to cultural, political, and philosophical upheavals of twentieth-century France, the two World Wars, the Fifth Republic, the end of colonialism, and a shifting relation to other European countries and to the United States. Class discussion in English with additional discussion section in French; majors do work in French.
Prerequisite: FR 222, or COMM 234, or ENG 229 or permission of the chairperson

FR 371 Francophone Cinema

Consideration of the development of Francophone cinema, its relation to French and American cinemas, its major concerns. Discussion of cinematographic innovations and focuses. Class discussion in English with additional discussion sections in French; majors do work in French.
Prerequisite: FR 222

FR 380 Topics in Parisian Culture

In conjunction with a trip to Paris, students study a particular period or movement relevant for an understanding of Parisian culture. Examples include nineteenth-century *fin de siècle* architecture, politics, and art; the French monarchy; Arab cultures in France; surrealism.
Prerequisite: Permission of instructor
1-3 credits

FR 399 Selected Topics

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

FR 400 Seminar in French Cultural Studies

Topic varies. An examination of a significant period or theme in French society, revolution, World War II, colonialism, religion, etc., and its impact on political, literary, media, artist, social concerns or productions.
Prerequisite: FR 250
May be repeated for credit if different topic is offered.

FR 402 Seminar in Francophone Cultural Studies

Topic varies. An examination of a particular area or of a cross-national issue within the French-speaking world, the cultural history of a certain geographic region, post-colonial concerns, independence movements, religion, etc., and its impact on political, literary, media, artist, social concerns or productions.
Prerequisite: FR 250
May be repeated for credit if different topic is offered.

FR 432 The Nineteenth-Century French Novel

Analysis of the genre in the movements of romanticism, realism, and naturalism. Some theoretical readings. Writers studied might include Hugo, Stendhal, Balzac, Flaubert, Zola.
Prerequisite: FR 320

FR 435 Seventeenth-Century French Theater

A study of the major dramatists of the seventeenth-century. Consideration of generic concerns of classical tragedy, tragicomedy, and comedy. Some theoretical readings. Authors studied might include Racine, Molière, Corneille.

Prerequisite: FR 320

FR 438 Literature of the French Enlightenment

A study of the transition from French classicism to the eighteenth-century revolt against authority and traditions. Introduction to eighteenth-century novel, drama, and philosophy. Writers studied might include Montesquieu, Diderot, Laclos, Voltaire, Beaumarchais.

Prerequisite: FR 320

FR 450 Approaches to Language Acquisition and Teaching

This course presents an overview of the study of language acquisition theories and teaching methodologies. It deals with central issues in the study of second language acquisition, and introduces a variety of French language teaching methods.

FR 452 Translation Theory and Practice

A course in the art and practice of translating from English to French and from French to English, with primary emphasis on the latter. Theoretical readings. Practice in translating diverse texts - literary, business, media - structural comparison, analysis of different translations of a given text, comparative stylistic study.

Prerequisite FR 250

FR 480 Senior Seminar

In-depth study of a selected author or theme or of a particular topic in French and Francophone Studies.

Prerequisite: permission of instructor

FR 499 Independent Study

As approved and to be arranged.

1-6 credits by permission of the dean.

SPANISH

SPAN 106 Intensive Basic Spanish I and II

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

Prerequisite: Two years of high school Spanish or permission of the chairperson.

SPAN 107 Freshmen Basic Spanish I

The first semester of a first-year course in basic Spanish seeks to develop elementary proficiency in pronunciation, vocabulary, oral comprehension and speaking, reading and writing, with an emphasis on oral and situational communication. Open to Freshmen only. Together with Spanish 108, fulfills the General Education foreign-language requirement.

Prerequisite: Freshman standing; non-native speaker; 0-2 years of high school Spanish.

SPAN 108 Freshmen Basic Spanish II

The second semester of a first-year course in basic Spanish seeks to develop elementary proficiency in pronunciation, vocabulary, oral comprehension and speaking, reading and writing, with an emphasis on oral and situational communication. Open to Freshmen only. Together with Spanish 107, fulfills the General Education foreign-language requirement.

Prerequisite: Spanish 107; non-native speaker; 0-2 years of high school Spanish

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*

Presents a communicative approach to the basic elements of the Spanish language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication.

SPAN 111 Basic Spanish II*

Continues the communicative approach to the basic elements of the Spanish language. Course further develops elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication.

Prerequisite: SPAN 110

SPAN 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 chairperson

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 chairperson

SPAN 114 Contemporary Spanish for Native Speakers

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

Prerequisite: Permission of chairperson

SPAN 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 or equivalent

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 or equivalent

SPAN 222 Advanced Spanish Conversation and Composition

Oral and written communication with special emphasis on content and composition theory. Course provides extensive practice in academic writing together with thorough analysis of various types of writing.

Prerequisite: SPAN 113 or equivalent

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 the Chicanos. The genres to be studied are: poetry, short story, novel, and theater. Special emphasis will be given to the literary and cultural trends represented by the major authors.

Prerequisite: SPAN 113 or equivalent

SPAN 230 Introduction to Spanish Literature I: To 1700

A survey of peninsular Spanish literature from its beginnings to 1700.

Prerequisite: SPAN 113 and SPAN 250. May be taken concurrently with SPAN 250, but not before it.

**SPAN 231 Introduction to Spanish Literature II:
From 1700**

A survey of peninsular Spanish literature from 1700 to the present.

Prerequisite: SPAN 113 and SPAN 250. May be taken concurrently with SPAN 250, but not before it.

SPAN 232 Survey of Latin American Literature

This course presents an overview of the Latin American literature from the fifteenth century to the present time. The course will highlight the major writers and literary trends through these five centuries. Emphasis is given to their contributions to the formation of this major and unique cultural production of the Western world. Taught in Spanish.

Prerequisite: SPAN 113 or equivalent

SPAN 250 Literary Analysis and Research Method

An introduction to bibliographical research and basic literary analytical methods and approaches, with attention to the exigencies of different genres and literary periods. The course provides an overview of the principal periods, movements, and trends of Peninsular and Latin American literary history and their historical contexts.

Prerequisite: SPAN 113 or equivalent.

**SPAN 300 Twentieth-Century Spanish Literature
in Translation**

A selective study of literature from the Iberian peninsula produced from the Visigothic era to the present and available in English translation. The course may be organized as a major-works or major-authors course, or it may focus on a theme or themes.

Prerequisite: ENG 150 and SPAN 250

**SPAN 301 Masterpieces of Latin American
Literature in Translation**

A selective study of the major figures and literary trends of the Latin American literature. The selected works and authors are studied from the point of view of their contributions to universal literature. Emphasis is placed on figures like: Isabel Allende, Jorge Luis Borges, Alejo Carpentier, Jose Donoso, Gloria Esquivel, Carlos Fuentes, Gabriel Garcia Marquez, Rene Marques, Gabriela Mistral, Octavia Paz, and others. Taught in English.

Prerequisite: ENG 150

**SPAN 302 Caribbean Culture and Literature of
the Twentieth Century**

A study of the social and literary traditions of the Spanish speaking Caribbean (Cuba, the Dominican Republic, and Puerto Rico) within the context of the Caribbean Basin. Emphasis is given to the major literary and social works from the Modernismo to the present. Representative works by Bosch, Brull, Cabrera Infante, Carpentier, del Cabral, Ferre, Florit, Guillen, Henriques Urena, Llorens Torres, Lima, Pales Matos, and others. Taught in Spanish and English.

Prerequisite: SPAN 250

SPAN 303 Latino Culture I : Spain

A contemporary cultural theory-based approach to the study of the most representative cultural, socio-political, philosophical, literary, and artistic contributions of Spain within the broader context of Western and non-Western (Islamic) civilization.

Prerequisite: Any 200 level course beyond SPAN 221

SPAN 304 Hispanic Culture II: Latin America

A contemporary cultural theory-based approach to the study of Latin America's social and political institutions, art, literature, and philosophy.

Prerequisite: Any 200 level course beyond SPAN 221

**SPAN 305 Hispanic Culture III: Culture of
Latinos in the United States**

A study of the culture of the Latinos in the United States surveying the most representative cultural, social, and artistic contributions of Latinos to mainstream United States culture. Includes a study of the literature, music, theater, and cultural trends. The course focuses on the cultural production of Chicanos, Cuban-Americans, and Puerto Ricans.

Taught in Spanish and English.

Prerequisite: Any 200 level course beyond SPAN 221

**SPAN 324 Nobel Prize Writers of Spain and
Spanish America**

A survey of the literary production of the winners of the Nobel Prize in literature from Spanish and Spanish America. The course focuses on the genre explored by these writers and covers the manner in which each one portrayed his/her space at an international level.

Prerequisite: SPAN 250

SPAN 330 Spanish Literature of the Twentieth Century

Selective study of major literary figures and significant trends in twentieth-century Spanish literature. Emphasis on such figures as Baroja, Unamuno, Azorin, Valle-Inclan, Ortega y Gasset, Benavente, Perez de Ayala, Machado, Jimenez, Salinas, Lorca Guillen, Aleixandre, Sastre, Gironella, Cela, and Laforet. Prerequisite: SPAN 250

SPAN 331 The Golden Age of Spain

The great creations of the Spanish Golden Age. El Lazarillo de Tormes and El Buscon are read as examples of picaresque novels. Fray Luis de Leon, Santa Teresa de Jesus, and San Juan de la Cruz are read as examples of mystical literature. An introduction to Novelas Ejemplares and *Don Quixote* is also included. Prerequisite: SPAN 250

SPAN 332 The Theater of the Golden Age

A study of the development of the national theater of Spain through the plays of Lope de Vega, Tirso de Molina, Mira de Amescua, Calderon de la Barca, Alarcon, Guillen de Castro, and others. Prerequisite: SPAN 250

SPAN 333 The Literature of Spain Until the Renaissance

A study of the literature of Spain from the fifth through the fifteenth century. Periods, genres, styles and schools, and a selection of major and minor authors and works, such as the *Cantar de Mio Cid*, the *Milagros de Nuestra Señora*, the *Libro de Alexandre*, the *Cantigas de Santa María*, the *Libro de Buen Amor*, the *Celestina*, the poetry of Jorge Manrique and of the Marqués de Santillana. Includes an introduction to regional and non-Castilian literature in Spanish translation. Prerequisite: SPAN 250.

SPAN 334 Romanticism in Spain: Prose and Poetry

A study of poetry and prose of the Spanish romantics. In the postromantic period special attention is given to Becquer and the aesthetics of the new poetry. Prerequisite: SPAN 250

SPAN 335 Modern Latin American Theater

A study of the evolution of the Latin American theater from its origins in the nineteenth century to the present. Representative works by Arrivi, Buenaventura, Dragun, Gorostiza, Marques, Solorzano, Usigli, Villaurrutia, Wolff, and others are studied. Taught in Spanish. Prerequisite: SPAN 250

SPAN 336 Modernismo: Prose and Poetry

A study of the Modernismo movement in Latin America from its beginning in the 1870's to its conclusion in the 1930's. Different genres, authors, and modalities are emphasized whenever the course is offered. The scope is multinational, and its includes the various generations that constitute the movement. Authors included are del Casals, Dario, Diaz Rodriguez, Gutierrez Najera, Herrera y Reissig, Lugiones, Marti, Nervo, Reyes, Santos Chocano, Valencia, and Collado Martell. Taught in Spanish. Prerequisite: SPAN 250

SPAN 337 The Romantic Theater in Spain

The emergence and development of the romantic theater in Spain; in-depth study of such works as *Don Alvaro o la fuerza del sino* El *Trovador*, *Don Juan Tenorio*, *Los Amantes de Teruel*. Prerequisite: SPAN 250

SPAN 351 Introduction to Interlingual Communication

Presentation of the various factors involved in communication and of the differences between oral and written communication. Introduction to translation and interpretation as process of interlingual communication: types of translation; modes of interpretation; work of translators and interpreters. Improvement of active and passive skills in A and B languages. Development of oral/aural skills required for interpretation. Simple oral and written language-switching exercises. Prerequisite: SPAN 250

SPAN 352 Introduction to Written Translation

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

SPAN 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 Latin America to Modernism

A study of the main literary currents, authors, and works from the Colonial period to the 1870's. Emphasis is given to particular authors who have made a significant contribution to the literary personality of Latin America. The study starts with the diaries of Christopher Columbus and continue until the first literary movement originated in Latin America, Modernismo. Taught in Spanish. Prerequisite: SPAN 250

SPAN 431 The Modern Literature of Latin America

The course studies the trajectory of Latin American literature from Modernismo to the present. Emphasis is given to the "ismos" of the turn of the century, the "novelas de la tierra," "indigenismo," "novelas de la revolucion," and the contemporary novel among others. Taught in Spanish. Prerequisite: SPAN 250

SPAN 433 The Novel of Latin America

A study of the major authors of the last forty years and their works. The course emphasizes the Boom, and post-Boom narrative. Historical, aesthetic and social developments, as well as philosophical influences are some of the main areas covered in the course. Taught in Spanish. Prerequisite: SPAN 250

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 250

SPAN 435 Cervantes and His Age

A study of Cervantes' artistic creation and its relation to the culture of the sixteenth century. Special emphasis is given to *Don Quixote* and the development of the novel as a genre. Prerequisite: SPAN 250

SPAN 436 The Modern Latin American Essay

A selective study of the most representative works by essay writers in Latin America. Emphasis is placed on those writers who have shaped the continental vision of the Latin American society. Writers included Arciniegas, Castro, Fernandez Retamar, Fuentes, Henriques Urena, de Hostos, Mariategui, Paz, Picon Salas, Reyes, Rojas, Vasconcelos, Varona, and others. Taught in Spanish. Prerequisite: SPAN 250

SPAN 451 Interpreting I

Presentation of interpretation and the different modes of interpretation used in the courtroom. Activities designed to develop oral/aural skills, memory, basic note-taking techniques, public speaking, and language-switching skills. Sight translation and consecutive interpretation practice using general texts. Prerequisite: SPAN 352 or permission of coordinator

SPAN 452 Interpreting II

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

SPAN 480 Seminar: Latin America

An in-depth study of a selected author or theme in Spanish American literature. Prerequisite: SPAN 250

SPAN 481 Seminar: Spain

An in-depth study of a selected author's work, or theme from Spanish Peninsular Literature. Prerequisite: SPAN 250

SPAN 499 Independent Study

As approved and to be arranged. 1-6 credits Prerequisite: Permission of chair

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*

Presents a communicative approach to the basic elements of the German language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

GER 111 Basic German II

Continues the communicative approach to the basic elements of the German language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

GER 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 107 Freshman Basic Italian I

The first semester of Freshman Basic Italian is designed for students who have not studied Italian previously, or who have had some exposure to Italian, but not enough to reach the level of proficiency expected of a student who has completed Italian 107. Students enrolled in 107 must be first-time freshmen at the beginning of the semester during which the class is offered. Italian 107 is not designed for native speakers of Italian, who should place into the appropriate level through the University's placement test before their first semester registration. Students who complete 107 successfully receive guaranteed seating in the same section of 108, Freshman Basic Italian II, in the following semester.

IT 108 Freshman Basic Italian II

The second semester of Freshman Basic Italian is designed for students who took Italian 107 at the University the previous semester. Students must continue in the corresponding section, on the same schedule and with the same instructor they had in 107. Prerequisite: IT 107 or permission of the chairperson

IT 110 Basic Italian I*

Presents a communicative approach to the basic elements of the Italian language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication.

IT 111 Basic Italian II*

Continues the communicative approach to the basic elements of the Italian language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication. Prerequisite: IT 110

IT 112 Intermediate Italian I

Aims at strengthening written and oral communication in Italian in a wide range of subject matter. Course provides extensive experience in conversation, composition, and reading. Prerequisite: IT 111

IT 113 Intermediate Italian II

Aims at strengthening written and oral communication in Italian in a wide range of subject matter. Course continues to provide extensive experience in conversation and composition and introduces the reading of literary selections. Prerequisite: IT 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 211 Intermediate Japanese II

A continuation of Intermediate Japanese I. Further increases a student's knowledge of Japanese grammar, vocabulary, idioms, and characters, building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 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*

Presents a communicative approach to the basic elements of the Portuguese language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures. Although the course focuses on Brazil, it introduces cultural material related to Portugal and Lusophone Africa, and Asia.

PORT 111 Basic Portuguese II*

Continues the communicative approach to the basic elements of the Portuguese language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures. Although the course focuses on Brazil, it introduces cultural material related to Portugal and Lusophone Africa, and Asia.

Prerequisite: PORT 110

PORT 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

PORT 499 Independent Study

As approved and to be arranged.

Permission of the dean.

1-6 credits

RUSSIAN

RUS 110 Basic Russian I*

Presents a communicative approach to the basic elements of the Russian language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

RUS 111 Basic Russian

Continues the communicative approach to the basic elements of the Russian language. Course further develops elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

RUS 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 Philosophy

Professors: M. L. Friquignon, M. Hailparn, D. Kolak (chairperson), J. O'Connor, J. Peterman, P. Rothenberg

Assistant Professors: A. Hoos, E. Steinhart

Philosophy is not merely a collection of views and theories but an activity equally relevant to the timeless issues of existence and to the practical concerns of today. 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, problemsolving methods, clear and persuasive expression of one's ideas and developing a broader perspective so our ideas, might work tomorrow as well as today.

Philosophy is a discipline whose central task is to teach us how to ask and reflect upon such *second order* intellectual activities as 'knowing about knowing,' 'thinking about thinking,' 'reasoning about reasoning,' 'evaluating values,' etc. Typically, students (like most people) tend to think of critical inquiry in terms of comparing and contrasting opposing ideas, a sort of 'comparative philosophy' approach to ideas. Such dialectical, non-analytical approaches lead to the mistaken view of philosophy as being mainly rhetorical, more like the art of lawyering or sociology than like the art of science and mathematics. It isn't. Philosophy, like science and mathematics, is after truth. But the truths philosophy is after are, typically, second order truths. This requires inquiry into many related, often interdisciplinary areas: the truth about *truth*, for instance, cannot even be discussed without first inquiring into the nuances of the philosophy of language. Questions about what knowledge, in and of itself, is cannot be addressed without inquiry into various ways of knowing and different fields of knowledge. And so on.

A course in philosophy is different from just about any other type of college class. A typical college course ideally gives you first-order thinking about

some area of knowledge and students come to their classes seeking such knowledge. They tend to be familiar with the idea that 'knowledge is power' but few, if any, have any idea what knowledge is or how to go about inquiring into that question. They acknowledge the importance of observation and experience, of thinking and improving the mind through reason, but have reflected little, if at all, on what experience is, what thinking is, or how one might go about inquiring into questions having to do with the nature of the mind. They tend to have opinions about religion, politics, and ethics but have no reasoning tools with which to raise questions about the issues in a way that moves them beyond merely the acceptance or rejection of opinions, whether their own or those of others. They tend to view scientific inquiry and 'proof' as givens but rarely know how to go about questioning the authority of science. Indeed, while college students tend widely to admire the phrase 'question authority,' they have no idea about how to actually go about questioning authority. (For instance, they equate 'questioning authority' with simply not believing what some authority says, rather than with the philosophical problem of identifying the key presuppositions of the authority's system of belief.) They have a vague sense and desire to be 'good,' to do the right thing, and have varying degrees of a social conscience, but have been given no guidance about reasoning about moral issues, how to distinguish moral reasoning from mere casuistry, or about how to make ethical decisions of often crucial importance to their own lives.

It is therefore not surprising that all human ideas and activities are relevant to the study of philosophy, 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 and research, consulting on ethical questions to hospitals and business, and administrative positions in education and science.

The Cognitive Science Laboratory

The Philosophy Department also offers a cognitive science component to its program, which includes the Department's Cognitive Science Laboratory. Cognitive Science is an interdisciplinary study of the mind/brain that brings together the following disciplines: Psychology, Anthropology, Neuroscience (including Neurobiology, Neuroanatomy, and Neurophysiology), Computer Science, Philosophy, and Linguistics. The purpose of combining study and research in several fields is to support interdisciplinary cooperation in solving different problems about the structure and function of the mind/brain.

In general, work in Cognitive Science seeks to understand brain systems as computational systems which manipulate representations. Toward this end, research often involves the construction of computer models of brain systems, models which ideally share input/output properties of the target brain system, and which behave similarly to the target system when 'lesioned.' The rapid growth in the number of universities offering degrees in Cognitive Science has been driven by the increasing necessity workers in the separate fields have seen for gaining information from other fields in order to solve their problems.

From an educational point of view, undergraduate study in Cognitive Science allows students with a general interest in the mind to learn about many different approaches to it, and prevents them from putting on the blinders that often come with commitment to a single discipline. An undergraduate degree in cognitive science provides a background for students to enter graduate school in any of the individual disciplines which make it up, or to enter into a graduate program in cognitive science.

Current research at the laboratory includes questions about how people represent themselves, confabulation, self-deception, the body image, spatial cognition, and the pathologies and functioning of the temporal lobes. At the lab undergraduates participate in the planning and execution of research projects.

The University offers an honors program in cognitive science that provides motivated students an opportunity to engage in an interdisciplinary study of the mind/brain. This program is described more fully at the end of the department listings in the College of Humanities and Social Sciences.

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

Prerequisite: PHIL 110

PHIL 216 Philosophy in the Middle Ages

An introduction to philosophical ideas of the Middle Ages among Christians, Muslims, and Jews. Emphasis on the metaphysics of Augustine, Avicenna, Maimonides, and the works of Aquinas and Ockham. Prerequisite: PHIL 110

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

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

Prerequisite: PHIL 110

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

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

Prerequisite: PHIL 110

PHIL 220 Philosophy of Religion

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

Prerequisite: PHIL 110

PHIL 221 Philosophy of Art

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

Prerequisite: PHIL 110

PHIL 222 Political Philosophy

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

Prerequisite: PHIL 110

PHIL 223 Philosophy of Science

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

Prerequisite: PHIL 110

PHIL 224 Philosophy of the Social Sciences

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

Prerequisite: PHIL 110

PHIL 225 Philosophy of History

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

Prerequisite: PHIL 110

PHIL 227 Eastern Philosophy and Religion

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

Prerequisite: PHIL 110

PHIL 228 Critical Thinking and Scientific Method

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

Prerequisite: PHIL 110

PHIL 300 Contemporary Analytic Philosophy

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

Prerequisite: PHIL 110

PHIL 305 Existentialism and Phenomenology

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

Prerequisite: PHIL 110

PHIL 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 Figs, Betty Freidan, Simone de Beauvoir, Frederick Engels, and Shulamith Firestone.

Prerequisite: PHIL 110

PHIL 326 Plato

A modern thinker said that all of philosophy has been a series of footnotes to Plato. This ancient Greek thinker developed in his *Dialogues* a method of analysis and expression that is still fresh and vital. The course examines such questions as the nature of human excellence, how to succeed in life, how to tell a lie (and how to recognize one), what is the best form of government, and whom 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: Any one of the following: PHIL 210, PHIL 312, PHIL 315, PHIL 317, CS 410, or ENG 401

PHIL 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Political Science

Professors: M. Chadda, S. Collins (chairperson), S. Kyriakides, S. Shalom, C. Sheffield, W. Small, C. Sesay, M. Weinstein

Associate Professors: G. Gregoriou, J. Mason, L. Wolf

Assistant Professors: W. Davis, M. L. Principe

The political science program is designed to provide students with the conceptual, theoretical, and research tools—as well as experience in applied politics—that will enable them to participate as effective citizens in the local, national, and international political systems that affect their lives. The public good is seen as essential to private well-being and security. Students are exposed not only to their own political system, but to the politics and cultures of other areas of the world, and to the international systems that govern world affairs.

The political science major is a good liberal arts major for a wide variety of fields. Students planning to study law will find this major most useful. Careers in business, government, and interest groups that interact with government are aided substantially by a political science background.

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
	or	
POL 212	Early Modern Political Theory	3
POL 230	Comparative Politics: Development and Modernization	3
POL 240	International Relations	3
POL 480	Seminar in Political Science (open to juniors and seniors; different seminars are offered each semester)	3

Political Science Electives 18 Credits
Select 6 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 the American government and politics. 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. Emphasis is placed on the historical role of United States cities and the present urban crisis. (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 226 American Judicial System

This course examines the role of the courts in the American political system. In addition to examining various judicial systems (state and federal court systems, criminal justice system), the course also reviews jurisprudence (interpretive/noninterpretive), legal concepts (jurisdiction, standing, mootness, etc.), and the Supreme Court (history, judicial preferences, policy changes, etc.).

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 sociopolitical construction of patriarchy and the conscious and nonconscious, intentional and unintentional ways in which male supremacy is reproduced in contemporary society. Particular emphasis is placed on the mechanisms of social control designed to limit women's participation in society and to ensure the perpetuation of male dominance. (offered every semester)
No prerequisite

POL 311 American Political Theory

This course provides an analysis of American political theory from its origins in English liberalism to the present day, including both mainstream and dissident voices. It evaluates the American political tradition in contrast to the major political ideas of Europe and in terms of the uniqueness of the American historical inheritance and environment. (offered every 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 United States Supreme Court decisions in such areas as judicial review, scope of federal power, federal-state relations, commerce, taxing and spending, regulations of economic and property interests, and other sources of legislative and executive power. (offered once a year)

POL 325 Constitutional Law: Civil Liberties and Civil Rights

Analysis of the concepts and problems associated with the exercise and interpretation of the Bill of Rights and the 13th, 14th, and 15th amendments. Leading decisions of the United States Supreme Court are analyzed and discussed with special attention given to such issues as freedom of speech, press, assembly, religion, privacy and security, the right to a fair trial, the rights of the accused, due process, and equal protection of the laws.

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 care reform, free trade, 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. The development of "Europewide" political institutions and policies is also studied. (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 is on the Russian Federation and its efforts to overcome its Soviet legacy of incomplete political and economic modernization. The course also looks at various paths toward political and economic independence being pursued by the Baltic Republics, Ukraine, and the Caucasus and Central Asian Republics. (offered every 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. United States policy toward the region is analyzed. Debt, trade, immigration, democratization, and related issues are analyzed for such countries as Mexico, Cuba, Argentina, Brazil, Chile, and Uruguay. (offered 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 post-independence governmental political parties and ideological inclinations among African states. Emphasis is on origin and evolution of political institutions and their functions within contemporary Africa. (Same course as AACS 338; offered once a year)

POL 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 United States foreign policy, as well as an examination of how United States 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 United States from the New Deal to the present, and 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

How to manage the environment so as to sustain life itself and assure human equity is perhaps the most profound problem confronting the world's decision makers. This highly interdisciplinary course examines 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. It surveys the history of the environmental movement that is reshaping politics both nationally and globally and provides an understanding of the specific national and international institutions, political and technical processes involved in environmental policy making. The course employs insights not only from political science, but also from environmental science, anthropology, history, economics, philosophy, and law. (offered every two years)

The prerequisites for this course may be waived with permission of the department chair.

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 postCommunist 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

Pre-Law Program

Lodged in the Political Science Department, the pre-law program is a non-credit program open to any William Paterson student who may be interested in law as a career. The program provides weekly LSAT workshops that prepare students to take the law school entrance exam. In addition, a variety of workshops on applying to law school, financing law school, surviving in law school, minorities and law school, and law as a career are offered throughout the year. Students planning to go to law school are advised to sign up with one of three pre-law advisers provided by the University.

Department of Psychology

Professors: S. Boone, J. Green, N. Kressel, G. Leventhal, A. Montare, B. Pakizegi, T. Silverman, B. Silverstein, D. Sugarman, D. Vardiman, R. White

Associate Professors: T. Haver, T. Heinzen (chairperson)

Assistant Professors: K. Makarec, J. Raia

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 College 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
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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. Prerequisite: Math 324 (for Computer Science Majors only)
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 focuses on normal human development from three to six years of age. An in-depth analysis of the main areas of development, including the physical, intellectual, social, and emotional is made.

Prerequisite: PSY 210

PSY 344 The School Age Years

This course focuses on normal human development from 6-12 years of age. An extensive theoretical and research review of the main areas of development (physical, intellectual, social and emotional) is made. The course also discusses the applied implications of these developments for parenting, education, and therapeutic work for children of this age period.

Prerequisite: PSY 210

PSY 350 Theories of Personality

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: M. Ansari, C. Flint, R. Glassman, R. Martorella, V. Parrillo (chairperson), P. Stein, J. Stimson, W. Willis

Associate Professors: M. Baumgartner, L. Gaydosh, S. Tardi,

Assistant Professors: M. DeLucchi, M. Elsner, K. Korgen, C. Magarelli, J. Mahon, 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 criminal justice, social services, and sociological practice are available.

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

MAJOR REQUIREMENTS 36 CREDITS

Required Core Courses for all concentrations 12 Credits

SOC 101	Principles of Sociology	3
SOC 211	Elementary Sociological Statistics	3
SOC 214	Sociological Research Methods I	3
SOC 215	Sociological Research Methods II	3
SOC 218	History of Social Theory	
	or	
SOC 219	Modern Sociological Theory	3

Major Electives (for students not in a specified concentration) 15-18 Credits

SOC 102	Social Problems	3
SOC 231	Sociology of the Family	3
SOC 232	Sociology of Education	3
SOC 233	Sociology of Religion	3
SOC 234	Political Sociology	3
SOC 235	Sport in the Modern World	3
SOC 236	Sociology of the Arts	3
SOC 241	Minority Groups in America	3
SOC 242	Muslims and Islamic U.S. Institutions	3

SOC 271	Sexuality in Modern Life	3
SOC 272	Urban Sociology	3
SOC 335	Sociology of Law	3
SOC 344	Social Stratification	3
SOC 351	Sociology of Socialization	3
SOC 352	Self and Society	3
SOC 353	Sociology of Adulthood	3
SOC 355	Sociology of Aging	3
SOC 356	Sociology of Death and Grief	3
SOC 357	Sociology of Health and Illness	3
SOC 365	Social Deviance	3
SOC 370	Social Demography	3
SOC 372	Sociology of Organizations	3
SOC 373	Sociology of Social Movements	3
SOC 374	Sociology of War	3
SOC 375	Social and Environmental Change	3
SOC 491	Internship in Sociology	1-6

SOCIOLOGY CONCENTRATIONS

Criminal Justice (15-18 Credits)

SOC 261	Essentials of Criminal Justice (required)	3
SOC 335	Sociology of Law	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 365	Social Deviance (required)	3
SOC 366	Sociology of Corrections	3
SOC 367	Juvenile Delinquency	3
SOC 368	Criminology	3
SOC 403	Community Supervision and Treatment of the Offender	3
SOC 482 -	Senior Seminar in Criminal Justice (required)	3
SOC 492	Internship in Criminal Justice	3

Social Services (15-18 Credits)

SOC 102	Social Problems	3
SOC 223	Introduction to Human Services (required)	3
SOC 224	Social Work Practice	3
SOC 231	Sociology of the Family	3
SOC 241	Minority Groups in America	3
SOC 351	Sociology of Socialization	3
SOC 352	Self and Society	3
SOC 354	Social Stratification	3
SOC 355	Sociology of Aging	3
SOC 357	Sociology of Health and Illness	3
SOC 358	Sociology of Death and Grief	3
SOC 365	Social Deviance	3
SOC 483	Senior Seminar in Social Services (required)	3
SOC 493	Field Work in Social Services (required)	3

Sociological Practice (15-18 Credits)

SOC 220	Social Organization of Work (required)	3
SOC 315	Computer Applications and Sociological Practice	3
SOC 316	Forecasting Future Societies	3
SOC 320	Contemporary Issues in the Workplace	3
SOC 322	Sociology of Organizations	3
SOC 323	Labor Relations and Law	3
SOC 326	Sociology of the Arts	3
SOC 370	Social Demography	3
SOC 484	Senior Seminar in Sociological Practice (required)	3
SOC 491	Internship in Sociology (required)	3

MINOR REQUIREMENTS 18 CREDITS

Required Courses 9 Credits

SOC 101	Principles of Sociology	3
SOC 214	Sociological Research Methods I	3
SOC 218	History of Social Theory or Modern Sociological Theory	3
SOC 219	plus three additional sociology courses by advisement	9 Credits

Related Sociology Electives

(all concentrations) 6-9 Credits

With advisor approval only, students may select one or two sociology courses not on the above list.

Certification Requirements 27 Credits

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

Courses

Unless otherwise noted, all courses are 3 credits.

SOC 101 is a prerequisite to all other sociology courses unless waived by the instructor.

SOC 101 Principles of Sociology

Examines the structure and dynamics of human society and interprets social behavior within the context of modern society and culture. A prerequisite to all other sociology courses unless waived by the instructor.

SOC 102 Social Problems

An examination of various social problems from a sociological perspective. The interrelatedness of social problems and the role of value-beliefs are stressed.

SOC 211 Elementary Sociological Statistics

A basic course introducing the use of quantitative methods to describe social life. No special mathematics background or aptitude required. Emphasis on learning to measure and make decisions about problems that sociologists currently face in government, business, evaluative, and theoretical research.

SOC 214 Sociological Research Methods I

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 215 Sociological Research Methods II

The scientific method is introduced through study of the relationships between everyday definitions of social life, sociological concepts and theories, and the gathering and analysis of social facts. Students also conduct thorough searches of the literature and cyber-literature, and write their own organized research designs. Students' methodological decisions and skills are refined by the introduction of alternative data-gathering and analysis methods. Students carry out research proposals developed in Sociological Research Methods I.

SOC 218 History of Social Theory

Focuses on the works of the great classical sociologists. The theories of Comte, Spencer, Durkheim, Marx, Weber, Simmel, Pareto, George Herbert Mead, and others are analyzed in light of contemporary social conditions and in terms of the development of sociological theory.

SOC 219 Modern Sociological Theory

An analysis of contemporary social thought expressed by Talcott Parsons, Robert H. Merton, C. Wright Mills, Lewis Coser, R. Dahrendorf, Herbert Marcuse, G. H. Mead, E. Goffman, H. Blumer, Peter Blau, G. Homans, Garfinkel, and others.

SOC 220 Social Organization of Work

An analysis of the nature of work, the individual's relation to work, the organizations workers form to protect their interests, and the interactions among workers, their organizations, and other institutions.

SOC 223 Introduction to Human Services

An introduction to social welfare and the social work profession. Attention is given to current issues, programs, policies, and the various settings for social work practice.

SOC 224 Social Work Practice

Designed for both cognitive and experiential learning, this course conceptualizes a generic practice model for the helping process and demonstrates techniques through role-playing.

SOC 231 Sociology of the Family

A sociological approach to the study of marriage and family living. The student is required to develop a critical evaluation of studies and research in the field.

SOC 233 Sociology of Religion

Examines the social dimensions of religion and the relationship between religion and society. (Non-Western course)

SOC 234 Political Sociology

Examines major works of political sociology with special emphasis on the conflicting concepts between the "liberal" ideas of such writers as Bell, Parsons, and Dahl and the "new left" approach of Goodman, Mills, and Marcuse.

SOC 235 Sport in the Modern World

This course focuses on various aspects of sport in modern society—economic, political, and social aspects; issues of gender and race; media and mass communications and the roles of scholar-athlete.

SOC 236 Sociology of the Arts

Designed to show the reciprocal relationship between the arts and society. Examines how various attitudes, values, norms, and institutions of society are revealed in mass culture forms (e.g., television, rock, music, painting, literature, theater, dance, photography, and film), in an effort to help the student understand the vital place of the arts in society, as well as the impact of culture on the arts.

SOC 241 Minority Groups in America

Examines the experiences of all racial and ethnic groups from colonial beginnings to the present day from a sociological perspective. Particular emphasis on the recurring patterns in dominant-minority relations; differential powers; the ethnic diversity in American society; the contributions, socioeconomic conditions, and institutional variation of each group.

SOC 242 Muslims and Islamic Institutions in the United States

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

SOC 255 Sociological Research Methods II

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 261 Essentials of Criminal Justice Systems

Philosophical and historical background of agencies and processes, law enforcement administration and technical problems, crime, and the criminal as social and public safety problems.

SOC 262 Violence in the Community

The causes, patterns, and functions of violence. Violence is studied as an extension of biology. A course in the sociobiology of violence in human communities.

Prerequisite: SOC 261

SOC 271 Sexuality in Modern Life

A biological, psychological, and sociological study of human sexuality and the interaction between the biological and psychological needs of the individual. Covers curriculum and instruction for sex education in the schools.

SOC 272 Urban Sociology

Examines the growth and development of cities with primary focus on the modern American metropolis: ecological patterns; urban institutions; with a particular emphasis on the problems of the inner city; the rise of suburbia and future prospects.

SOC 315 Computer Applications and Sociological Analysis

The course introduces the nature and structure of the Internet and World Wide Web and develops the utilization of these resources as tools for inquiry into and exploration of issues of relevance for sociology and other social sciences.

SOC 316 Forecasting Future Societies

Students are introduced to current and classical models of social change, visionary forecasts found in utopian and dystopian fiction, the field of futuristics, and the art of social forecasting.

SOC 320 Contemporary Issues in the Workplace

Examines the separate rights and responsibilities of the employer and employee, and the inherent conflict between management prerogatives and employee protections.

SOC 323 Labor Relations and Law

Examines the structural problems facing labor administrative apparatus at the state and local levels. Regional problems related to organizing tasks are discussed within the framework of current labor law and collective bargaining techniques.

SOC 335 Sociology of Law

An analysis of the social basis, functions, and effects of law, both as a profession and as a system of social control.

SOC 336 Comparative Criminal Justice Systems

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 337 Sociology of Education

This course examines the institution of education through the lens of sociological theory. Areas to be analyzed include the growth of the educational system, the institutions role in creating equality of opportunity, measurement of school outcomes, cultural transmission through curriculum design, schools as organizations, and current reform movements.

SOC 343 Ethnic and Racial Conflict Resolution

Beginning with a general introduction to the multidisciplinary aspects of conflict, this course proceeds to a study of hate groups on the World Wide Web and then to various international conflicts. The essence of the course is extensive use of the Internet to gain information and to communicate with students taking the course simultaneously throughout the world. Role playing, analytic reports and a cooperative final project are required.

SOC 351 Sociology of Socialization

An in-depth analysis of personality development and behavior modification from infancy to adulthood through various agents of socialization. The work of Aries, Freud, Mead, Erikson, Bettelheim, Goodman, and Sheehy are included.

SOC 352 Self and Society

A study of the impact of society on the formation of each individual's personality through analysis of language, definitions, and values.

SOC 353 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 354 Social Stratification

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

SOC 355 Sociology of Aging

The demography of aging, age and its social structure, and age as a social problem. Population trends are examined as they relate to health problems of the elderly. Focus on the changing role of the elderly in the kinship network.

SOC 357 Sociology of Health and Illness

Analyzes social factors in relation to health and disease. Considers definitions of health, illness behavior, the formal and informal organization of health, professions and institutions, and the expanding role of government in the health field. Uses both theory and current research.

SOC 358 Sociology of Death and Grief

Death as an institution is studied by focusing on death and social values, cultural components of grief, and social functions of bereavement. Particular attention is paid to the social organization of death and dying in bureaucratic settings.

SOC 364 Criminal Investigation

Examines various aspects of criminal investigation from the three major types of police science approaches. Intended for both those planning a career in law enforcement and to inform civilians of their rights within an investigative process.

SOC 365 Social Deviance

Examines the concept of deviance in society through a study of the issues of value judgments, abnormality and eccentricity. Implications are found for the causes of the behavior of groups socially labeled as deviant.

SOC 366 Sociology of Corrections

An in-depth analysis of penal institutions from a sociohistorical perspective. Included are how prisons emerged, the "prisonization" process, women's prisons, and the rehabilitation re-entry process.

SOC 367 Juvenile Delinquency

A comprehensive study of the problems of delinquency. Blends all theoretical approaches with pertinent data in its analysis of causes, treatment, and control.

SOC 368 Criminology

An examination of the various components of the criminal justice system and how they reflect societal values and attitudes.

SOC 370 Social Demography

Addresses four problems: 1) dangers of world population growth for individual survival; 2) the interaction between change, social structure and population; 3) social psychological attitudes in fertility decisions; and 4) the uses of the census to describe social problems.

SOC 372 Sociology of Organization

A theoretical course tracing development of organizational theory to the present; a practical course, considering the increasing impact of bureaucratic organization on our lives.

SOC 373 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 nation conflicts (black struggles, women's liberation, the youth movement, etc.).

SOC 374 Sociology of War

Examines the theories surrounding the causes, nature, and effects of modern warfare and its influence on shaping social structure and personality.

SOC 375 Social and Environmental Change

Problems of environmental social change are critically examined and evaluated. Emphasis on exploring small and large scale modes of change.

SOC 399 Selected Topics

Special course(s) offered either on an experimental basis, or to draw upon the strengths of a visiting scholar, or to examine issues of contemporary significance.

1-6 credits

SOC 403 Community 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 482 Senior Seminar in Criminal Justice

An in-depth, critical analysis of the literature in the field of criminal justice. Each student is expected to select a specific social organization, problem or policy, explore the current research literature, and make a presentation about the empirical findings.

SOC 483 Senior Seminar in Social Service

An in-depth, critical analysis of the literature in the field of social services. 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.

SOC 484 Senior Seminar in Sociological Practice

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.

SOC 485 Senior Seminar in Sociology

An in-depth, critical analysis of the literature in the field of sociology. Each student is expected to select a specific social organization, problem, or policy, explore the current research literature, and make a presentation about the empirical findings. Topics vary each semester according to students' interests.

SOC 491 Internship in Sociology

This course provides qualified students practical work experience in an applied sociology or anthropology setting. Periodic conferences and a monthly seminar are an integral part of this program.

Prerequisite: permission of instructor required.

1-5 credits.

SOC 492 Internship in Criminal Justice

This course provides qualified students with practical work experience within the criminal justice system. Periodic conferences and a monthly seminar are an integral part of the program.

Prerequisite: 12 credits in criminal justice and permission of instructor.

1-6 credits

SOC 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Women's Studies

Assistant Professors: J. Griscom (half-time), B. Hampton, A. Scala (chairperson)

Women's Studies is an interdisciplinary program, applying feminist perspectives to all areas of the study of women and gender. The program emphasizes gender as shaped by its interaction with race/ethnicity, class, sexuality, religion, age, and other identities. Its goal is to demonstrate both the commonality and diversity of women's experiences. The program offers both: 1) interdisciplinary courses studying a range of issues that cross discipline; and 2) courses which deal with the impact of gender within individual disciplines. Its courses are designed to familiarize General Education students with women's studies issues, to offer upper division students a chance to pursue further study through a wide variety of electives, and to give a student majoring or minoring in women's studies a thorough grounding in the discipline and the preparation necessary to pursue graduate work in the field, if they choose. In addition to regular course offerings, special selected topics are offered each semester.

Curriculum

CONCENTRATION

REQUIREMENTS 33 CREDITS

Required Core Curriculum 12 Credits

WS 110	Women's Changing Roles	3
POL 272	Politics and Sex	3
WS 310	Contemporary Feminist Issues	3
WS 410	Capstone Course in Women's Studies (seminar/field/internship/ independent study)	3

Electives 21 Credits

WS 307	Sex Equity in Education	3
WS 350	Lesbian Issues	3
WS 370	Feminist Theory: World War II to the Present	3
WS 399	Selected Topics	3
WS 465	Internship in Women's Studies	3
WS 499	Independent Study	3
AACS 255	The Black Woman's Experience	3
AACS 262	Caribbean Women	3
CMHL 210	Women's Health	3
ENG 217	Images of Women in Modern Literature	3
ENG 219	Nineteenth Century Women's Voice	3
ENG 220	Women, the Bible, and Modern Literature	3
PSY 311	Psychology of Women	3
HIST 316	American Women's History	3
HIST 346	Modern European Women's History	3
PHIL 324	Philosophy of Sexual Politics	3
POL 372	Politics of Sexual Violence	3
SPAN 338	Latin American Women Writers of the Nineteenth and Twentieth Centuries	3

MINOR REQUIREMENTS 18 CREDITS

Required Courses 9 Credits

WS 110	Women's Changing Roles	3
WS 310	Contemporary Feminist Issues	3
POL 272	Politics and Sex	3

Elective Courses: 9 Credits

Choose three (3) courses from the elective list.

Courses

Refer to the appropriate departments for descriptions of courses outside Women's Studies.

Please note that at the time of publication there were additional courses pending approval. Consult with the department for the most recent list of available courses. Unless otherwise noted, all courses are 3 credits.

WS 110 Women's Changing Roles

A history and analysis of the origins, philosophies, issues, and activities of the women's movement. Deals with sex roles in a changing society and role conflicts for both women and men resulting from this transition. Explores the impact of sexism, racism, heterosexism, classism, ableism, ageism, and other oppressions on women's lives.

WS 307 Sex Equity in 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.

Prerequisite: Either WS 110, WS 150 or AACS 150

WS 370 Feminist Theory: World War II to the Present

This course provides an overview of feminist theory from World War II to the present with particular attention to three questions: What are the fundamental assumptions of contemporary feminist theory? How does a feminist analysis influence our understanding of socio-political processes? What are the political issues and strategies that emerge from feminist theory?

Prerequisite: WS 110 or WS 150

WS 410 Capstone Course in Women's Studies

This senior level course focuses on theories of gender and issues relating to women's diversity. Students do a major research project in order to become knowledgeable about feminist research.

Prerequisites: WS 110, POL 272, and WS 310

WS 465 Internship in Women's Studies

Students work in an off-campus field placement for 8-10 hours each week. This course gives students the opportunity to get involved with programs which affect women's lives directly, applying the theories, principles, and empirical findings in the area of women's studies.

Prerequisites: WS 110, WS150, and WS 310

WS 499 Independent Study

As approved and to be arranged.
1-6 credits

Honors Program in Cognitive Science

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

The honors program in cognitive science is open to majors in: psychology, anthropology, biology, computer science, philosophy and communication disorders. Students in other majors who are interested in the program may also be admitted with permission from the program coordinator. This program provides the student with opportunities to engage in in-depth discussion on topics related to the mind/brain. Research is strongly emphasized within the program, and there are many opportunities to become involved in research with faculty. Culminating the student's undergraduate career is the research thesis. The honors program in cognitive science is highly recommended for students planning graduate or professional studies in pursuit of careers in education, psychology, philosophy and related fields.

Students who wish to apply to the program must have a 3.0 GPA. The program is open to students at freshman, upper level students and transfer students. For further information on this program, consult the program coordinator: Dr. Katherine Makarec, Department of Psychology.

The core courses of the program are as follows:

CGSI 200 Cognitive Science: the Interdisciplinary Study of the Mind

In this course, students gain an understanding of how the different constituent areas are the rich foundation of cognitive science by directly interacting with the experts in those fields. This provides the student with an overview of the field of cognitive science and the general methodologies used within those fields. This course provides the foundation for later courses by giving the student an overarching theoretical framework needed to assimilate more detailed information. It also provides the students with the basic terminology, the language of cognitive science. 3 credits

CGSI 300 Selected Topics in Cognitive Science

This course provides a review of brain anatomy and physiology and continues with an examination of the ways in which theorists have conceived the relations between neuronal events and the conscious mind. The impact of the computer metaphor in cognitive science is explored and the way in which theorists have applied this metaphor to describe and explain the human mind. Topics for further exploration range from theories on how we construct our visual world to the representation of self.

Prerequisite: CGSI 200

3 credits

CGSI 401 Cognitive Science Honors Thesis I

This is an intensive research course. Students select a topic for their research project in consultation with faculty. The exploration of the research topic is the primary focus of the course. Research methods open to the student include computer modeling and simulations, experimental, and quasi-experimental research design, qualitative research methodologies, discourse analysis, and thinking aloud protocols. The "how-to" of research is explored in detail.

Prerequisite: CGSI 300

3 credits

CGSI 402 Cognitive Science Honors Thesis II

This is the second component of the cognitive science honors thesis. Students complete the literature review for their research topic. The focus of this component is on data collection and analysis and finally on the oral and written presentation of the students' research. In addition to the in-class presentations, students are expected to present their work to a wider audience.

Prerequisite: CGSI 401

3 credits

Honors Program in the Humanities

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

HONORS COURSES 15 CREDITS

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

Courses

Unless otherwise noted, all courses are 3 credits.

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

Selected humanistic problems in the literature, history, and philosophy of the past and present. The semester is divided into two periods, classical and medieval, and Renaissance, with emphasis on representative authors, e.g., Plato, Sophocles, Chaucer. Readings, seminar discussions, guest lecturers, and educational films explore such perennial questions as the interplay of self and society, the value of intelligence, humankind's place in nature, heroism, etc.
Prerequisite: 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 University.

Unless otherwise noted, all courses are 3 credits.

**HUM 251 Humanities I: Cultural Roots and
Continuities**

A study of the roots of Western and non-Western cultural expression in the context of historical periods or by thematic approach. Analysis of ideas and values from the classical world to the Renaissance.

**HUM 252 Humanities II: Cultural Roots and
Continuities**

A study of the roots of Western and non-Western cultural expression in the context of historical periods or by thematic approach. Analysis of ideas and values from the Renaissance to the modern world.

HUM 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

HUM 499 Independent Study

As approved and to be arranged.
1-6 credits

Honors Program in Performing Arts

Sponsored jointly by the College of Humanities and Social Sciences and the College of the Arts and Communication, the performing arts program is a cross-disciplinary program for students interested in one of more aspects of public performance. Such performance might be acting, writing, directing, theatrical production, music composition, or music arrangement. In consultation with the program coordinator, the student selects five courses that assist in the preparation of a public performance. The outcome of the program is the public performance itself – a play or solo performance – held on campus and open to the University community and the community-at-large. As with other University honors programs, performing arts is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

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

For further information on this program consult Dr. Phillip Cioffari, Performing Arts Program Coordinator, Department of English.

College of Science and Health

Dean: Eswar Phadia, Ph.D.

Office: Science Hall 317

Degrees Offered:

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

Pre-Professional Programs:

Dentistry
Engineering
Medicine
Veterinary Medicine
Communication Disorders

Honors Programs

Biopsychology
Life Science and Environmental Ethics
Nursing

Introduction

Mission

The mission of the College of Science and Health is to provide undergraduate students with a sound foundation in the pure and applied sciences and provide graduate students with advanced knowledge and skills that enable them to compete successfully in their professional arenas. The College strives to meet the needs of the scientific and professional communities in the area by graduating highly qualified entry-level science-based workers, teachers, computer specialists, researchers, and health practitioners.

Objectives

The College aims to fulfill this mission and the mission of the University by:

1. Enhancing student success through challenging courses, enrichment activities, research experience and faculty mentoring;
2. Promoting excellence through departmental national certifications, periodic departmental curricular reviews, state-of-the-art equipment and technology, and the contributions of highly competent and productive faculty;
3. Serving as a community resource by involving students and faculty in consultations, continuing education, clinical experiences, internships and other community-service opportunities;
4. Promoting diversity by accepting and nurturing culturally diverse faculty and students.

Message from Dean Eswar Phadia

The College of Science and Health provides undergraduate students with the resources needed for an excellent education. Advances in computer and scientific technology are explored and used in the classrooms. Biological and environmental studies students utilize their access to the woods, ponds, waterfall, and undeveloped parts of the campus. Students in health-related subjects receive valuable experience in the many health facilities in northern New Jersey communities. The College is pursuing a strategic direction which provides students with

undergraduate research experiences and teaches them, through inquiry-based learning, to be astute questioners and problem solvers.

We have over one hundred full-time faculty who are accomplished teachers, researchers, and grant winners. We foster an environment that combines intellectual inquiry with the learning of practical skills, and we nurture and guide students toward success in their future roles as knowledgeable and responsible employees and citizens.

Center for Research

The College 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 College has established the Center for Research to focus the college's teaching and research in these emerging areas while expanding to include areas in the health sciences as well.

Pre-Professional Programs

The College 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-Dental Preparation

Admission requirements to dental schools are set by the American Dental Association. Minimum requirements are similar to the medical school requirements listed above.

Pre-Engineering Program

The Pre-Engineering program is an interdisciplinary course of study offered jointly by the Departments of Chemistry and Physics, Computer Science, and Mathematics. Students in the pre-engineering program complete a rigorous foundation of course work in preparation for transfer to an engineering institution. This two-year, non-degree program is specifically designed to provide students with a curriculum equivalent to the first two years of engineering study. Students seeking careers in any of the primary fields of engineering (chemical, civil, computer, electrical, industrial, or mechanical engineering) are eligible, on completion of the program, for transfer to an accredited engineering institute.

The core curriculum consists of courses in chemistry, computer science, mathematics and physics. Students also complete basic humanities and social science courses and choose science and mathematics, electives depending on their particular choice of engineering subdiscipline.

An articulation agreement guaranteeing transfer admission to NJIT as been developed. Students interested in the program should contact the Director of the Preprofessional program in Engineering, Kevin Martus, Department of Chemistry and Physics. The curriculum requirements for this program are listed under the Department of Chemistry and Physics.

Pre-Medical Program

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

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

Students 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-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 better qualify a student for matriculation into the speech-language pathology graduate program and reduces the amount of time needed to obtain the master's degree.

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

Interested students should contact the graduate director or chairperson of the department for information regarding the appropriate sequence of courses or for information about the graduate program in communication disorders.

Department of Biology

Professors: R. Benno, R. Chesney, D. Desroches, N. Grant, M. Hahn, S. Hanks, C. Y. Hu, D. Levine, M. Sebetich, J. Voos (chairperson) M. Wahrman, J. Werth

Associate Professors: E. Gardner, A. Isaacson, G. Oriji, L. Risley, S. Vail

Assistant Professors: C. Leonard, J. Menon, H. Schneider

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. A variety of service courses are provided for students majoring in other disciplines. All programs combine a strong core of fundamentals with the opportunity for advanced training in upper level courses. All programs emphasize hands-on experience in field and laboratory settings. Students pursuing the bachelor of science in biology may choose to concentrate in one of three areas: general biology, ecology, or animal physiology and behavior.

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 College 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 320-acre forested campus include the campus pond, waterfall, several streams, the newly acquired Oldham Pond, and the adjacent 1,000 acre High Mountain Reservation Forest.

Interested students may inquire about the honors program in biopsychology offered jointly by the Colleges of Science and Health, and Humanities 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 combines a core of foundation courses with the opportunity to develop more specialized knowledge and experience in upper level courses. All biology majors take chemistry, mathematics, and physics core requirements and a common core of 100 and 200-level biology courses, then choose one of three areas of concentration for advanced study. The three areas of concentration are general biology, ecology, and animal physiology and behavior.

Curriculum

BIOLOGY MAJOR

REQUIREMENTS 33-39 CREDITS

BIO 163	General Biology I*	4
BIO 164	General Biology II*	4
BIO 206	General Genetics	4
	Plant course (see list)	4
	Animal course (see list)	3-4
BIO 249	Ecology, Evolution and Behavior	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.

Plus the following courses appropriate to each concentration:

GENERAL BIOLOGY

CONCENTRATION 16-20 CREDITS

BIO 205	Cell Biology	4
	Plant Elective	3-4
	Electives	9-12

ECOLOGY CONCENTRATION 17-20 CREDITS

BIO 342	Ecology of Individual and Populations	4
BIO 344	Communities and Ecosystems	4
	Plant Elective	3-4
	Electives	6-8

ANIMAL PSYCHOLOGY AND BEHAVIOR

CONCENTRATION 17-19 CREDITS

BIO 205	Cell Biology	4
BIO 308	Animal Physiology	4
BIO 350	Animal Behavior	3
	Electives	6-8

COREQUIREMENTS 32 CREDITS

Chemistry 16 Credits

CHEM 160-060	General Chemistry I	4
CHEM 161-061	General Chemistry II	4
CHEM 251-051	Organic Chemistry I	4
CHEM 252-052	Organic Chemistry II	4

Mathematics 8 Credits

MATH 160-161	Calculus I and II	8
	or	
MATH 160	Calculus I	4
MATH 230	Statistics	4

Physics 8 Credits

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

MAJOR ELECTIVES COURSE LISTING

BIO 112	General Anatomy and Physiology I (with permission)	4
BIO 113	General Anatomy and Physiology II (with permission)	4
BIO 218	Invertebrate Zoology	4
BIO 261	General Botany	4
BIO 265	General Plant Physiology	4
BIO 308	Animal Physiology ^{a,b}	4
BIO 320	General Bacteriology	4
BIO 335	Field Botany	3
BIO 342	Ecology of Individuals and Populations ^{a,c}	4
BIO 344	Communities and Ecosystems ^{a,c}	4
BIO 345	Conservation Biology	3
BIO 350	Animal Behavior	3
BIO 352	Economic Botany	3
BIO 399	Selected Topics	1-6
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
BIO 484	Scanning Electron Microscopy	4
BIO 485	Transmission Electron Microscopy	4
BIPY 474	Neuroscience	4
BIPY 475	Behavior Genetics	4
BIPY 479	Biorhythms in Physiology and Behavior ^c	3
BIPY 490	Human Neuropsychology ^c	3
CHEM 327	Biochemistry I	4

Note:

1. Courses from the Department of Environmental Science and Geography can be used, as electives for the Ecology concentration. A list of approved courses is available from the Biology Department.
2. Electives in **bold** are Plant Electives
3. Electives without superscripts are available for all concentrations
 - a. Elective for General Biology concentration
 - b. Elective for Ecology concentration
 - c. Elective for Animal Physiology and Behavior concentration

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, may be allowed as major courses by permission of the Biology Department chairperson, in which case BOTH must be taken. These courses are for students interested in health-related fields, such as physical therapy or chiropractic study.

Assessment

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

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 course work and training in many aspects of molecular biology, plant tissue culture, animal cell culture, DNA analysis, protein isolation, and recombinant DNA techniques. Students with the required grade point average may enter the biotechnology master's degree program directly.

Curriculum**BIOTECHNOLOGY MAJOR****REQUIREMENTS 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

Unless otherwise noted, all courses are 4 credits.

BIO 112-113 General Anatomy and Physiology I and II

A study of the structural and functional relationships of the human body. First semester: detailed study of the individual organism, cell functions, histology, integumentary, skeletal, muscular, respiratory, and circulatory systems. Second semester: nervous, endocrine, reproductive, urinary, and digestive, systems. First-semester laboratory: dissection of the cat, human skeleton. Second semester: nervous, endocrine, reproductive, digestive, and urinary systems; metabolism, acid-base balance, and water and electrolyte balance. Open to all, required of nursing and community health majors.

Prerequisites: BIO 112 for BIO 113

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.

BIO 118 Basic Anatomy and Physiology

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

BIO 119 Basic Anatomy and Physiology II

A basic study of the anatomical and physiological relationships of humans. It includes a lecture sequence on specific systems not covered in Basic Anatomy and Physiology I (BIO 118) with corresponding lab exercises, designed to bring about an understanding of the interrelationships of these systems.

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 majors, biotechnology majors, or students who have taken any of the following courses: BIO 112, BIO 113, BIO 114, or BIO 118.

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.

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. Prerequisites: BIO 163 for BIO 164

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, biotechnology majors, or students who have taken BIO 320.

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; CHEM 061; CHEM 161

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 164

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. Prerequisites: BIO 164

BIO 249 Ecology, Evolution, and Behavior

Introduction to the study of ecology, evolution, and behavior. Diversity and classification, history of life, evolutionary theory, population growth and regulation, species diversity and community structure, energy flow and nutrient cycling, ethology, behavior genetics, evolution of behavior, sociobiology, behavioral ecology. Prerequisite: BIO 164

BIO 261 General Botany

An introduction to the biology of the plant kingdom; structural, functional, economical, ecological, and evolutionary aspects of plants. Prerequisites: BIO 164

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. Prerequisites: BIO 164

BIO 302 Human Heredity

A lecture course on the basic tenets of genetics including the organization, function, and regulation of heredity material with an emphasis on human and medical applications. Includes the ethical ramifications of genetic testing, gene transfer, and related areas. For nursing and community health majors. Not open to biology majors or biotechnology majors. Prerequisites: One of the following: BIO 113, BIO 114, BIO 118, BIO 120, or BIO 130
Lecture only
3 credits

BIO 308 Animal Physiology

Introduction to the general principles of animal physiology with a focus on human body systems and their relationships. Coverage includes: cell and molecular physiology, muscle physiology, nerve cell conduction, sensory reception, synaptic transmission, neural organization and reflexes, physiology of blood, cardiopulmonary physiology, circulation, gas exchange, digestion, body fluid regulation, development, endocrinology, and reproduction. Laboratory exercises include studies on both invertebrates and vertebrates including humans. Prerequisite: BIO 205

BIO 312 Advanced Anatomy and Physiology

Advanced studies in human physiology. Emphasis on cardiology, circulation, respiration, acidbase balance, water balance, and disorders of the nervous system. For nursing majors; open to others with some physiology background; not open to biology majors or biotechnology majors. Prerequisites: BIO 113; CHEM 032; CHEM 132

BIO 320 General Bacteriology

Advanced studies on the structure and function of micro-organisms with emphasis on bacteria and viruses. The cultivation of microorganisms, microbial metabolism, ecology, immunology, and virology are discussed.

Prerequisites: BIO 164; CHEM 061; CHEM 161

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 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: BIO 164; CHEM 061; CHEM 161

BIO 342 Ecology of Individuals and Populations

An upper level ecology course covering physiological ecology, behavioral ecology, and population ecology. Coverage includes conditions of the physical environment, the physiological basis of adaptation, ecology and evolution of sexual and social behavior, optimal foraging theory, evolution of life-history characteristics, population estimation, population growth and regulation, and population interactions. Laboratory exercises include field methods, laboratory methods, data analysis, and computer modeling approaches.

BIO 344 Communities and Ecosystems

Detailed examination of the structure and function of communities and ecosystems with emphasis on the northeastern U.S. Topics include biodiversity, symbioses, succession, gradients, productivity, nutrient budgets, and ecosystems management. Laboratory activities introduce students to current techniques for quantitative assessment of community and ecosystem structure and function. An in-depth field project and attendance on a one-day field trip are required.

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: BIO 164 or [ENV 110 and ENV 115]

Lecture only

3 credits

BIO 350 Animal Behavior

A survey of animal behavior, including physiological aspects and ecological and adaptive implications.

Prerequisites: BIO 164 or [BIO 120 and BIO 130]

Lecture only

3 credits

BIO 352 Economic Botany — Plants for Mankind

Explores the importance of plants and plant products in terms of food, clothing, shelter, and medicines, as well as their aesthetic value to humankind.

Prerequisites: 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.

Prerequisites: 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.

Prerequisites: BIO 340

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

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]

BIO 416 Comparative Animal Physiology

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

Prerequisites: BIO 164; CHEM 052; CHEM 252

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 205

BIO 421 Developmental Biology

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

Prerequisites: BIO 206; CHEM 061; CHEM 161

BIO 444 Evolution

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

Prerequisites: BIO 164; BIO 205; BIO 206

Lecture only

3 credits

BIO 450 Molecular Biology of Prokaryotes

A detailed examination of the molecular biology of bacteria and bacteriophages. DNA structure and replication, prokaryotic gene expression (transcription, translation, genetic code and regulation), microbial genetics, plasmids, transposons, and genetic engineering are covered.

Prerequisites: BIO 206; CHEM 252

BIO 480 Biology Seminar

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

Prerequisites: Seven courses in biology and permission of the department chairperson

2 credits

BIO 484 Scanning Electron Microscopy

Theory and functioning of the scanning electron microscope. Each student is required to carry out a project.

Prerequisites: Two years of biology, one year of chemistry, and permission of the department chairperson

BIO 485 Transmission Electron Microscopy

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

Prerequisites: Two years of biology, one year of chemistry, and permission of the department chairperson

BIO 497 Readings in Biology

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

Prerequisites: Permission of the department chairperson

1-3 credits

BIO 498 Field Experience in Biology

A supervised educational experience outside of the regular departmental program. Pass/fail course.

Prerequisites: Permission of the department chairperson

1-3 credits

BIO 499 Independent Study

Individual research projects under the direction of a faculty member.

Prerequisites: Permission of the department chairperson and college dean

1-3 credits

BIO 524 Molecular Biology

An introduction to molecular biology with emphasis on nucleic acid structure and function, and the application of gene splicing. Ethical issues associated with genetic engineering are explored. The course is team taught by members of the biotechnology faculty, who each brings his/her own expertise to this basic course. Lecture only. For biotechnology majors. Open to Biology M.A. and Biotechnology B.S./M.S. students. Prerequisites: permission of the graduate coordinator 3 credits.

BIO 530 Biotechnology: DNA

Techniques of DNA purification and quantification. Students analyze DNA by Southern transfer, prepare plasmid and phage vectors and clone sequences into those vectors. Antibiotic selection, filter screening, and hybridization analysis of cloned libraries are performed. Related topics include prokaryotic and eukaryotic gene structure, choice and construction of vectors, and applications of genetic engineering. Lecture and lab. For biotechnology majors. Prerequisites: Matriculation in Biotechnology M.S. or B.S. program or permission of the instructor

BIO 531 Biotechnology: Cell Culture

Focuses on the theory and practice of cell culture in the biotechnology laboratory. Plant embryo culture and protoplast culture are performed, and cultured plant cells are used in genetic engineering experiments. Primary animal cell cultures and continuous cell lines are propagated. Related topics include lab safety, aseptic techniques, growth cycles, cloning of cells, specialized techniques and applications, contamination, organogenesis, and cell transformation. Lecture and lab. For biotechnology majors. Prerequisites: Matriculation in Biotechnology M.S. or B.S. program or permission of the instructor

Honors Program in Biopsychology

Professors: R. Benno (Biology, coordinator), D. Desroches (Biology), J. Green (Psychology), M. Hahn (Biology), D. Vardiman (Psychology)
Assistant Professor: H. Schneider (Biology)

The honors program in biopsychology draws on newly emerging discoveries in such fields as behavior, the brain sciences, genetics, psychopharmacology, and many others to unravel the biology of the mind and behavior. The National Science Foundation awarded two grants to support the development of this exciting program. As with all honors programs at William Paterson, biopsychology is not itself a major, but a distinctive cluster of courses that deepens, broadens, and adds challenge to students' chosen majors.

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

Interested students begin in the freshman year with a set of foundation courses carefully selected to provide a firm basis for the study of more advanced disciplines. Students begin taking the core biopsychology courses in the junior year. The curriculum is enriched with seminars, discussion groups, research opportunities, and speaker series. Students and faculty participate together in a closely knit academic community.

Curriculum

FOUNDATION COURSES 26-43 CREDITS

Biology 4 or 8 Credits

BIO 163-164 General Biology I and II 8
or

BIO 112-113 General Anatomy and
Physiology I and II 8
or

BIO 114 Applied Anatomy and Physiology 4

Psychology 3 Credits

PSY 110 General Psychology 3

Chemistry 8 or 16 Credits either

CHEM 160-161 General Chemistry I and II
(incl. labs 060,061) 8
and

CHEM 251-252 Organic Chemistry I and II
(incl. labs 051,052) 8
or

CHEM 131-132 College Chemistry and Organic
Biochemistry (incl. labs 031,032) 8

Statistics 7 or 8 Credits

MATH 230-232 Statistics and Statistical Computing 7
or

PSY 202-203 Experimental Psychology I and II 8

Physics 4 or 8 Credits

Choose one of the following by advisement
(not required of nursing students):

PHYS 255-256 College Physics I and II 8
or

PHYS 260-261 General Physics I and II 8
or

PHYS 110 Introduction to Physics 4

CORE COURSES 14 CREDITS

PSY 353 Physiological Psychology 3

BIPY 474 Neuroscience 4

BIPY 475 Behavior Genetics 4
Topical electives in biopsychology* 3

*Choose from sociobiology, psychopharmacology, human neuropsychology, biorhythms in physiology and behavior, and special current topics as announced.

Courses

Unless otherwise noted, all courses are 3 credits.

PSY 353 Physiological Psychology

This course provides an introduction to the structure and function of the nervous system and explores the biological bases of perception, consciousness, hunger, sexuality, sleep, memory, and reward.

Prerequisites: PSY 110 and BIO 114 or equivalent

PSY 415 Psychopharmacology

After a brief review of brain anatomy and function, the course focuses on the synapse (chemical neurotransmission mechanisms) followed by in-depth exploration of the various neurotransmitter systems. On this base, the major classes of psychoactive drugs are examined with respect to their effects and their mechanisms of action.

Drug classes covered include opiates, anti-anxiety agents, alcohol, stimulants, antidepressants, hallucinogens, and antipsychotic drugs.

Prerequisites: PSY 110 and BIO 112-113 or 163-164 or PSY 353

BIPY 399 Selected Topics

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

Prerequisite: Permission of the program coordinator
1-6 credits

BIPY 474 Neuroscience

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

Prerequisites: PSY 110; [BIO 164 or BIO 113 or PSY 353]; CHEM 061; CHEM 161

Lecture and lab
4 credits

BIPY 475 Behavior Genetics

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

Prerequisites: PSY 110; [BIO 164 or BIO 113 or BIO 114]; CHEM 061; CHEM 161

Lecture and lab
4 credits

BIPY 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 164 or BIO 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 164 or BIO 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

BIPY 499 Independent Study

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of the program coordinator and dean of College of Science and Health

1-6 credits

Honors Program in Life Science and Environmental Ethics

The honors program in life science and environmental ethics addresses issues that have arisen over the past three decades by the rapid application of recent discoveries, particularly in the field of molecular biology. Our ability to manipulate genetic material in simple organisms like viruses and bacteria combined with our ever-increasing ability to make those same manipulations in complex plants and animals, including humans, leads to an explosion of new ways of controlling our environment, alleviating pain, curing previously intractable ailments, producing new medicines, and even manipulating the human genome and gene pool.

As with other University honors programs, the life science and environmental ethics program is not a major but a distinctive set of courses that adds breadth to, and reinforces a student's chosen major. Open to students of any major, the program is of special benefit to students of science who choose to anchor their scientific knowledge in a classic ethical foundation. Coming from another perspective, a student of the humanities might choose to complete their undergraduate education with first-hand experiences in a setting where ethics and the biological sciences merge.

After completing the first two undergraduate years, and at least two courses in science (by advisement), the student takes a set of three courses listed below. These courses expand their understanding of the process of scientific investigation, expose them to the major ethical systems and, through the mechanism of the case study, explore the interfaces among ethics, science and the law. The program culminates in a one-semester intensive internship with an agency that deals with ethical issues in the lives of humans, animals, or an aspect of human-environment interaction.

For further information on this program consult Dr. Karen Swanson, Life Science and Environmental Ethics Program Coordinator, Department of Environmental Science and Geography.

HSH 200 Honors Inquiry and Ethics

This course is the initial course in the honors program in nursing and in life science and environmental ethics. The course deals with the process of inquiry, its application to critical thinking and the development of knowledge in a discipline. Ethical implications which impinge upon decision making in this process are explored from the viewpoint of various ethical paradigms.

Prerequisite: PHIL 110

3 credits

HSH 300 Science Ethics and the Law

The relationship between issues of science and ethics is to a great extent closely linked to state and federal statutes as well as the restrictions imposed by governmental regulatory agencies. In this course, students will learn the importance of the legal aspects which complicate seemingly non-controversial ethical decisions.

Prerequisite: HSH 200

3 credits

HSH 400 Ethics Internship

This course is designed as a culminating experience for students in the honors program in life science and environmental ethics. Students will normally work a minimum of eight hours a week under the supervision and guidance of an on-site supervisor in the community, as well as within certain corporate settings.

Prerequisites: HSH 200 and HSH 300

3 credits

Department of Chemistry and Physics

CHEMISTRY

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

Associate Professors: R. McCallum, D. Pierce

Assistant Professors: K. Martus, J. Mazzella

B.S. in Applied Chemistry

The applied chemistry program is a rigorous and versatile curriculum leading to the bachelor of science degree. It develops the student's intellectual and creative abilities while providing the specialized skills needed to meet tomorrow's challenges in science, technology, and medicine. The program prepares our students for a wide range of exciting employment opportunities, such as: research and development, manufacture of chemical, biochemical, and pharmaceutical products, environmental testing, medical technology, technical writing, technical sales and management, science teaching, and post graduate study. This is especially important in New Jersey which has the largest concentration of chemistry and health-related industries in the world.

Applied Chemistry students are required to complete a core of nine major courses in chemistry. These courses consist of General Chemistry I & II, Organic Chemistry I & II, Physical Chemistry I & II, Introduction to Instrumental Methods, Inorganic Chemistry, and the capstone course - Senior Research in Chemistry. In addition students are required to take directed electives in mathematics and physics. Upon completion of the core, students then concentrate in either biochemistry or analytical instrumentation.

Biochemistry Concentration

Over the past several decades biochemistry has developed into a science which greatly illuminates subsequent studies in all areas of biology. Furthermore, science students are better served intellectually when they are exposed to the extraordinary advances in our understanding of living organisms at the molecular level. Considered more broadly, the curriculum in biochemistry has an integral place in educating students who will be making judgments relating to safety, ethics, and law on issues brought about by the biochemical and biotechnological revolution. A concentration in biochemistry enables the student to perform protein and DNA purifications as well as introducing them to a working knowledge in enzymology and cloning. These skills prepare the successful graduate to work in a variety of industrial and academic settings. The biochemical concentration is an ideal preprofessional program for students who wish to pursue careers in medicine, dentistry, and other health-related professions.

Analytical Instrumentation Concentration

Analytical instrumentation provides scientists a key to open nature's door at the molecular level from the detection of environmental trace contaminants to the unraveling of the molecular structure of a new drug. The curriculum in analytical instrumentation trains students in the operation and application of specialized equipment to isolate, identify, and quantify naturally occurring and synthetic substances. These skills provide students with a competitive advantage for employment in industries which involve analysis of petrochemicals, drugs, environmental toxins, and foods, as well as in forensic and medical research. In addition, students develop powers of observation, analytical thinking, and problem solving that are essential in the investigation of challenging scientific problems. The program includes computer interfacing, instrument control, data acquisition, and graphical presentation methods.

Research and Instrumentation

The chemistry and physics faculty is actively involved in research projects that encompass the diverse areas of chemistry, biochemistry, and physics. Modern major instrumentation for student laboratory coursework and research is available for student use in the curriculum.

Honors in Applied Chemistry

Students enrolled as applied chemistry majors may qualify for a degree with honors if they meet the following criteria:

1. A minimum 3.25 overall GPA
2. A minimum 3.30 GPA in all chemistry courses
3. Take CHEM 499 Independent Study resulting in a written Honors Research Thesis to be presented as a seminar to the department.

Interdisciplinary Program in Pre-Engineering

The pre-engineering program at William Paterson University is a two-year, non-degree program specifically designed to provide students with course work equivalent to the first two years of engineering study. Students seeking careers in any of the primary fields of engineering (chemical, civil, computer, electrical, industrial, or mechanical engineering) qualify, on completion of the program, for transfer to an accredited engineering institute. Students are **not** required to complete the program in two years and in many cases may find a three-year option preferable. Both full- and part-time students are welcome in the program.

Admission: Students must meet the minimum requirements for admission to William Paterson University. However, students that enter the pre-engineering program who meet only the minimum mathematics and laboratory science requirements may not be able to finish the program in two years without taking courses in one or more summer semesters. Additional admission requirements may need to be met to ensure transfer to a cooperating engineering institution.

Curriculum: The academic curriculum contains a sequence of courses from mathematics, physics, chemistry, computer science, and the humanities. Courses from these fields designated as electives, other general education electives, and further courses or electives for students in the three-year option should be chosen in consultation with the academic advisor based on the student's particular field of interest or choice of institution for transfer.

PRE-ENGINEERING PROGRAM REQUIREMENTS 69-73 CREDITS

Core requirements 53 Credits

CHEM 170/070	General Chemistry I (lecture and lab)	5
CHEM 171/071	General Chemistry II (lecture and lab)	5
CS 230	Computer Science	4
ECON 202	Microeconomic Principles	3
ENG 110	Writing Effective Prose	3
HIST 101	Western Civilization to 1648	3
HIST 102	Western Civilization to 1648	3
MATH 160	Calculus I	4
MATH 161	Calculus II	4
MATH 201	Calculus III	4
MATH 322	Differential Equations	3
PEGE 150	Fitness for Life	3
PHYS 260	General Physics I (lecture and lab)	4
PHYS 261	General Physics II (lecture and lab)	4
WPC 101	Freshman Seminar	1

Electives (determined by engineering concentration)* 16-20 Credits

CHEM 211	Modern Analytical Methods	4
CHEM 315/015	Physical Chemistry I (lecture and lab)	4
CHEM 316/016	Physical Chemistry II (lecture and lab)	4
CHEM 251/051	Organic Chemistry I (lecture and lab)	4
CHEM 252/052	Organic Chemistry II (lecture and lab)	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Programming	3
CS 341	Digital Logic and Computer Organization	3
MATH 202	Linear Algebra	3
MATH 230	Statistics	4
MATH 324	Probability and Statistics	4
PHYS 290	Engineering Statics	3
PHYS 291	Engineering Dynamics	3
PHYS 262	General Physics III (lecture and lab)	4

Curriculum

B.S. IN APPLIED CHEMISTRY 67-73 CREDITS

MAJOR CORE REQUIREMENTS

Lecture and Laboratory 37 Credits

CHEM 170	General Chemistry I with Recitation	5
CHEM 171	General Chemistry II with Recitation	5
CHEM 211	Introduction to Instrumental Analysis	4
CHEM 251, 051	Organic Chemistry I	4
CHEM 252, 052	Organic Chemistry II	4
CHEM 315	Physical Chemistry I	4
CHEM 316	Physical Chemistry II	4
CHEM 320	Inorganic Chemistry	4
CHEM 482	Senior Research in Chemistry	3

COREQUISITES 16 CREDITS

PHYS 260	General Physics I	4
PHYS 261	General Physics II	4
MATH 160	Calculus I	4
MATH 161	Calculus II	4

BIOCHEMISTRY

CONCENTRATION 19-20 CREDITS

BIO 163	General Biology I	4
BIO 205	Cell Biology	4
CHEM 427	Biochemistry	4
CHEM 428	Advanced Biochemistry	4
CHEM or BIO	Elective Course*	3-4

* elective course chosen by advisement from suitable chemistry, biology or biotechnology courses at the 300 level or above.

INSTRUMENTATION

CONCENTRATION 14-16 CREDITS

CHEM 401	Analytical Instrumentation	4
CHEM 426	Organic Spectroscopy	4
CHEM or PHYS	Elective Course**	3-4
CHEM or PHYS	Elective Course**	3-4

** elective course chosen by advisement from suitable chemistry or physics courses.

CHEMISTRY AND PHYSICS ELECTIVES

CHEM 322	Environmental Chemistry	4
CHEM 399	Selected Topics in Chemistry	3-4
CHEM 403	Physical Chemistry III	3
CHEM 410	Industrial Chemistry	3
CHEM 421	Advanced Organic Chemistry	3
CHEM 423	Chemistry of Natural Products	3
CHEM 427	Biochemistry	4
CHEM 460	Advanced Inorganic Chemistry	3
CHEM 499	Independent Study	1-3
PHYS 250	Basic Electronics I	3
PHYS 251	Basic Electronics II	3
PHYS 300	Mechanics	4
PHYS 302	Electricity and Magnetism	3
PHYS 304	Optics	4
PHYS 403	Modern Physics I	3

CERTIFICATION REQUIREMENTS 27 CREDITS

Students who are interested in obtaining certification in chemistry or physical science must complete the sequence outlined under Department of Curriculum and Instruction.

CHEMISTRY MINOR 18 CREDITS

CHEM 170, 070 General Chemistry I 5

CHEM 171, 071 General Chemistry II 5

Plus an additional 8 credits in chemistry by advisement.

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 with 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: MATH 115 and a high school chemistry course or CHEM 120 for CHEM 160; CHEM 160 for CHEM 161

CHEM 060-061 General Chemistry I and II: Lab

1 credit each

CHEM 170 General Chemistry I with Recitation

The lecture and recitation involve the study of general chemistry concepts encompassing matter and measurement; atoms, molecules, and ions; atomic structure; stoichiometric calculations with chemical formula, and equations; aqueous reactions and solution stoichiometry; thermochemistry; electronic structure of atoms; and chemical bonding theories. The laboratory presents a series of exercises which demonstrate the chemical principles presented in lecture.

Prerequisites: A high school course in chemistry and a demonstrated algebraic mathematics proficiency (student should have either taken MATH 115 or be placed in a higher mathematics course) or permission of the department.

Lecture, lab, and recitation

five credits

CHEM 171 General Chemistry II with Recitation

The lecture and recitation involve the study of general chemistry concepts encompassing gases; intermolecular forces, liquids, and solids; modern materials; properties of solutions; chemical kinetics; chemical equilibrium; acid-base equilibria; and chemical thermodynamics. The laboratory presents a series of exercises which demonstrate the chemical principles presented in lecture.

Prerequisites: CHEM 170

Lecture, lab, and recitation

5 credit

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 211 Introduction to Instrumental Methods

The lecture material covers the more advanced principles of solution chemistry including equilibria, acid-base titrations, indicators, buffers, polyprotic acids and bases, complex formation, and activity. Also covered are the principles and applications of spectrophotometry, chromatography, and potentiometric measurements. In addition, the statistical treatment of laboratory data and the application of mathematical software tools for data manipulation and data presentation are used throughout the course.

The laboratory provides a rigorous experience in the use of modern analytical methods to isolate, identify, and quantify chemical substances. UV-VIS spectrophotometers, pH/potentiometric analyzers, atomic absorption and emission spectrophotometers, and automated chromatographs are used extensively.

Prerequisite: CHEM 171 or CHEM 161, MATH II6

Lecture and lab

4 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.

Prerequisites: CHEM 161 for CHEM 251; CHEM 251 for CHEM 252

CHEM 051 Organic Chemistry I: Lab

1 credit

CHEM 052 Organic Chemistry II: Lab

1 credit

CHEM 315 Physical Chemistry I

This calculus-based course establishes and applies those principles of physics that are used to explain and interpret the structure and transformations of matter. The subject covers several principal areas: equations of state for real gases, kinetic molecular theory, laws of thermodynamics, phase transition diagrams, Gibbs equations, chemical equilibrium, chemical potential, and electrochemistry.

Prerequisites: CHEM 171 or CHEM 161, PHYS 261, MATH161

Lecture and lab

4 credits

CHEM 316 Physical Chemistry II

This course is a continuation of Physical Chemistry I emphasizing atomic and molecular physics. The subject covers several principal areas: origins of quantum mechanics, quantum mechanical principles, applications of quantum mechanics, atomic structure and spectra, molecular structure and electronic spectroscopy, rotational and vibrational spectroscopy, band theory of solids, magnetic resonance, chemical kinetics.

Prerequisites: CHEM315

Lecture and lab

4 credits

CHEM 320 Inorganic Chemistry

Inorganic Chemistry involves the study of the structures, properties, reactivities, and interrelationships of the chemical elements and their compounds. Specific topics considered include atomic theory and the periodic table, nuclear theory, models of structure and bonding, coordination chemistry, and the chemistry of the first short period elements and their congeners.

Prerequisite: CHEM 171

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 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 427 Biochemistry

Biochemistry has been designed to familiarize all science students with the major aspects of biochemistry. Topics covered include the structure (and forces that stabilize) and function of macromolecules especially polysaccharides, nucleic acids, and proteins. The concepts of enzymic catalysis, biochemical thermodynamics are also discussed. The metabolism (synthesis and degradation) of major energy compounds is examined as well as electron transport, oxidative phosphorylation, and photosynthesis.

Prerequisites: CHEM 252 Lecture and CHEM 052 Lab

Lecture and lab

4 credits

CHEM 428 Advanced Biochemistry

Advanced Biochemistry has been designed to elaborate on topics discussed in CHEM 427. Topics covered include macromolecular structures such as mitochondrial and photosynthetic membranes, multi-enzyme complexes, and the mechanisms of replication, transcription and translation. The concepts of enzyme kinetics and mechanisms are expanded upon, including such areas as inhibitor design and computational methods. Recombinant DNA techniques are also be discussed.

Prerequisite: CHEM 427

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 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 482 Senior Research in Chemistry

This capstone course requires the student to initiate an investigation which seeks to extend or verify knowledge in physical science. The student, in consultation with a faculty advisor, initiates an experiment; or theoretical investigation based on the results of a literature search. The student is required to submit a scientific paper detailing the results of the investigation and make an oral presentation to the faculty of the department. This integrated course is a requirement for senior applied chemistry majors.

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

4 credits

PHYS 190 Acoustics and Sound

The lecture topics provide a description of the fundamental principles of acoustics and sound that include: simple harmonic motion, basic wave phenomena, analysis and synthesis of complex waves, the human ear and voice, basic room and auditorium acoustics, and the basic operating principles of microphones, speakers, and audio equipment. The laboratory presents a set of experiments that highlight the physical principles presented in lecture.

Lecture and lab

4 credits

PHYS 250-251 Basic Electronics I and II

The general philosophy of electronics as a "way of life" and its function as a basic tool in our present scientific culture. Fundamentals of electronics including basic components and circuit configurations. Actual circuits are assembled, tested, and their behavior explored. A descriptive laboratory course in basic electronic circuits without the use of extensive mathematics.

Prerequisite: PHYS 110, PHYS 255 or PHYS 260

Lecture and lab

4 credits each

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 include 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. 262 General Physics III

This calculus-based course presents fundamental concepts in modern physics. It provides students with an introduction to the theoretical and experimental foundations of twentieth century physics. Topics include optics, atomic physics, principles of quantum mechanics, properties of elementary particles, nuclear structure and reactions, band theory of solids, and cosmology.

Prerequisite: PHYS 261 or permission of instructor

Lecture and lab

4 credits

PHSY 290 Engineering Mechanics: Statics

This course presents the fundamental physical principles of that part of rigid body mechanics dealing with structures at equilibrium. It provides the basis for the design and analysis of many types of mechanical structures and devices. Topics include: vector analysis, moment of force, rigid-body equilibrium, couple system, free-body diagrams, structural analysis, internal forces, friction, moments of inertia, and virtual work.

Prerequisite: PHYS 261

PHYS 291 Engineering Mechanics: Dynamics

This course presents the physical properties of mechanics dealing with the relation between force and accelerated motion. It provides the basis for the description of the motion of a particle or rigid body subject to conservative or non-conservative forces using vector analysis. Concepts include: kinematics of a particle, rigid body kinematics, curvilinear coordinates, work and energy, impulse and momentum.

Prerequisite: PHYS 261

PHYS 300 Mechanics

Covers basic concepts in mechanics as required for advanced work in physics. Topics include mathematical formulation of mechanics utilizing vector analysis, particle dynamics, systems of particles, translational and rotational movement of rigid bodies, angular momentum, and energy considerations.

Prerequisite: PHYS 261; corequisite: MATH 201
4 credits

PHYS 302 Electricity and Magnetism

Basic course covering the fundamental concepts of electricity and magnetism. Topics include vector mathematics, electrostatics, solution of electrostatic problems, dielectric materials, 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 include 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, and the 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 include special theory of relativity, dual properties of electromagnetic radiation, Young's diffraction, blackbody radiation, photoelectric effect, Compton effect, specific heats, Frank-Hertz experiment, Rutherford scattering, Bohr's atomic model, quantum mechanical description of a particle, and elementary theory of nuclear structure and reactions.

Prerequisite: PHYS 300

PHYS 480 Seminar

Emphasis on research, current literature and classroom discussion of new ideas.

Prerequisite: Per under the supervision of a faculty member.

1-3 credits

Department of Community Health

Professors: R. Blonna, M. Grodner (chairperson), J. Levitan, S. Lisbe

Associate 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	4
	and
BIO 302 Human Heredity	3
	or
CHEM 131 College Chemistry	3
	or
ENV 110 Environmental Foundations	4
	For
CHML 302 prereq: CMHL 301	
CMHL 303 prereq: CMHL 301	
CMHL 315 prereq: BIO 112, CMHL 301	
CMHL 361 prereq: MATH 130, CMHL 301	
CMHL 400 prereq: CMHL 315, 361	
CMHL 497 prereq: 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
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In addition to Core Requirements

Major Electives	12 Credits
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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

NUTRITION CONCENTRATION**REQUIREMENTS 18 CREDITS****Required 15 Credits**

CMHL 320	Nutrition	3
CMHL 321	Community Nutrition Through the Life Span	3
CMHL 322	Food and Nutrition: A Social Issues Approach	3
PSY 210	Developmental Psychology	3
COMM 221	Introduction to Communication Theory or	3
COMM 340	Intercultural Communication	3

Electives 3 Credits

AACS 305	African-American Community Development	3
GEO 360	Geography of Hunger and Food Supply	3
POL 352	Politics of Poverty	3
PSY 220	Social Psychology	3
PSY 322	Group Dynamics	3
PSY 325	Psychology of the Family	3
PSY 330	Adult Development/Aging	3
SOC 333	Sociology of Adulthood	3

NUTRITION MINOR**REQUIREMENTS 18 CREDITS****Required 15 Credits**

CMHL 320	Nutrition	3
CMHL 321	Community Nutrition Through the Life Span	3
CMHL 322	Food and Nutrition: A Social Issues Approach	3
PSY 210	Developmental Psychology	3
COMM 221	Introduction to Communication Theory or	3
COMM 340	Intercultural Communication	3

Electives 3 Credits

CMHL 210	Women's Health	3
CMHL 370	Concepts and Issues of Aging	3
CMHL 420	Environmental Health	3
CMHL 470	Health Aspects of Aging	3
CMHL 491	Drug and Health	3
AACS 305	African-American Community Development	3
GEO 360	Geography of Hunger and Food Supply	3
POL 352	Politics of Poverty	3
PSY 220	Social Psychology	3
PSY 322	Group Dynamics	3
PSY 325	Psychology of the Family	3
PSY 330	Adult Development/Aging	3
SOC 333	Sociology of Adulthood	3

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 Pass/Fail

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, CMHL 301

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 321 Community Nutrition Through the
Life Span**

Nutrition is explored through the community supports available to meet the nutritional needs during pregnancy, lactation/early feeding, toddlerhood/childhood, adolescence, adulthood, and illness. Prerequisite: CMHL 320

CMHL 322 Food and Nutrition: Social Issues

Explores social issues that affect the nutritional status and food supply in the United States and globally. Includes historical, cultural, and psychological factors that influence our food habits and behaviors. Prerequisite: CMHL 320

**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 develop skills for critically reading professional literature and preparing a research proposal. Prerequisite: MATH 130, CMHL 301

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, as are 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 are 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 Policy and Programs in Aging

An interdisciplinary approach to the analysis of theory and practice of community health resources that offer health and social services to the aging. Examines health and health-related programs and establishes relationships between need and services.

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.

Community Health or Physical Education Majors or Permission of Chair

Course limited to juniors and seniors only.

CMHL 491 Drugs and Health

This course presents an overview of the field of substance abuse and addiction from a bio-psychosociological 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 Internships

The seminar is designed to prepare students for selecting their internship assignments. The course reviews the parameters of the internship experience, provides an in-depth look at the various locations in which public health education is practiced, familiarizes students with the roles and responsibilities of entry-level health educators, and provides opportunities for self-assessment. The class culminates with students selecting their placement sites for the spring. Open only to senior community health majors.

1 credit

CMHL 497 Internship 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 or 8 credits

CMHL 499 Independent Study

This course provides an opportunity for academically qualified students to earn college credit for a project planned jointly with a faculty sponsor and not already covered by an existing course. Registration for this course must be signed by the respective dean and the chairperson of the department.

1-6 credits

Department of Communication Disorders

Professor: J. Hsu (graduate coordinator)

Associate Professors: C. Gelfer (chairperson), A. Oratio

Assistant Professors: V. Bhat, S. Eisenberg

Clinic Director: M. Meth

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 William Paterson University is accredited by the American Speech-LanguageHearing 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 William Paterson University.

Preprofessional Program

Prerequisite Courses 18 Credits

CODS 262	Introduction to Communication Disorders	3
CODS 264	Phonetics	3
CODS 361	Anatomy and Physiology of the Auditory and Vocal Mechanism	3
CODS 362	Hearing Science	3
CODS 363	Introduction to Audiology	3
CODS 364	The Nature of Speech, Language and Communication Systems	3

Recommended Courses 14 Credits

BIO 114	Applied Anatomy and Physiology	4
MATH 130	Elementary Statistics	3
PHYS 110	Introduction to Physics	4
PSY 210	Developmental Psychology	3

Additional Course Offerings

CODS 366	Language and Therapy	3
CODS 462	Auditory Rehabilitation	3
CODS 465	Speech Laboratory I	3

Courses

Unless otherwise noted, all courses are 3 credits.

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. Major: SPED

CODS 262 Introduction to Communication Disorders

The purpose of this introductory course is to bring to beginning students of communication disorders an understanding of speech, language, and hearing disorders. Emphasis is on the nature and causes of communication disorders. Discussion of treatment is limited to general principles since remedial methods are studied in greater detail in more advanced communication disorders courses.

CODS 264 Phonetics

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 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: CODS 264

CODS 362 Hearing Science

This course deals with materials concerning the physical nature of sound and its measurements, instrumentation related to hearing assessment, microanatomy and physiology of the auditory system, and the psychological correlates of sound.

CODS 363 Introduction to Audiology

Provides a general understanding of contemporary approaches to clinical assessment of hearing. The course reviews basic test procedures for estimation of air conduction and bone conduction thresholds, the assessment of the middle ear function, and clinical masking.

Prerequisite: CODS 362

CODS 364 The Nature of Speech, Language and Communication Systems

A general orientation to the study of human language communication. Topics include the nature of the speech signal, the structure and content of language, the nature of communicative interaction, human versus animal communication, the relationship between language and thought, dialect variation, and bilingualism, and the relationship between the written and spoken system.

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 364 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 371 Language Disorders in the Schools

This course introduces students to the nature of language impairments in the school aged child. It also describes aspects of language acquisition that are important for academic and social success in school aged children. This course provides training in how to interpret diagnostic evaluations which describe a child's linguistic abilities. Methods of facilitating language development in the context of academic instruction are presented. The connection between language, reading, and writing is emphasized.

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 465 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 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Computer Science

Professor: L.S. Cheo

Associate Professors: E. Hu (chairperson), J. Najarian

Assistant Professors: R. Curtis, G. Ndjatou, L. Petingi, 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. This program includes the study of algorithmics; computer languages; program design and analysis; software engineering; systems programming; computer hardware systems; operating systems; artificial intelligence; numerical analysis; computer graphics; data communications and computer networks; and the theory of computation. A broad and solid foundation in problem solving, modeling, and decision making is formulated and developed. Theoretical concepts are reinforced through extensive lab work and computer projects. The program prepares students for a wide range of career opportunities and/or graduate studies.

To meet the requirement for the B.S. degree in computer science, a student must complete a minimum of 128/129 credits, including: computer science (47), general education (55), nonwestern (3), upper-level electives (6), mathematics (15*), science (11/12*), and free elective (3). A minor program in computer science is also offered through this department.

Based on an agreement with the Department of Computer and Information Sciences of the New Jersey Institute of Technology (NJIT), interested William Paterson computer science graduates with a GPA of 2.8 or higher are automatically admitted to the master's degree program at NJIT. In addition, William Paterson University computer science majors may take computer science courses at NJIT and, with the approval of the Computer and Information Science Department of NJIT, students with a junior or senior standing are allowed to take graduate courses.

* 4 math and 8 science credits are counted toward the general education requirement.

Computer Facilities

A variety of computing facilities are available to students. Several laboratories are equipped with SUN workstations and IBM-compatible microcomputers with Pentium processors. These computers are connected through a campus-wide Local Area Network with file servers that provide many different software resources. The LAN also provides access to the Internet. A segment of the LAN hosts a departmental SUN Enterprise-2 file server with twin Ultra SPARC processors, which provides computing resources under Solaris Operating System (a version of UNIX). The department also has other Pentium servers supporting computer science applications and student Web page development. In the Computer Science Research Lab, a SUN SPARC-1000 file server and microcomputers on this network segment constitute an environment for the study of systems programming paradigms by computer science students. Computer Science departmental labs are located in the Coach House Computing Center. Computer labs in the Atrium and Science Hall are also used for instructions; these labs are easily accessible to students for project work. Macintosh and other microcomputers are also available for student use throughout the campus.

Student Group

There are, at this time, more than 200 majors in the department. Student groups and activities include ACM (Association for Computing Machinery) Student Chapter, Computer Society of Student Government Association, and the *Gamma* Chapter of New Jersey of the National Computer Science Honors Society, *Upsilon Pi Epsilon*.

The Honor Society: *Upsilon Pi Epsilon (UPE)*

The William Paterson University Chapter certification of UPE was chartered in May 1988. The name of this chapter is *Gamma* Chapter of New Jersey. There are more than 55 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. GPA of 3.3 or greater.
2. Minimum of 18 credits in computer science with a grade of B or better.
3. All computer science courses with grade of C+ or better.

William Paterson University Student Chapter of the ACM (Association for Computing Machinery) and Computer Society of SGA

The William Paterson University 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

The department newsletter announces forthcoming events, activities, (extracurricular, educational, or research), and recent developments (new hardware and software installation). It also includes tutorials describing procedures for using software packages, programs, and other computing tools.

Internship and Honors Computer Science Projects

The internship provides practical experience that reinforces the academic program. The honors computer science project provides an opportunity for honors students with senior standing to integrate the knowledge and skills gained in previous computer science courses into an individual research or software implementation project.

Curriculum

COMPUTER SCIENCE MAJOR REQUIREMENTS 47 CREDITS

Core Requirement 23 Credits

CS 230	Computer Science I	4
CS 240	Computer Science II	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Language	3
CS 341	Digital Logic and Computer Organization	3
CS 342	Data Structures	3
CS 345	Operating Systems	3

Required Advanced Courses 9 Credits

CS350	Software Engineering	3
CS372	Design and Analysis of Algorithms	3
CS382	Programming Languages	3

Other Required Course 3 Credits

CS480	Computer Science Seminar	3
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Computer Science Electives 12 Credits

A. A minimum of nine credits from the following list:

CS 399	Selected Topics	3
CS 402	Numerical Methods	3
CS 404	Computer Simulation	3
CS 405	Systems Programming	3
CS 410	Artificial Intelligence	3
CS 420	Compiler Construction	3
CS 430	Data Communications and Computer Networks	3
CS 440	Database Management Systems	3
CS 441	Computer Architecture	3
CS 445	Theory of Computation	3
CS 461	Computer Graphics	3

B. A maximum of three credits from the following list:

(Additional 3 credits may be taken from the list to fulfill the free elective requirement)

CS 490	Honors Computer Science Project	3
CS 495	Internship	1-3

Mathematics Courses 15 Credits

MATH 160	Calculus I**	4
MATH 161	Calculus II	4
MATH 202	Linear Algebra	3
MATH 324	Probability and Statistics	4

Science Courses 11/12 Credits

Complete any of the following two-course sequence

BIO 163 & 164	General Biology I & II**	8
CHEM 160 & 161	General Chemistry I & II**	8
PHYS 260 & 261	General Physics I & II**	8

and one course from the following list:

BIO 206	General Genetics	4
BIO 261	General Botany	4
ENV 115	General Geology	4
CHEM 201	Analytic Chemistry	3
CHEM 320	Inorganic Chemistry	4

General Education	55 Credits
Non-Western Elective	3 credits
Upper-Level Elective	6 credits
Free Elective	3 credits

** These courses are also used to fulfill the GE requirement

Total credits required for the degree 128/129 Credits

COMPUTER SCIENCE

MINOR PROGRAM 20 CREDITS

(Open to all non-computer science majors)

Required Courses 14 Credits

CS 230	Computer Science I	4
CS 240	Computer Science II	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Language	3

Electives 6 Credits

Choose two courses from the following list

CS 342	Data Structures	3
CS 402	Numerical Methods	3
CS 404	Computer Simulation	3
CS 441	Computer Architecture	3

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.

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

Algorithmic approach to computer problem solving and programming methodology: analysis, design documentation, implementation, debugging, and evaluation. Procedural abstraction and basic data representation. Substantial programming assignments (in ANSI C language), including numerical and non-numerical problems.

Prerequisite: MATH 115 or equivalent

4 credits

CS 240 Computer Science II

Continuation of CS 230. Procedural abstraction, data representation, recursion, and program modularity. File processing, data management, and storage allocation techniques. Abstract data type (ADT) and object-oriented programming techniques. Key concepts in software design. Multidimensional arrays, strings, pointers, and records. Students will complete programming assignments in C and C++.

Prerequisite: CS230 with a grade of C- or better

4 credits

CS 253 COBOL I

Introduction to the COBOL language with applications to commercial problems. Topics in business information processing such as payroll and inventory management, are examined.

CS 260 Discrete Structures

Topics include elementary propositional and predicate logics; elementary set theory; relations and their properties; functions; congruences and Euclidian algorithm; combinatorics; mathematical reasoning; matrices; elements of graph theory; trees and their applications. Some programming will be required.

Prerequisite: CS 230 with a grade of C- or better

CS 280 Computer and Assembler Language

Structure of digital computers and machine language. Data representation, instruction formats and addressing techniques. Symbolic coding, assembly systems, and programming techniques. System stack, procedure calls, and program segmentation and linkage. Interrupts and I/O. Memory organization and addressing. Program translation and system programs: Assemblers, compilers, interpreters, preprocessors, linkers, loaders, and debuggers.

Prerequisites: CS 230 with a grade of C- or better

CS 341 Digital Logic and Computer Organization

This course introduces the principles of design and analysis of digital components found in digital systems. It also discusses the design of functional units and how these units are organized into a computer system. Other topics such as typical architectures of computer system, VLSI technology, digital design software tools are also introduced. Prerequisite: CS260 and CS280 with grades of C- or better

CS 342 Data Structures

Concepts and implementations of lists, stacks, queues, trees, graphs, sorting and searching algorithms, hashing, memory management, and advanced data structure applications using object-oriented technology. Prerequisites: CS240 and CS260 with grades of C- or better

CS 345 Operating Systems

A course in operating systems with a system software perspective. Topics include computer system overview; history, evolution, and philosophies; tasking and processes; process coordination and synchronization; scheduling and dispatch; physical and virtual memory organization; device management; file systems and naming; security and protection; communications and networking; distributed operating systems; and real-time concerns. Prerequisite: CS280 and CS342 with grades of C- or better

CS 350 Software Engineering

Provides a hands-on experience with the issues and techniques of software engineering. A team project applying the techniques covered is the main focus of the course. Prerequisite: CS342 with a grade of C- or better

CS 372 Design and Analysis of Algorithms

An introduction to the concepts, methodologies, and constructive models for formulating algorithms. Use of analytic techniques to determine the relative efficiency of algorithms with respect to several measures such as time and space complexity. Later topics introduce alternate models of computation such as probabilistic algorithms, parallel processing, and complexity classes (such as NP). Prerequisite: MATH324 and CS 342 with a grade of C- or better

CS 382 Programming Languages

Design issues relevant to the implementation of programming languages. Topics include indepth study and comparison of mechanisms for sequence control, data structure implementation, and run-time storage management; conceptual study of programming language syntax, semantics, and translation; survey of major programming paradigms including procedural, functional, object-oriented, and logical; introduction to language constructs that support distributed and parallel computing. Prerequisite: CS280 and CS 342 with grades of C- or better

CS 399 Selected Topics

The course covers current topics of interest and importance in computer science that are not covered in any other courses. The precise topics to be covered in this course are announced in the semester prior to the offering of the course. Prerequisite: Junior standing and permission of the instructor

CS 402 Numerical Methods

An introduction to numerical approximation methods and their analysis. Topics include non-linear equation solution, iterative methods, sets of equations, relaxation methods, interpolation, splines, numerical differentiation and integration, Euler's method, curve fitting, and function approximation. The algorithmic design approach is emphasized. Prerequisites: MATH161 and CS342 with grades of C- or better

CS 404 Computer Simulation

Theory, programming methodology, algorithm design, and practical applications of computer simulation. Topics include modeling of deterministic systems, stochastic systems, generation of random variables and distributions, queuing models, collection, and analysis of statistics from runs. Applications in computer system and network design and performance. Assigned projects concentrate on programming simulation models using C/C++ and simulation languages such as GPSS or SIMSCRIPT. Prerequisites: MATH324 and CS342 with grades C- or better

CS 405 Systems Programming

The course familiarizes the student with the organization, system libraries, and tools for software development in the Unix system. The student should leave this course with the ability to use system level facilities provided by Unix.

Prerequisites: CS 345 with a grade of C- or better

CS 410 Artificial Intelligence

A study of classical and modern approaches to artificial intelligence including knowledge representation, search strategies, inference systems, logic programming, list processing, machine learning, natural language processing, and neural nets. Exercises in programming using current tools, COMMON LISP, or PROLOG.

Prerequisites: MATH 324 and CS 342 with a grade of C- or better

CS 420 Compiler Construction

An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: Lexical analysis, syntactic analysis, semantics routines, and code generation. Alternative parsing strategies are presented and compared with respect to space and time tradeoffs.

Prerequisite: CS 382 and a grade of C- or better

**CS 430 Data Communications and
Computer Networks**

Topics include basic concepts, principles, design procedures, and applications of data communication systems. ISO reference model for open system interconnection is used as the basis to discuss the functions and protocols of layered network structure. Also introduced are evolution of networks technologies, various type of networks from LAN to WAN, internetwork architectures, network security, management, and applications.

Prerequisites: CS 341 and CS345 with grades of C- or better

CS 440 Data Base Management

Topics include data collection, representation, modeling, and storage; file versus database approach to data management; database environment; principles of logical and physical database design. Emphasis will be placed on Entity-Relationship and relational data models. Other topics include client-server environment, database security and integrity, and database administration. A substantial project on the design and implementation of a database will be assigned.

Prerequisite: CS 342 with a grade of C- or better

CS 441 Computer Architecture

An introduction to the architecture of digital computer systems. Structures of systems using processors memories, input/output devices, and interfaces as building blocks. Computer system instruction set design and implementation, including memory hierarchies and pipelining. Parallel processing and computer networking.

Prerequisite: CS345 and CS 341 with a grade of C- or better

CS 445 Theory of Computation

This course investigates formal machine models of computation, formal languages, and computability. This includes finite state automata, pushdown automata, Turing machines, languages and grammars, and how they are useful within computer science.

Prerequisite: CS 342 with a grade of C- or better

CS 461 Computer Graphics

A rigorous study of concepts, theory, and algorithmic aspects of two and three dimensional computer graphics. Topics include graphics hardware and programming, file-formats, algorithms for curves and image generation, splines, transformations, perspectives, illumination, shading, depth, solid-modeling, ray-tracing, animation, fractalization, texturing, and alternate rendering models. Programming in both general-purpose and ray-tracing languages.

Prerequisite: CS 342 with a grade of C- or better

CS 480 Computer Science Seminar

This course provides opportunities to apply oral and written communication skills and research skills in computer science. It introduces the ethical, social, and economic considerations for a professional in the computer field. It also provides a platform for interaction between students and practitioners in the field.

Prerequisites: Senior standing

CS 490 Honors Computer Science Project

This course provides qualified students an opportunity to work with faculty members on research and development projects in areas of current interest in computer science. Students are expected to carry out a meaningful project to be reviewed and approved by a panel of advisors.

Prerequisites: Senior standing with a GPA of 3.5 or better and the approval of the Curriculum and Planning Committee

3-6 credits

CS 495 Internship

This course provides a field experience in the computer science profession. An agency provides the environment and general supervision during the experience, while the faculty member meets with the student on an ongoing basis to relate the field experience to the computer science profession. Prerequisites: Junior standing with a GPA of 3.0 or better and the approval of the Curriculum and Planning Committee
1-3 credits

CS 499 Independent Study

This course allows a student to pursue a topic of interest in computer science that is not covered by existing courses. Prerequisites: Senior standing with GPA of 3.0 or better and the approval of the faculty advisor, the department chair and the dean
3-6 credits

Environmental Science and Geography

Associate Professors: R. Pardi, P. Thiuri (chairperson)

Assistant Professors: S. Dodge, M. Nyamwange, K. Swanson

Collaborating faculty from other departments:

S. Hanks (Professor, Biology), M. Sebetich (Professor, Biology), R. McCallum (Associate Professor, Chemistry/Physics), J. Peterman (Professor, Philosophy), L. Risley (Associate Professor, Biology), S. Vail (Associate Professor, Biology)

Emeritus Professor: K. Job

Environmental Science

The environmental science program is a comprehensive bachelor of science degree program dealing with the interaction of humans and their environment from the primary perspective of the natural sciences. The program includes basic courses in the natural sciences (biology, chemistry, physics, and the geosciences) and more advanced courses relating the

natural sciences to environmental concerns. Advanced courses include ecology, soils, hydrogeology, environmental chemistry, environmental physics, toxicology, aquatic ecology, and conservation biology.

The program is structured so that the student gains a holistic perspective of the environment. The program includes an interdisciplinary course, Environmental Foundations, that integrates the natural sciences, social sciences, and humanities. Two upper-level, 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-gaschromatograph; transmission and scanning electron microscopes (with X-ray analyzer); UVvisible 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

MAJOR REQUIREMENTS - TOTAL (60-61 CREDITS**)

Required Courses: 21 Credits

ENV 110	Environmental Foundations	4
ENV 115	General Geology	4
ENV 301	Field Experience	3
ENV 370	Soils	4
ENV 380	Junior Seminar	3
ENV 480	Senior Practicum	3

Major Co-requirements: 42 Credits

BIO 163/164	General Biology I & II	8
CHEM 160/060	General Chemistry I - Lecture and Lab	4
CHEM 161/061	General Chemistry II - Lecture and Lab	4
	or	
CHEM 163/164	College Chemistry/Organic Biochemistry ...	8
MATH 160-161	Calculus I and II	
	or	
MATH 160-230	Calculus I and Statistics	8
ECON 201	Macroeconomic Principles	3
PHYS 260/261	General Physics I & II	
	or	
PHYS 255/256	College Physics I & II	8
BIO 340	General Ecology	4
PHIL 335	Environmental Ethics	3

Major Science Electives: 9-10 Credits

CHEM 251/051	Organic Chemistry I - Lecture and Lab	4
CHEM 252/052	Organic Chemistry II - Lecture and Lab	4
CHEM 322	Environmental Chemistry	4
CHEM 401	Instrumental Methods	4
ENV 423	Toxicology	3
ENV 450	Environmental Computer Applications	3
ENV 470	Hydrogeology	3
ENV 399	Selected Topics (by advisement)	3/4
BIO 402	Aquatic Ecology	4
BIO 261	General Botany	
	or	
BIO 218	Invertebrate Zoology (by advisement)	4
BIO 345	Conservation Biology	3
BIO 399	Selected Topics (by advisement)	3/4
GEO 391	Geographic Information Systems	3
PHYS 319	Environmental Physics	3

Major Non-Science Electives: 3 Credits

ECON 230	Economics of the Environment	3
HUMH 201	Humanities Honors -Seminar III:	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
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General Education courses and Electives 12-14 Credits

Note: Students interested in a four-year course of study may also elect to take several courses during summer sessions I and II to reduce the load during the regular fall and spring semesters depending on the course selected.

*May be counted as either an upper-level elective or an upper-level GE elective.

** These courses may count as upper-level electives.

Courses

Unless otherwise noted, all courses are 3 credits, 3 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 may 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 tsunamis; the plant and animal life of the sea; the nature and topography of the sea floor; recent discoveries relating to sea floor spreading and continental drift; the role of the oceans in weather and climate.

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 teams debate as needed. The student is also instructed in the use of microcomputers and various software packages for word and data processing (spreadsheet), data management (data bases), and graphical methods.

ENV 389 Environmental Factors in Land Use

Introduces the subject of the use and misuse of land, the consequent need for governmental review and regulation, and the important role of a Natural Resource Inventory (NRI) in that process. Surveys the components of an NRI and shows how portions of one are compiled. Final class sessions are devoted to students' oral presentations of their semester projects.

Prerequisite to the senior seminars.

Prerequisites: ENV 110 and junior standing

ENV 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

ENV 423 Toxicology

This course considers the toxic effects of natural substances and human-made pollutants on living organisms (both plants and animals) either in terrestrial or aquatic ecosystems. Biogeochemical cycles, metabolic pathways, toxicity testing and bioassays, epidemiology, mutagenesis, carcinogenesis, and regulatory law are among the topics covered.

Prerequisites: ENV 115 and CHEM 161

ENV 450 Environmental Computer Applications

This course examines the application of mathematical computer simulation to the solution of environmental problems. The general development of computer models is reviewed as well as their specific use. The student employs working simulation models in the analysis of actual case studies while critically evaluating and comparing the results of different models for particular problems. Familiarity with basic principles of computer operation and some programming experience are expected of the student.

ENV 470 Hydrogeology

This course deals with the interrelationships of geological materials and processes with water. It quantitatively addresses the occurrence, distribution, movement, and chemistry of all waters of the earth. Topics studied include the hydrologic cycle, ground-water, runoff and stream flow, water chemistry, water pollution, water resources, and treatment.

Prerequisites: ENV 115, CHEM 161 and MATH 160

ENV 480 Senior Practicum

Student task force groups participate in a common project utilizing the methodologies and skills learned in the classroom. Included are graphic and communicative skills, data collection and evaluation, and field and laboratory techniques. An example of such a project is the compilation of a natural resource inventory for a neighboring community. The subject of the study is selected by the instructor, but the student's role in the team study is jointly determined by both the student and the instructor. Student and instructor maximally seek to simulate the working conditions of a professional consultant team engaged in a practical project. Regular work meetings are held during class time with a formal written and oral presentation at the end of the semester.

Prerequisites: ENV 380 and senior standing

ENV 481 Senior Seminar

A continuation of ENV 480

Prerequisites: ENV 480 and senior standing
2 credits

ENV 499 Independent Study

Independent research under the supervision of a faculty member. Alternatively, a student may undertake another co-op experience with a governmental agency, consulting firm, or industry in the environmental area.

1-6 credits (may be taken twice for a maximum of 6 credits)

Summer Studies at the New Jersey Marine Sciences Consortium

William Paterson students may take formal courses for academic credit in marine sciences at Sandy Hook or the Field Station. These courses are given from June through August and are primarily undergraduate courses for sophomore through senior levels.

Independent study in the marine sciences is offered at undergraduate and graduate levels. Course offerings vary somewhat from year to year, but the following are usually repeated: introduction to marine sciences, oceanography, basic scuba (NAUI certification), basic sailing, marine biology, ecology of the estuary (graduate only), and coastal marine geology.

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, ARCVIEW, ARC/INFO and MapInfo.

Curriculum

MAJOR REQUIREMENTS 34 CREDITS

Introductory Geography 7 Credits

GEO 150	World Regional Geography	3
GEO 160	Physical Geography	4

Regional Geography 6 Credits

GEO 238	Geography of the United States and Canada	3
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Plus one from:

GEO 331	Geography of Asia	3
GEO 332	Geography of Middle East	3
GEO 333	Geography of Europe	3
GEO 334	Geography of Africa	3
GEO 335	Geography of Latin America	3
GEO 336	Geography of the CIS	3
GEO 339	Geography of New Jersey	3

Geography Electives 6 Credits

Any one from:

GEO 220	Environment and Humans	3
GEO 230	Population and Settlement	3
GEO 240	Cultural Geography	3

Plus one from:

GEO 300	Geopolitics	3
GEO 310	Trade and Transportation Geography	3
GEO 360	Geography of Hunger and Food Supply	3
GEO 406	Climatology	3
GEO 412	Medical Geography	3
GEO 465	Biogeography	3
GEO 499	Independent Study	3

Techniques 6 Credits

Any two from:

GEO 401	Cartography	3
GEO 402	Quantitative Methods in Geography	3
GEO 403	Geographic Information Systems	3

Research Seminar 3 Credits

GEO 480	Senior Seminar	3
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Non-geography Courses 6 Credits

Two geography-related courses

approved by faculty advisor. 6

Suggested courses for geographic subdisciplines:

Physical Geography

BIO 340/345

ENV 327/370/470

Regional Geography

AACS 304/321/338/341

ANTH 342/359

HIST 331/338/361/371/381/392/395

POL 333/335/336/337

Cultural Geography

AACS 261/305

ANTH 356/408

SOC 250/251/370

POL 352

Cartography/GIS

ARTS280/282/350/380/382/480

CS 440/461

ENV450

MINOR REQUIREMENTS 18-19 CREDITS

GEO 150	World Regional Geography	3
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GEO 160	Physical Geography	4
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Plus 11-12 credits in Geography *approved by faculty advisor.*

CERTIFICATION REQUIREMENTS 27 CREDITS

Students interested in obtaining a teacher certification in Geography must complete the requirements listed under the Department of Curriculum and Instruction.

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 238 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 240 Cultural Geography

The imprint of human society upon the Earth's surface. The application of the concept of culture to geographic problems.

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 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 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 crosscultural aspects of food consumption patterns, production parameters, distribution, marketing, and official intervention. Emphasis on developing areas, including Brazilian experience and other case studies.

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 412 Medical Geography

This course examines the spatial and ecological aspects of health and disease: availability, location, and utilization of health care services; factors creating diversity among health care systems, and factors of health care delivery system planning.

GEO 465 Biogeography

Spatial relationships of the living environment. A systems approach to functional processes, characteristics, and relationships of the ecological elements to water and vegetation. Includes both natural succession and man-induced changes, including pollution within the ecosystem.

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), J. Manning, V. Overdorf, S. Silas

Associate Professors: S. Becker, K. Gill-Silgailis, S. Laubach

Assistant Professors: L. Gazzillo, D. Hume, L. Masterson, D. Middlemas

The Department of Exercise and Movement Sciences offers a major program leading to the bachelor of science degree in physical education. To fulfill the degree requirements, one must specialize in one of the three concentrations offered: teacher certification K-12 physical education, athletic training, or 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 Department of Exercise and Movement Sciences, and then 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 with continued advisement and academic counseling is of major concern of the Department of Exercise and Movement Sciences. The faculty is also concerned about standards of quality for its graduates. The department maintains a performance standard by which students are reviewed for continuing eligibility as majors. Details of this performance standard are provided by department advisors to those who intend to major in the exercise and movement sciences.

Curriculum

MAJOR CORE REQUIREMENTS 33 CREDITS

Core Courses 25 Credits

BIO 118	Basic Anatomy and Physiology*	(4)
PEAC 150	Introduction to the Profession of Exercise and Movement Sciences	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 110, General Psychology; CMHL 120, Current Health Issues; and AACS 150, Racism and Sexism in the United States; are to be completed for certification, but may be applied concurrently to fulfill general education requirements.

**PSY 210, Developmental Psychology, may be applied concurrently as a general education elective course.

Students must apply to the Teacher Certification Concentration after completing 57 credits which include PEAC 150, PEAC 250, PEAC 251, PEAC 252, PEAC 254, and 6-8 credits in PEAK skills courses. Students must have a 2.50 GPA in the major and overall to be eligible. Application deadlines are April 1st and November 1st. Forms are available in the department office. Those seeking certification are required to take the PRAXIS (formerly National Teachers Exam) in physical education content area 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
CMHL 491	Drugs and Health	3

*General Education requirement

ATHLETIC TRAINING**CONCENTRATION 26 CREDITS***

PEAT 267	Prevention and Care of Athletic Injuries	3
PEAT 350	Assessment of Athletic Injuries	3
PEAT 362	Athletic Training Modalities	3
PEAT 363	Advanced Athletic Training	3
PEAT 368	Athletic Training Internship	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

*General education elective course

Freshmen must apply for acceptance into the athletic training concentration during the spring semester of their first year on campus. Transfer students may apply for admission to the concentration at the end of their first semester on campus. Details on athletic training concentration admission criteria are available from the program director. Admission to the concentration is required for students to take courses at or above the 300 level in the athletic training concentration. Teacher certification is recommended in the state of New Jersey to assist in obtaining employment. Registration in the state of New Jersey is required to practice. The Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education Programs.

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 placement in a cardiac or corporate fitness internship.

Note: Upon completing this concentration, students are eligible to take certification examinations given by the American College of Sports Medicine, National Strength and Conditioning Association, the YMCA, and organizations that certify personal fitness trainers. It is recommended that students in this concentration select CHEM 131, 031 as the second science requirement in general education.

Exercise and Movement Sciences Electives

The following courses are open to all students. These courses are designed to allow students to acquire skills in sports and dance.

PEEL 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 for students not in the Exercise and Movement Sciences Curriculum

PEGE 150	Fitness for Life	3
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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 or SPED 201

PEAC 350 Physiology of Exercise

The body's physiological response to exercise with consideration to age, sex, physical fitness, and environmental stresses. The laboratory provides experiences that replicate theoretical constructs.

Prerequisites: BIO 118

PEAC 353 Psychology of Motor Learning

Acquaints the student with the concepts and principles involved in motor skill learning and performance; in particular, the implications for teaching and progressions in learning are stressed. A laboratory experience provides opportunities to replicate theoretical constructs.

Prerequisites: PSY 110 and PEAC 250

PEAC 354 Tests and Measurements

A study of the role of evaluation in physical education. The organization and administration of a testing program. Also, appropriate statistical methods used in a testing program.

Prerequisites: MATH 130, PEAC 150

PEAC 450 Psychosocial Dimensions of Sport

A study of sport in relation to the concepts, theories and principles of psychology and sociology. Enables the student to understand the human organism's involvement in sport and physical activity and the relationship of sport to culture and society.

Prerequisites: PEAC 350, PSY 110, SOC 101, 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 245 Lacrosse

A study of the fundamental skills and strategies in the game with applications for each of the concentrations.
.5 credit

PEAK 261 Field Hockey*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations.
.5 credit

PEAK 262 Volleyball*

A study of the fundamental skills and strategies in the game with applications for each of the concentrations.
.5 credit

PEAK 263 Conditioning*

A study of the fundamental principles of conditioning with applications for all concentrations and sports.
.5 credit

*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

*These courses are restricted to accepted movement science majors.

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

This course is an introductory course in the prevention, recognition, and care of athletic and exercise related injuries. The course includes lecture and laboratory work concerned with the prevention and care of common athletic injuries. This is the first course in the athletic training concentration and is recommended for students in exercise physiology and teacher certification.
Prerequisites: BIO 118

PEAT 350 Assessment of Athletic Injuries

Lecture and laboratory experiences concerned with the mechanism, etiology, pathology, and evaluation of athletic injuries. Includes clinical signs and symptoms, and techniques in performing appropriate tests and assessment procedures for recognizing athletic injuries.
Prerequisites: PEAT 267 and permission of instructor.

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 and permission of the instructor.

PEAT 368 Athletic Training Internship

This course is a junior level experience for students in the athletic training concentration. The course provides supervised clinical application of athletic training theory and skills in the high school setting. The course provides exposure to athletic injuries and sports experiences and activities not offered on campus.
Prerequisites: PEAT 350, PEAT 362, PEAT 363 and permission of instructor.

PEAT 370 Therapeutic Exercise

Lecture and laboratory experiences concerned with the rationale, use, and application of exercise in the rehabilitation of athletic injuries, including principles involved with various types of exercise. Basic components of designing and implementing rehabilitation programs, including a review of current research.
Prerequisites: PEAT 362 and permission of instructor

PEAT 375 Advanced Athletic Training

This course covers the history and organization of the athletic training profession and the administration of athletic training programs, as well as review of professional literature in the field. Advanced topics and techniques concerned with athletic training and sports medicine are also covered.
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 350 and 500 hours of approved clinical experience; permission of instructor

PEAT 468 Seminar in Athletic Training

Exposure to medical and surgical procedures in athletic medicine. Lectures by physicians and other health-care professionals. Surgical observation and follow-up with physician, therapist, and/or patient. Includes observation at allied health care facility.
Prerequisites: PEAT 467 and permission of instructor
2 credits

PECO 360 Olympic and Rhythmic Gymnastics

Advanced skills culminating in the creation of individual routines in competitive events.

Prerequisites: One semester ballet, tumbling, and apparatus, or permission of the instructor

PECO 370 Coaching and Officiating Field Hockey

Techniques and principles of coaching and officiating field hockey are stressed. Laboratory experiences are provided for officiating and coaching.

Prerequisite: PEAK 261 or permission of the instructor
2 credits

PECO 371 Coaching and Officiating Volleyball

Advanced offensive and defensive team strategies, rules and officiating. Includes laboratory experiences in coaching and officiating. The student is also exposed to various teaching and evaluating techniques.

Prerequisite: PEAK 262 or permission of instructor
2 credits

PECO 372 Coaching and Officiating Soccer

Techniques and principles of coaching and officiating soccer. Laboratory experiences are provided for officiating and coaching.

Prerequisite: PEAK 161 or permission of the instructor
2 credits

PECO 373 Coaching and Officiating Basketball

Fundamental and advanced skills as well as theories of offense and defense are learned by the student.

Techniques of officiating, organizing, and administering a basketball team in a high school program are stressed.

Prerequisite: PEAK 162 or permission of the instructor
2 credits

PECO 374 Coaching and Officiating Softball

Techniques and principles of coaching and officiating softball are emphasized along with laboratory experience for officiating and coaching.

Prerequisite: PETC 351 or permission of the instructor
2 credits

PECO 375 Coaching and Officiating Baseball

Techniques of coaching, officiating, purchasing, and caring for equipment and playing areas are emphasized.

Prerequisite: PETC 358 or permission of the instructor
2 credits

PECO 470 Coaching and Officiating Football

Prepares students for coaching football in high schools. Fundamentals, strategy of offensive and defensive play, purchase and care of equipment, and other administrative problems are emphasized.

Prerequisite: Permission of the instructor
2 credits

PECO 471 Coaching and Officiating Gymnastics

Intended for the future coach and/or judge in gymnastics. Film analyses and judging tests are offered.

Prerequisite: PETC 356 or permission of the instructor
2 credits

PECO 472 Coaching and Officiating Swimming

Fundamentals of aquatic activities through analyzing strokes and teaching procedures, planning and officiating swimming meets, organizing and administering an aquatic program.

Prerequisite: PEAQ 204 or permission of the instructor
2 credits

PECO 473 Coaching and Officiating Wrestling

Designed to prepare wrestling officials for certification through classroom and practical application. The areas of team coaching, officiating, recruiting, and meet organizing are also included.

Prerequisite: Permission of the instructor
2 credits

PECO 474 Coaching and Officiating Tennis

Designed to make students knowledgeable about the process involved in selecting and coaching a tennis team. In addition, the techniques necessary to become a rated tennis official are included.

Prerequisite: PEAK 264 or permission of the instructor
2 credits

PECO 475 Coaching and Officiating Track and Field

Techniques and methods of coaching and officiating, including laboratory experiences in officiating and evaluation of facilities and equipment.

2 credits

PECO 476 Organization and Administration of Athletics

Constructed as a coordinator of all courses dealing with an athletics program. Emphasis on the organization of the program and its administration in relation to all personnel involved.

Prerequisite: Permission of instructor

**PEDA 360 Physical Education for the
Orthopedically Handicapped**

Familiarizes prospective teachers with various types of physical handicaps. Exercises, games, and activities for the correction or treatment of specific disabilities. Practicum required.

Prerequisite: PEAC 255

**PEDA 362 Physical Education for the
Mentally Retarded**

Identifies causes and nature of mental retardation. Practice in implementing group and individual physical education programs for the mentally retarded child. Practicum required.

Prerequisite: PEAC 255

**PEDA 460 Physical Education for the
Perceptually Impaired and/or
Emotionally Disturbed**

Identifies nature and cause of impairment. Practice in implementing physical education programs for impaired persons. Practicum required.

Prerequisite: PEAC 255

PEDA 462 Exercise Programs for Older Adults

Prepares students to plan and conduct basic physical activity and exercise programs for the elderly. Although the emphasis is on exercise routines and fitness programs, students also learn to lead older adults in rhythmic and dance activities and recreational games. A three-week training period is followed by a twelve-week practical experience at a senior citizen site (nutrition site, day care center, or some other senior citizen center). Weekly seminars are held in conjunction with the practical experiences.

Prerequisite: PEAC 350

PEDN 130 Introduction to the Art of Dance

Elementary technique, improvisation, studies in composition, lectures, films, and discussions on dance theory, philosophy, and current trends of dance. Provides a 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: PEAC 350

PEEP 388 Leadership Training in Exercise Programs

Students learn to organize, lead, and supervise programs of physical exercise and conditioning in industrial, business, recreational, educational, and athletic settings. Also, how to use results of diagnostic tests to prescribe appropriate activities for a wide variety of populations.

Prerequisite: PEAC 350

PEEP 399 Selected Topics

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

Prerequisite: Permission of the Department Chair 1-6 credits

PEEP 482 Advanced Exercise Physiology

Advanced concepts concerning the physiological adaptations of man and animals to exercise. With these concepts established, the student then explores the more controversial issues of exercise physiology.

Prerequisite: PEAC 388

PEEP 490 Internship in Exercise Physiology

This is the culminating experience for students in the exercise physiology concentration. Students are assigned to a corporate fitness center and/or a hospital-based cardiac rehabilitation center for practical experience in the application of concepts.

Prerequisite: Completion of all coursework in the concentration

PEGE 150 Fitness for Life

A study of the general nature and structure of exercise and fitness as it pertains to the individual. The purpose of this course is to assist the individual in gaining an understanding of the effects of exercise, sports, and physical activity on the physical and psychological self. Emphasis is placed on the physiological, sociological, and biological development of the individual student through planning a personal exercise program.

PEGE 240 The Impact of Sport in the Modern World

Sport is a prominent entity with a great impact on modern life. To help the student understand the extent of that impact, this course examines the many meanings of sport for the American people through (1) an evaluation of the influences of sport on America's youth, its educational institutions, and its communities — from village to metropolis; (2) an investigation of the promotion of sport by the mass media, the business community and government; (3) an analysis of the role of sport in such complex issues as gender and racial stereotyping and discrimination; (4) an examination of the relationship of sport to such contemporary concerns as violence and drug abuse and (5) an investigation of America's participation in international sport.

Prerequisites: SOC 101 and PSY 110

PEGE 330 Psychology of Sport

This course entails a look at the psychological principles involved in physical activity and sport. The theoretical basis from which the principles derive is looked at, but the emphasis is on the application of these principles.

Prerequisite: PSY 110

PEGE 340 Social History of Western Sport

This course provides a view of Western civilization through the window of sport. Building on the conceptions already established in the two Western civilization courses required for general education, it helps to close some of the unavoidable gaps left by earlier political, economic, religious, cultural, and ideological analyses of Western society. The study of sport not only broadens students' vision of life and culture in the Western world, but also enhances their understanding of it.

Prerequisites: HIST 101 and HIST 102

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 330 Contemporary Methods, Materials and Evaluation in Driver Education

This course is designed to include the latest innovative methods, materials and evaluative techniques in Traffic Safety education. It is geared to meet the needs and interests of both experienced driver education teachers and teachers interested in starting out in this field. Certification requirements for New Jersey are satisfied in Traffic Safety Education (classroom and behind-the-wheel instruction). Individuals interested in New York State certification may credit this course toward provisional certification in that state.

PETC 356 Gymnastics

This course enables students to develop proficiency in performing, spotting, and analyzing skills on apparatus. Prerequisites: PEAK 164; Teacher Cert. Concentration 1 credit; jr.- level major

PETC 361 Selected Activities for School Physical Education Programs

This course provides knowledge and movement skills for selected team sports, outdoor, and recreational activities that are appropriate for inclusion in a physical education curriculum in schools. It will include team handball, softball, flag football, archery, orienteering, hiking, recreational games, and other activities as deemed appropriate. 1 credit

PETC 395 Curriculum and Teaching Physical Education in the Elementary School

The principles of curriculum development in elementary school physical education programs. Students learn how to teach physical education activities designed for elementary school children. Taken concurrently with PETC 397. Prerequisite: Admission to teacher certification program and a 2.50 GPA.

PETC 396 Curriculum and Teaching Physical Education in the Secondary School

The physical education teacher's role in facilitating the adolescent student's growth and development through movement activities. A variety of teaching styles are explored. Includes administrative duties and responsibilities of the physical education teacher at the secondary level. Taken concurrently with PETC 398. Prerequisite: Admission to teacher certification program and a 2.50 GPA.

PETC 397 Practicum I: Elementary School Experience

In this pre-student-teaching experience, the student is assigned to work in a school for the purpose of observing and assisting the experienced physical educator. Experiences include working with individuals and small groups and teaching the entire class. Taken concurrently with PETC 395. Prerequisite: Admission to teacher certification program and a 2.50 GPA. 1 credit

PETC 398 Practicum II: Secondary School Experience

This experience in the school is correlated with methods of teaching physical education and human movement. Primarily devoted to teaching classes and small groups. Taken concurrently with PETC 396. Prerequisites: Admission to the teacher certification program and a 2.50 GPA. 1 credit

PETC 399 Special Topics

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

PETC 461 Concepts of Coaching

This course provides an introduction to the concepts associated with coaching of interscholastic and intercollegiate sports. The student is exposed to various techniques, principles, and fundamentals that are associated with coaching. 1 credit, jr./sr.-level major

PETC 495 Seminar in Physical Education

Current trends and developments in public education are explored. Particular attention is given to classroom management and problems that confront student teachers. The course is conducted during the semester of the student teaching experience and must be taken concurrently with student teaching. 1 credit

Department of Mathematics

Professors: E. Goldstein, M. Jani (chairperson), M. Kaplan, E. Phadia

Associate Professors: J. Coomes, D. Kalish, M. Llarull, S. Maheshwari

Assistant Professors: N. Assimakopoulos, Z. Chen, B. Hewitt, C. Mancuso, D. Miller, M. Rosar, M. Zeleke

The Department of Mathematics offers courses in most principal branches of mathematics. The primary goal of the program is to prepare majors for professional careers and graduate school while creating in each student an awareness and appreciation of the beauty and importance of mathematics in various facets of life through active learning experiences.

The program leading to a bachelor of arts degree in mathematics has two major tracks, namely, mathematics and applied mathematics. A minor in mathematics and a minor in statistics are also available.

Placement in mathematics courses is based on the New Jersey College Basic Skills Placement test scores and high school records. Students who do not demonstrate readiness for calculus are required to take preparatory courses that do not count toward the mathematics major. Students who have taken AP calculus in high school may apply for advanced placement with credit. By rotation, all our major courses are offered during evening hours to serve part-time majors.

Students interested in obtaining teacher certification in mathematics must complete additional courses as prescribed by the College of Education (see 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 College of Science and Health has two other computer labs for general use. These labs provide an excellent facility for course work as well as for senior projects and research.

Students are expected to use a variety of technologies (such as graphing calculators, computers, etc.) throughout the mathematics major course work as part of a concerted effort to meet the changes in the way mathematics is now being done, and also to meet the technological challenges of the twenty-first century.

In keeping with University policy, students may be required to participate in activities related to 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 honors 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 40-41 CREDITS

Required Courses 27 Credits

MATH 161	Calculus II	4
MATH 200	Logic and Methods of Higher Mathematics	3
MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 301	Modern Algebra	3
MATH 302	Advanced Calculus	3
MATH 423	Real Analysis	3
MATH 425	Introduction to Topology	3
MATH 490	Math Seminar	1

Additional Required Courses 4 Credits

CS 230	Computer Science I	4
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Electives 9-10 Credits

Choose **three** from the following:

MATH 322	Differential Equations	3
MATH 323	Foundations of Geometry	3
MATH 324	Probability & Statistics	4
MATH 325	Topics from Applied Mathematics	3
MATH 332	Statistical Computing	3
MATH 380	Mathematical Models and Applications	3
MATH 399	Selected Topics	1-3
MATH 401	Applied Algebra	3
MATH 411	Advanced Discrete Mathematics	3
MATH 421	Mathematical Statistics	3
MATH 422	Complex Analysis	3
MATH 424	Introduction to Numerical Analysis	3
MATH 426	Calculus of Variations	3
MATH 499	Independent Study	1-3

APPLIED MATHEMATICS TRACK 41 CREDITS

Required Courses 25 Credits

MATH 161	Calculus II	4
MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 322	Differential Equations	3
MATH 324	Probability & Statistics	4
MATH 325	Topics from Applied Mathematics	3
MATH 411	Advanced Discrete Mathematics	3
MATH 490	Math Seminar	1

Additional Required Courses 7 Credits

CS 230	Computer Science I	4
CS 260	Discrete Structures	3

Electives 9 Credits

Choose **three** from the following (one course must be 400 level):

MATH 301	Modern Algebra	3
MATH 302	Advanced Calculus	3
MATH 323	Foundations of Geometry	3
MATH 332	Statistical Computing	3
MATH 380	Mathematical Models and Applications	3
MATH 399	Selected Topics	1-3
MATH 401	Applied Algebra	3
MATH 421	Mathematical Statistics	3
MATH 422	Complex Analysis	3
MATH 423	Real Analysis	3
MATH 424	Introduction to Numerical Analysis	3
MATH 425	Introduction to Topology	3
MATH 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 College 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 23 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 324	Probability & Statistics	4
MATH 332	Statistical Computing	3
MATH 421	Mathematical Statistics	3

For a Mathematics Major

MATH 230	Statistics	4
MATH 324	Probability & Statistics	4
MATH 332	Statistical Computing	3
MATH 325	Topics in Applied Mathematics	3
MATH 421	Mathematical Statistics	3

Plus one of the following (by advisement):

MGT 470	Introduction to Operations Research	3
ECON 211	Economic Statistics II	3

Courses

Unless otherwise noted, all courses are 3 credits.

MATH 106 Basic Mathematics with Algebra

This course covers the arithmetic of whole numbers, signed numbers, fractions, decimals and percents. The primary coverage of the course is polynomial arithmetic, algebraic expressions, factoring, solving equations (linear and quadratic) with applications and graphing.

Note: Credits for this basic skills course are not applicable toward degree requirements.

Prerequisite: Basic Skills Placement

Completion of Basic Skills requirement is necessary for all the following courses.

MATH 110 Contemporary Mathematics

This course is intended to provide an understanding of some of the mathematical ideas expected of an educated adult. Topics include logic, set theory, 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 200 Logic and Methods of Higher Mathematics

An introduction to rigorous reasoning through logical and intuitive thinking. The course provides logical and rigorous mathematical background for study of advanced math course. Students are introduced to investigating, developing, conjecturing, proving, and disproving mathematical results. Topics include formal logic, set theory, proofs, mathematical induction, partial ordering, relations, functions.

Prerequisite: MATH 160

MATH 201 Calculus III

Conic sections, rotation of axes, graphing, and area in polar coordinates. Vectors and vector-valued functions, calculus of functions of several variables, including partial differentiation and multiple integrals.

Prerequisite: MATH 161

4 credits

MATH 202 Linear Algebra

An introductory course in the theory of linear transformations and vector spaces. Topics include systems of equations, matrices, determinants, inner product spaces, eigenvalues, and eigenvectors.

Prerequisite: MATH 161

MATH 211 The History of Mathematics

A survey of the historical development of mathematical thought from ancient times to the present. The actual content of this course may vary by instructor. Possible topics include: Babylonian, Egyptian, Greek, Chinese, Hindu, and Arabian mathematics; European mathematics in the middle ages and the Renaissance; the development of calculus, number theory, abstract algebra, non-Euclidean geometry, and set theory. Prerequisite: MATH 161

MATH 230 Statistics

A rigorous course covering measures of central tendency; measures of variation; graphical techniques for univariate and bivariate data; correlation and regression, probability, binomial and normal distributions; estimation; confidence interval; testing of hypotheses; contingency tables; analysis of variance; nonparametric methods. Use of packages such as SAS, Minitab, etc., is strongly emphasized. 4 credits

MATH 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 or CS 260

MATH 302 Advanced Calculus

An in-depth study of continuity, partial derivatives, and differentiability of functions on Euclidean space. Inverse and Implicit function theorems. Integration of functions on Euclidean space and Fubini's theorem. Differential forms and the fundamental theorem of Calculus. Prerequisites: MATH 201 and (MATH 200 or CS 260)

MATH 322 Differential Equations

A study of the methods of solution and applications of ordinary differential equations. Topics include first- and second-order equations, existence and uniqueness of solutions, separation of variables, exact equations, integrating factors, linear equations, undetermined coefficients, variation of parameters, transform methods, series solutions, systems of equations, and elementary numerical methods. Prerequisite: MATH 161

MATH 323 Foundations of Geometry

Develops an axiomatic approach to the study of geometry with specific applications to finite and nonEuclidean geometries. Knowledge of Euclidean (high school) geometry is assumed. Prerequisites: MATH 161 and (MATH 200 or CS 260)

MATH 324 Probability and Statistics

A mathematical treatment of probability as well as statistics. Topics include probability axioms, discrete and continuous sample spaces, random variables, mathematical expectation, probability functions; densities, basic discrete and continuous distribution functions; functions of random variables and their distributions. Also covered is Central Limit Theorem, confidence intervals, hypothesis testing, and Linear regression. Software such as SAS or Minitab IS used for testing and regression problems. Prerequisites: MATH 161
4 credits

MATH 325 Topics from Applied Mathematics

Topics are selected from various branches of applied mathematics. The mathematical principles and theories involved are applied to problems in the physical sciences, mathematics, biological sciences, business, and computer science. Prerequisite: MATH 201

MATH 332 Statistical Computing

In this course, students solve statistical problems on the computer with the help of statistical packages, such as SAS, BMD, 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. Prerequisites: MATH 324

MATH 380 Mathematical Models and Applications

Quantitative analysis process; linear programming (LP); graphical method and sensitivity analysis; LP applications in health care; business and transportation; the Simplex Method: algebraic approach and applications; transportation and assignment problems; graph theory and network models.

Prerequisite: MATH 202 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 202 or CS 260

MATH 421 Mathematical Statistics

A theoretical treatment of statistical topics including distribution theory, sampling, point and interval estimation, methods of estimation, properties of estimators; 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 or MATH 322

MATH 423 Real Analysis

A rigorous approach to the theory of functions of real variables. Topics include metric spaces and their properties, sequences, limits, continuity, uniform continuity, differentiability, integration, and Riemann-Stieltjes integral.

Prerequisite: MATH 301 or MATH 302

MATH 424 Introduction to Numerical Analysis

Treatment of numerical methods including numerical integration, numerical solution of equations and systems of equations, approximation of functions, numerical solution of differential equations, applications, and computer implementation of numerical methods.

Prerequisite: MATH 202 or MATH 322

MATH 425 Introduction to Topology

Topological spaces and their properties, connectedness, compactness, boundedness, limit points, continuity, homeomorphisms, topological invariants, separation, and countability axioms.

Prerequisite: MATH 301 or MATH 302

MATH 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 or MATH 322

MATH 490 Mathematics Seminar

This course is conducted in a seminar format. Students (with assistance from a faculty member) complete a project in mathematics and make a presentation. Emphasis is placed on the seminar presentation.

Prerequisite: One math course at 300 level or higher.
1 credit

MATH 499 Independent Study

An individual research project under the direction of a faculty member and with the approval of the chairperson. The number of credits for each independent study may vary from 1 to 3 per semester, up to a limit of 6 credits.

1-3 credits

Department of Nursing

Professors: S. DeYoung, M. Patrick, N. Samarel

Associate Professors: C. Bareford-Gleim, C. Barry, J. Beshore-Bliss, B. Bohny, R. Harrison, G. Just, C. O'Grady, J. Tracy (chairperson)

Assistant Professors: C. Barbarito (half-time), K. Connolly, V. Coyle (half-time), D. D'Amico, G. Heider, A. Lynch (half-time), K. Scura, N. Serra

Instructors: L. Carney (half-time), C. Hollema (half-time), S. Jackson (half-time)

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 & computer materials, hospital equipment, and supplies for student laboratory experiences.

Entrance Requirements

In addition to the University's admissions requirements, prospective nursing majors are required to take both a biology and chemistry course, with laboratory, in high school.

Students may be admitted to the program as freshmen or as transfers. Transfer students and students changing majors are eligible for admission following application and review by the department. It should be noted that students must have completed BIO 112-113, 170 and PSY 110 and 210 (with grades of C or better) before being permitted to begin the adaptation nursing sequence of courses.

Permission to take courses in the nursing program is dependent on evidence of student achievement in preparatory courses and the number of available seats.

Registered nurse students from diploma and associate degree programs may apply for admission following a transcript evaluation. Opportunity is provided to challenge some courses in the major. A current RN license in New Jersey is required. For further information, registered nurse students should address inquiries to the RN Coordinator, Department of Nursing.

Any student seeking information regarding the recommended sequence of courses in the nursing major should contact the Nursing Department.

Policies

The Nursing Department conducts a performance standards review after each semester. Students who do not maintain a 2.0 grade point average in the major and corequisite courses or who do not achieve a grade of C or better are evaluated for retention/progression in the nursing major.

Nursing laboratory courses are conducted both on- and off-campus. Automobile transportation is required for most off-campus experiences.

Nursing students are required to have a yearly physical examination and to submit the results to the Nursing Department by the beginning of the Fall semester.

Curriculum:

Please note that minor curriculum changes may be made during a student's course of study. Such changes would be designed to enhance the learning experience for all students.

MAJOR COURSES 56 CREDITS

NUR 210	Nursing as a Profession	3
NUR 212	Adaptation Nursing I	3
NUR 213	Adaptation Nursing II	4
NUR 214	Adaptation Nursing I Laboratory	2
NUR 215	Adaptation Nursing II Laboratory	3
NUR 312	Expanding Family and Adaptation Nursing	4
NUR 313	Established Family and Adaptation Nursing	4
NUR 314	Expanding Family and Adaptation Nursing Laboratory	4
NUR 315	Established Family and Adaptation Nursing Laboratory	4
NUR 316	Family Systems and Adaptation	2
NUR 350	Nursing Research	3
NUR	Nursing Elective	3
NUR 410	Community Systems	2
NUR 411	Professional Practice Theory	2

NUR 412	Adaptation in the Community	3
NUR 413	Professional Clinical Practice I	2
NUR 414	Adaptation in the Community Laboratory	4
NUR 415	Professional Clinical Practice II	3
NUR 416	Senior Seminar	1
Selected from among NUR 320, 321, 323, 434, 435, 436		

COREQUISITE COURSES* 36 CREDITS

BIO 112	General Anatomy and Physiology I	4
BIO 113	General Anatomy and Physiology II	4
BIO 170	Basic Microbiology	4
BIO 312	Advanced Anatomy and Physiology	4
CHEM 131	College Chemistry: Lecture	3
CHEM 031	College Chemistry: Lab	1
CHEM 132	Organic Biochemistry: Lecture	3
CHEM 032	Organic Biochemistry: Lab	1
CMHL 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 324	Specialty Portfolio	3
NUR 417	Community Health Adaptation Laboratory	2
NUR 418	Mental Health Adaptation Nursing	2
NUR 419	Mental Health Adaptation Nursing Laboratory	2

Courses

Unless otherwise noted, all courses are 3 credits.

NUR 210 Nursing as a Profession

Identifies historical and evolutionary perspectives in nursing as they impact on current issues and trends in health care delivery and professional nursing.

NUR 212 Adaptation Nursing I

Utilizes the Roy Adaptation Model as a framework for the nursing process, which identifies normative ranges and health problems of the total individual.
Prerequisites: BIO 113, 170 and PSY 210

NUR 213 Adaptation Nursing II

A further study of the human response to internal and external changes is the focus. Concepts of illness and prevention of complications and their application to the health and illness are introduced, along with leadership and group process skills.

Prerequisites: NUR 210, 212 and 214
4 credits

NUR 214 Adaptation Nursing I Laboratory

Building on theory presented in NUR 212 and physical assessment techniques, communication and teaching skills as well as basic nursing activities emphasize the one-to-one relationship between student and client with a focus on wellness and illness prevention.

Taken concurrently with NUR-212

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 324 Specialty Portfolio

RN to BSN completion students may take this option in place of a nursing elective. A portfolio is developed to demonstrate knowledge and expertise in a nursing specialty. Evidence in the portfolio will include a resume, job description, committee work, certifications, CEU certificates, etc. The student applies for a course challenge in order to obtain credit for the course.

NUR 350 Nursing Research

Designed to help the student understand and use research concepts and methods by developing the ability to analyze, criticize, and interpret research. Students critique a published research study and conduct group research projects.

Prerequisites: MATH 130 and completion of 200-level nursing courses (i.e., NUR 215, NUR 218)

NUR 399 Selected Topics

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

Prerequisite: Permission of the department chair
1-6 credits

NUR 410 Community Systems

Focuses on the role of the community as it relates to the health status of individuals, families, and groups. Community behavior as well as the sociopolitical dynamics of health/illness care are explored.

Prerequisites: NUR 312, 313, 314 and 315

2 credits

NUR 411 Professional Practice Theory

Designed to facilitate transition from a student role to that of the beginning professional practitioner.

Enables the student to examine both the sociocultural and economic forces affecting the nursing profession within the health-care delivery system. Emphasis is placed on leadership/management theory.

Prerequisites: NUR 410, 412, and 414

2 credits

NUR 412 Adaptation in the Community

Focuses on acutely and chronically ill clients and their families in both community and psychiatric settings.

Emphasis is placed on alterations in role function, self-concept, and interdependence modes.

Prerequisites: NUR 312, 313, 314, 315, 316

NUR 413 Professional Clinical Practice I

Offers the student the opportunity to practice various roles of the professional practitioner. Clinical expertise is developed via the application of the nursing process.

Prerequisites: NUR 410, 412 and 414

2 credits

NUR 414 Adaptation in the Community Laboratory

Laboratory course provides for application of theory from past and concurrent courses. Students use cognitive and psychomotor skills in the nursing care of individuals, families, and communities responding to sustained stressors affecting self-concept, role function, and interdependence modes. Clinical practice is in both mental health and community settings.

Prerequisites: NUR 312, 313, 314, 315, 316

4 credits (12 laboratory hours)

NUR 415 Professional Clinical Practice II

Offers the student opportunity to provide care to groups of patients/clients at selected levels of prevention. The student applies theories of leadership, management, change, and teaching-learning in the practice setting.

Prerequisites: NUR 410, 412, and 414

NUR 416 Senior Seminar

This seminar enables the student to implement the proposal for intervention with a vulnerable population that was designed in community systems as a result of the community assessment project.

Prerequisites: NUR 410, 412, and 414

1 credit

NUR 417 Community Health Adaptation Nursing Laboratory

Laboratory course designed for the RN student. It provides for application theory from past and concurrent courses. Students use cognitive and psychomotor skills in the nursing care of individuals, families and communities responding to sustained stressors in the community setting.

Prerequisites: NUR 316, 322

2 credits (6 laboratory hours)

NUR 418 Mental Health Adaptation Nursing

Designed for the RN student. The focus is on the individual within the family system who experiences alterations in self-concept, role function, and interdependence in response to threats to psychic and social integrity. Relevant psychosocial theories contributing to ineffective behaviors are studied.

Prerequisites: NUR 316, 322

2 credits

NUR 419 Mental Health Adaptation Nursing Laboratory

Laboratory course designed for RN students.

Provides an opportunity to apply the Roy Adaptation Model in the nursing care of individuals and/or families responding to threats in psychic and social integrity. Application of the theory from NUR 418 is geared to a client population of acutely or chronically mentally ill individuals.

Prerequisites: NUR 316, 322

2 credits (6 laboratory hours)

NUR 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

Honors Program in Nursing

This program is for excellent, highly motivated nursing majors. These students take five courses specifically designed for the honors program, see below. This program is open to qualified incoming freshman and nursing majors who have a 3.0 GPA or higher in the University. Transfer students who meet the requisite GPA and prerequisite courses for the nursing major are also eligible. Students must maintain a 3.0 GPA while completing the major.

Fall Sophomore year	Credits
HSB 200 Honors Inquiry and Ethics	3
Spring Sophomore year	
NUR 251 Honors Nursing Research	3
Successful completion substitutes for NUR 350	
Fall Junior year	
NUR 352 Honors Research Project Seminar I.....	2
Spring Junior year	
NUR 353 Honors Research Project Seminar II	2
Successful completion of NUR 352 and NUR 353 substitutes for the Nursing Elective, if desired.	
Fall Senior year	
NUR 452 Honors Research Project Seminar III	2

HSB 200 Honors Inquiry and Ethics

This course is the initial course in the honors program in nursing and in life science and environmental ethics. The course deals with the process of inquiry, its application to critical thinking and the development of knowledge in a discipline. Ethical implications that impinge upon decision making in this process are explored from the viewpoint of various ethical paradigms.

Prerequisites: BIO 112, 113, and 170 and PHIL 110
3 credits

NUR 251 Honors Nursing Research

This course provides research skills that enable the student to work collaboratively on a research project with a faculty mentor. The student writes a research proposal on a faculty student project to be implemented in subsequent semesters.

Prerequisites: HSB 200, MATH 230
3 credits

NUR 352 Honors Research Project Seminar I

This course provides the opportunity to implement the research proposal begun in the previous course. The seminar includes in-depth discussion and application of the first research steps. Methodological issues and comparison of problems are explored.

Prerequisite: NUR 251
2 credits

NUR 353 Honors Research Project Seminar II

This course provides the opportunity to complete the research project with the faculty mentor and submit a report. Seminar discussion explores problems and issues related to the final steps of the research project. Experience with self-critique and responding to peer evaluation of one's research are part of the seminar.

Prerequisite: NUR 352
2 credits

NUR 452 Honors Research Project Seminar III

The last course in the nursing honors program, this course offers learning and practice in the communication of research findings from previous semesters. Institutional policies and procedures effecting research publication and presentation are examined. The focus is on preparing one's own research for dissemination in an appropriate forum.

Prerequisites: NUR 352 and NUR 353
2 credits

Professional Accreditations/ Certifications/Memberships

PROFESSIONAL ACCREDITATIONS AND CERTIFICATIONS

American Chemical Society
 American Speech-Language-Hearing Association
 Commission on Accreditation of Allied Health
 Education Programs
 Educational Standards Board
 Middle States Association of Colleges and
 Secondary Schools
 Commission on Higher Education,
 3624 Market Street, Philadelphia, PA 19104-2680;
 telephone 215-662-5606; fax 215-662-5501
 National Association of Schools of Music Professional
 Services Board
 National Association of Music Merchants Affiliated
 Music Business Institutions
 National Council for Accreditation of
 Teacher Education
 National League for Nursing
 New Jersey State Department of Higher Education
 New Jersey Board of Nursing
 Society for Public Health Education

MEMBERSHIPS

American Association for Affirmative Action
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and
 Admissions Officers
 American Association of Museums
 American Assembly of Collegiate Schools of Business
 American Association of Colleges for Teacher Education
 American Association of Higher Education
 American Association of State Colleges and
 Universities
 American Association of University Women
 American Conference of Academic Deans
 American Council of Arts
 American Council on Education
 American Historical Association
 American Library Association
 American Math Society
 American Prospect Research Association

American Symphony Orchestra League
 American Society of Composers, Authors and
 Publishers (ASCAP)
 Arts Council of Essex
 Association for School, College and University Staffing
 Association for Student Judicial Affairs
 Association for the Study of Higher Education
 Association for Women in Mathematics (AWM)
 Association of College and University Museums
 and Galleries
 Association of College and University Offices, Inc.
 Association of Communication Administrators
 Association of Colleges and University Auditors
 Association of Governing Boards of Universities
 and Colleges
 Association of Performing Arts Presenters
 Association of Supervision and Curriculum Developers
 Association of University Technology Managers
 Box Office Management International
 College Art Association
 College and University Personnel Association
 College Board
 College Placement Council
 Collegiate Athletic Administrators of New Jersey
 Collegiate Athletic Association of New Jersey
 Collegiate Track Conference
 Commerce and Industry Association of New Jersey
 Council for the Advancement and Support of Education
 Council for Undergraduate Research
 Council of Colleges of Arts and Sciences
 Council of Graduate Programs
 Eastern Association of Student Financial Aid
 Administrators
 Eastern College Athletic Association
 Global Studies Consortium
 Greater Paterson Chamber of Commerce
 Hispanic Association of Higher Education of
 New Jersey
 Institute of Internal Auditors
 Institute of Mathematical Statistics
 InterAmerica Organization for Higher Education
 Intercollegiate Broadcasting System
 International Communication Association
 International Council of Fine Arts Deans
 Mathematical Association of America
 Metropolitan Athletic Director Association

Metropolitan New York College Placement Officers
Association

Metropolitan Swimming Conference

Middle States Association of Colleges and Schools,
Commission on Higher Education,
3624 Market Street, Philadelphia, PA 19104-2680;
telephone 215-662-5606; fax 215-662-5501

Mid-Atlantic Association of Museums

Mid-Atlantic Association of Colleges and Employers

Morris County Chamber of Commerce

National Academic Advising Association

National Alliance for Action

National Association for the Advancement of
Colored People

National Association of College and University
Business Officers

National Association of College Admissions Counselors

National Association of Chiefs of Police

National Association of College Broadcasters

National Association of Education Buyers

National Association of Graduate Admissions
Professionals

National Association of Foreign Student Affairs:
Association of International Education

National Association of Schools of Music

National Association of Student Employment
Administrators

National Association of Student Financial Aid
Administrators

National Association of Student Personnel
Administrators

National Athletic Trainers Association

National Collegiate Athletic Association

National Council for Accreditation of Teacher

Education

National Council of University Research

Administrators

National Intramural Recreational Sport Association

National League for Nursing

National Society of Fund Raising Executives

National Student Exchange

National University Continuing Education Association

National Wildlife Federation

New Jersey Athletic Conference

New Jersey Association of Baccalaureate and Higher
Degree Programs in Nursing

New Jersey Association of College Admissions
Counselors

New Jersey Association of Colleges of
Teacher Education

New Jersey Association of Financial Aid Administrators

New Jersey Association of Colleges and Universities

New Jersey Association of Student Financial Aid
Administrators

New Jersey College and University Coalition of
Women's Educators

New Jersey College Basketball Coaches Association

New Jersey Marine Science Consortium

New Jersey Association of Colleges and Employers

New Jersey State College Chief Student Affairs Officer

New Jersey State College Governing Boards Association

North American Association of Summer Sessions

North Jersey Regional Chamber of Commerce

Professional Administration System Associations

Project 30 Alliance

Public Relations Society of America

Society for College and University Planning

Sonneck Society of American Music

Speech Communications Association

Tri-County Chamber of Commerce

William Paterson University

Campus Facilities
Directories
Maps

Campus Facilities

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

The University 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 Spring 1993. The expansion and renovation of Sarah Byrd Askew Library was completed in October 1995, as was the expansion of the athletic and training facilities at the Wightman Field complex.

The major buildings that house and support the programs offered by the University's five colleges include the following:

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.

Admissions Hall, located on Hamburg Turnpike adjacent to Hobart Hall, houses the Office of Admissions.

The Atrium, conveniently reached via Entries 3 and 4 on Pompton Road, contains the office of the Dean of the College of Humanities and Social Sciences and the following departments: African, African-American, and Caribbean Studies; English; History; Languages and Cultures; Philosophy; and a number of computer classrooms. The first floor houses offices of Instruction and Research Technology, public access computer labs, writing center, language labs and a multi-media auditorium. For further information about computer facilities, see **Academic and Institutional Support Services, Instruction and Research Technology** further along.

The Bookstore is located on the lower level of the Student Center and is open when the University is in session. Regular hours are Monday through Friday, 8:30 a.m. to 10:00 p.m.; and Saturday, 10:00 a.m. to 1:00 p.m. The Convenience Store hours are Monday through Thursday, 8:30 a.m. to 10:00 p.m. 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.

The Coach House holds the Department of Computer Science, dedicated lab space and computer workstations available to students for classroom assignments.

College Hall houses the offices of the Vice President for Administration and Finance and the following departments: Business Services; Purchasing; Payroll; the Bursar; Information Systems; Telecommunications; the Registrar; Human Resources; Special Adult Programs; University Relations; Planning, Research and Evaluation; and Continuing Education and Distance Learning. College Hall is located at 358 Hamburg Turnpike, off 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 the south side of Pompton Road and accessible by a pedestrian footbridge, contains the office of the Dean of the College of the Arts and Communication and the following departments: Communication; WCRN-AM and WPSC-FM, the campus radio stations, and WPC-TV, the University's cable television center; telecommunication facilities for interactive teleconferences; electronic journalism labs; film production and screening facilities; a cable distribution center; an ITV classroom; and a number of academic classrooms.

Hobart Manor is one of the two original structures on campus (the other is the Coach House). 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 University and the Alumni Association to its former grandeur. The Manor houses the offices of the President, Alumni Affairs, External Affairs, and Institutional Advancement. Hobart Manor is conveniently reached via entry gate 2 on Pompton Road.

Hunziker Hall houses a 100-seat theatre, offices and practice rooms for the Music Department and a number of academic classrooms. It is conveniently reached via Entry 2 on Pompton Road.

Hunziker Wing contains the following departments: Nursing, Community Health, and Communication Disorders, as well as classrooms. The Child 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, and the Office of Tests and Measurements.

The Library, conveniently reached via Entries 3 and 4 on Pompton Road, opened during the Fall 1995 semester after undergoing a major expansion and renovation. The two-and-one-half-story building contains a multimedia lecture room, student study rooms, conference rooms, video and listening rooms, student seating rooms, reading rooms, open stack arrangement of the book and periodical collection and an expanded electronic reference lab. Its large collection includes periodicals, microforms, dissertations, CD-ROMs, and a complete file of ERIC (Educational Research Information Center), along with the necessary readers. Microfiche readers are also available for home use. Microfiche readers/printers and photocopy machines are available for use at a minimal cost. Library hours are Monday through Thursday, 7:45 a.m. to 11:45 p.m., Friday, 7:45 a.m. to 10:00 p.m., Saturday, 10:00 a.m. to 5:00 p.m., and Sunday, 12:00 to 11:45 p.m.

Matelson Hall is an air-conditioned, furnished, residence hall, which houses 150 students.

Morrison Hall includes the office of the Dean of Student Development and the following departments: Career Development Center; Counseling Services; Employment Equity and Diversity; Financial Aid; the office of the Dean for Enrollment Management; EOF Program; Freshman Life; International Student Services; and the Office of Minority Education. Morrison Hall is conveniently reached via Entry 2 on Pompton Road.

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

Power Avenue Arts Building, located near Hamburg Turnpike and College Hall, is an extensive facility currently being renovated to accommodate an array of studio arts. When completed, it will house faculty offices and studios for 3-dimensional design, photography, sculpture, ceramics, printmaking, wood working and painting.

The Department of Public Safety is located near the Maintenance Building on College Road and houses the University Police Department and the Parking Violations Bureau. The University Police building is conveniently reached via Entry 1 on Pompton Road. For non-emergencies, call 973.720.2300; for emergencies, call 973.720.2301.

Raubinger Hall contains the following offices: Provost and Executive Vice President; Office of Graduate Studies; Dean of the College of Education; Dean of the College of Business; and Office of Sponsored Programs. It also houses the following departments: Accounting and Law; Curriculum and Instruction; Economics and Finance; Marketing and Management Sciences; Special Education and Counseling; and the Office of Field Experiences. Also located here are classrooms and educational technology laboratories. It is conveniently reached via Entry 2 on Pompton Road.

Rec Center, serving as the focal point for physical recreational activities, is available for use by University students, faculty and staff with a current/valid school ID. It contains a large multipurpose area that can accommodate 4,000 spectators at concerts or exhibitions, or can be divided into three courts for basketball and volleyball; four racquetball/handball (one equipped for wallyball) courts; a multipurpose room equipped with dance barre and mirrors; a weight/exercise room equipped with free weights, Nautilus equipment, lifecycles, rowing machines, Nordic Track Pro, Lifesteps and treadmill and Gravitron; saunas and whirlpools; and a TicketMaster outlet.

Science Hall houses the office of the Dean of the College of Science and Health. The following departments/programs are located here: Anthropology; Biology; Chemistry and Physics; Mathematics; Environmental Science and Geography; Psychology; Political Science; Sociology; and Woman's Studies. Sophisticated laboratories, research facilities, two large media-equipped lecture halls, extensive computer labs and two greenhouses complete the complex.

Ben Shahn Center for the Visual Arts features an extensive art gallery; a central, two-story, glass-walled and domed courtyard; several smaller art galleries; studios; a number of classrooms; a filmmaking laboratory; and the offices of the Art Department. The Center for Computer Art and Animation houses an advanced IRIS computer lab. The Center was named for Ben Shahn (1898–1969), a well-known New Jersey painter, muralist and graphic artist.

Shea Center for Performing Arts features a 900-seat theatre and the Shea Box Office; the offices of the Music Department and individual band, orchestra and choral practice rooms; classrooms; a small recital hall; and a 16-track recording studio. Shea Center is conveniently reached via entry gates 2 and 3 on Pompton Road.

The John Victor Machuga Student Center, serving as a focal point for campus activities, includes a dining room, meeting rooms, a coffee bar, restaurant, a multivendor food court and Billy Pat's Pub. There are also game rooms, performing arts and visual art lounges, the University bookstore, Cyberplace, a computer store, 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 University newspaper, the *Beacon*. The Women's Center is located on the second floor as well.

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

Wayne Hall houses 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 residence opportunities for graduate and special-interest students.

Wightman Field is a light-equipped athletic complex with fields for baseball, field hockey, football, soccer and softball. Eight tennis courts, a perma-track, locker facilities, food concession, and rest rooms are also available for both athletic and intramural activities.

Wightman Memorial Gymnasium contains the faculty and department staff offices of the Exercise and Movement Sciences Department. It also houses a gym, dance studio, athletic training and exercise physiology labs, an Olympic-sized swimming pool, classrooms and weight room.

Zanfino Plaza is an open forum located between Wayne Hall, Wightman Gym, the Student Center and the Library.

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Dean, Continuing Education and Distance Learning

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Roland Watts

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Director, Certification

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Director, Freshman Life

Anne Wright

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To be named

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Faculty and Professional Staff

Diane Ackerman, Information Systems Analyst, Enrollment Management. B.A., William Paterson College. Appointed January 1979.

Wayne Ackerman, Bursar, B.A., William Paterson College. Appointed May 1998.

Gladys Acosta-Melendez, Instructor, Curriculum and Instruction. B.A., University of Puerto Rico; M.A., Montclair State University. Appointed September 1996.

Leslie Agard-Jones, Dean, College of Education; Associate Professor, African, African-American, and Caribbean Studies. B.A., M.A., St. John's University; Ed.D., Seton Hall University. Appointed September 1970.

Laura Agoston, Assistant Professor, Art. B.A., Yale College; Ph.D., Harvard University. Appointed September 1998.

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 Development Center. B.A., William Paterson College; M.S., New Jersey Institute of Technology. Appointed December 1992.

Jeffrey Albies, Associate Director, Athletics. B.S., Long Island University; M.S., Hunter College, CUNY. Appointed January 1978.

Connie Alexis-Laona, Assistant Director, Annual Fund. B.S., Clarion State College; M.A., Pennsylvania State University. Appointed March 1998.

Abdolmaboud Ansari, Professor, Sociology. B.A., Teacher's College; M.A., Tehran University; Ph.D., New School for Social Research. Appointed March 1986.

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Luisa Araujo, Instructor, Curriculum and Instruction. B.S., M.Ed., University of Delaware; B.S., School of Magisterio Primario, Portugal. Appointed September 1998.

Robert Ariosto, Assistant Provost and Dean, Student Development. B.S., Seton Hall University; M.A., Ed.D., Teachers College, Columbia University. Appointed March 1998.

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Edward Burns, Professor, English. B.A., Brooklyn College, CUNY; Ph.D., City University of New York. Appointed September 1989.

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Richard De Luca, Assistant Professor, Marketing and Management. B.S., M.B.A., Ph.D., New York University. Appointed September 1994.

Michael Delucchi, Assistant Professor, Sociology. B.A., M.S., San Francisco State University; M.A., Ph.D., University of California. Appointed September 1998.

Karen Demsey, Assistant Professor, Music. B.M., University of Maine; M.Ed., Eastman School of Music; D.M.A., Rutgers University. Appointed September 1997.

David Demsey, Professor, Music. B.S., University of Maine; M.M., Juilliard School; D.M.A., Eastman School of Music. Appointed September 1992.

Justine Dermer, Assistant Director, Admissions. B.A., Pitzer College. Appointed September 1996.

Danielle Desroches, 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.

Richard DeRosa, Assistant Professor. B.S., Jersey City State College; M.M. Manhattan School of Music. Appointed January 1999.

Sandra De Young, Assistant Dean, Professor, Nursing. B.S.N., Fairleigh Dickinson University; M.A., Ed.M., Ed.D., Teachers College, Columbia University. Appointed September 1985.

Feng-San Din, Assistant Professor, Special Education and Counseling. B.A., Nanjing Normal University; M.Ed., East Tennessee State University; Ed.D., University of Louisville. Appointed September 1997.

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, 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, Campus Activities. B.S., Shaw University. Appointed October 1995.

Caroline Doyle, Assistant Director of Admissions for Operations. B.A., William Paterson College; M.B.A., Pace University. Appointed October 1993.

William Duffy, Librarian I. 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.

Michael Dunkerly, Assistant Director, Admissions. B.S., Millersville University. Appointed December 1997.

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.

Arthur Eason, Director, Athletics. B.A., Montclair State College; M.A., William Paterson College. Appointed September 1970.

Melvin A. Edelstein, Professor, History. B.A., University of Chicago; M.A., Ph.D., Princeton University. Appointed September 1973.

Catarina T. F. Edinger, 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; Ph.D., Leicester University, U.K. Appointed September 1980.

Sarita Eisenberg, Assistant Professor, Communication Disorders. B.S., Emerson College; M.A., Temple University; Ph.D., City University of New York. Appointed September 1998.

Vilma Elliott, Assistant Director, EOF Program. B.A., M.A., Hunter College. Appointed October 1991.

Hopeton Mark Ellis, Instructor, Sociology. B.A., Montclair State University; M.A., Northwestern University. Appointed September 1996.

Michael Elsner, Assistant Professor, Sociology. B.A., University of Arizona; M.S., Ph.D., The American University. Appointed September 1998.

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.

Diane Falk, Associate 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.

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Sandra Farrellela, Assistant Director, Admissions and Head Volley Ball Coach. B.S., William Paterson College. Appointed September 1975.

Ming Fay, Associate Professor, Art. B.F.A., Kansas City Art Institute; M.F.A., University of California at Santa Barbara. Appointed September 1985.

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Charley Flint, 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.

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Teresa Hurtado, Program Assistant, Graduate Studies. B.S., Universidad Femenina del Sagrado Corazon, Peru; M.A., Montclair State University. Appointed November 1996.

Jane Hutchison, Librarian I. B.A., North Carolina State University; M.L.S., University of North Carolina. Appointed December 1982.

Althea A. Hylton-Lindsay, Assistant Professor, Curriculum and Instruction. B.A., Rutgers University, Newark College of Arts and Sciences; M.A., Jersey City State College; Ed.D., Teachers College, Columbia University. Appointed September 1994.

Allen Isaacson, Associate Professor, Biology. B.S., City College, CUNY; M.A., Harvard University; Ph.D., New York University. Appointed September 1969.

Thomas W. Ihde, Assistant Professor, Languages and Cultures. B.A., St. Mary's University; M.Phil., Ph.D., Trinity College, University of Dublin. Appointed September 1998.

Anthony Izzo, Accountant I, 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.

Susan Jackson, Instructor (half-time) Nursing. B.S.N., William Paterson College; M.S.N., Seton Hall University. Appointed September 1995.

Mahendra Jani, Professor, Mathematics. B.S., Gujarat University; M.S., Ph.D., City University of New York. Appointed September 1980.

Nina Jemmott, Associate Vice President and Dean, Graduate Studies and Research; Associate Professor, Curriculum and Instruction. B.A., Richmond College, CUNY; M.Ed., William Paterson College; Ed.D., Seton Hall University. Appointed September 1994.

Judy Jeng, Assistant Director, Library. B.A., Taiwan University; M.L.I.S., University of Texas at Austin. Appointed January 1999.

Amy G. Job, Librarian I. 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.

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, Associate 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, Associate Professor, Curriculum and Instruction. B.A., Brooklyn College; M.A., New York University; Ph.D., CUNY. Appointed September 1988.

Leandro Katz, Associate 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.

David Kerzner, Assistant Professor, Music. B.S., M.S., College of Fredonia, State University of New York. Appointed September 1998.

Ki Hee Kim, Professor, Marketing and Management Sciences. B.A., Dan Kook University; M.A., Ph.D., University of Texas. Appointed September 1980.

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, Professor, Philosophy. B.A., M.A., Ph.D., University of Maryland. Appointed September 1989.

Kathleen Korgen, Assistant Professor, Sociology. B.A., College of the Holy Cross, Ph.D., Boston College. Appointed September 1998.

Robert Kovaleski, Instructional Research Technology. B.S.E.E., New Jersey Institute of Technology. Appointed January 1998.

Jeffrey Kresky, Professor, Music. B.A., Columbia College; M.F.A., Ph.D., Princeton University. Appointed September 1973.

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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.

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.

Stephen Laruccia, Director of Development. B.A., Manhattan College; M.A., Ph.D., University of Michigan. Appointed February 1998.

Alan H. Lazarus, Professor, Art. B.F.A., M.F.A., Rochester Institute of Technology. Appointed September 1974.

Laura Leach, Professional Services Specialist, Art. B.S., University of Maryland; M.B.A., Xavier University. Appointed September 1997.

Anthony H. Leckey, Associate Director, Admissions. B.S., SUNY Buffalo. Appointed August 1993.

Claire Leonard, Assistant Professor, Biology. B.S., Ilona College; M.S., Ph.D., New York Medical College. Appointed September 1998.

Joan Lesikin, Assistant Professor, Languages & Cultures. B.F.A., Syracuse University; M.F.A., Rutgers University; M.A., Ed.D., Columbia University. Appointed September 1996.

Tina R. Leshner, Associate 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, Professor, Health Science. B.A., Case Western Reserve University; M.A., Ph.D., New York University. Appointed September 1978.

Norma Levy, Director of Library Services. B.A., New York University; M.L.S., Pratt Institute. Appointed May 1979.

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Danielle A. Liautaud, Graduate Admissions Counselor. B.A., Seton Hall University; J.D., Syracuse University. Appointed August 1998.

Judith Echeveria Linder, Director, Alumni 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.

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John Livingston, Associate Professor, History. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University. Appointed September 1988.

Marcelo Llarull, Associate Professor, Mathematics. M.A., Ph.D., SUNY Stony Brook. Appointed September 1990.

Jay F. Ludwig, Professor, Communication. B.A., Montclair State College; M.A., Bowling Green University; Ph.D., University of Illinois. Appointed September 1961.

Casey Man Kong Lum, Assistant Professor, Communications. Hong Kong Baptist College; M.A., New School for Social Research; Ph.D., New York University. Appointed September 1996.

Gregory R. Lusardi, Assistant Football Coach/Weight Room Supervisor. B.S., Slippery Rock State College; M.A., Montclair State College. Appointed September 1989.

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James Mahon, Assistant Professor, Sociology. B.S., Lincoln University; M.A., Ph.D., New School for Social Research. Appointed September 1998.

Carol Ann Mahoney, Assistant Professor (half time), Nursing. B.S., Catholic University; M.S., University of Maryland. Appointed January 1992.

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Fort P. Manno, Professor, English. B.A., Bates College; M.A., University of Connecticut; Ph.D., University of Minnesota. Appointed September 1966.

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Pedro Martinez, Assistant Vice President for Academic Affairs. B.A., M.Ed., University of Hartford; Ph.D., Loyola University. Appointed May 1997.

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John Mason, Associate Professor, Political Science. B.A., Washington Square College, New York University; M.A., Queens College, CUNY; M. Phil., Graduate Center, CUNY, Ph.D., Graduate School, CUNY. Appointed September 1992.

Carolyn Masterson, Assistant Professor, Exercise and Movement Science. B.S., College of Mount St. Joseph, M.A., Ed.D., Columbia University, Teachers College. Appointed September 1999.

Monette Matthew, Librarian III, Library. B.A., M.L.S., Simmons College. Appointed October 1994.

Edward Matthews, Assistant Production Designer, PARMU. 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.

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Vernon McClean, Professor, African, African-American, and Caribbean Studies. B.A., St. Augustine's College; M.A., Atlanta University; Ed.D., Teachers College, Columbia University. Appointed September 1969.

Jonathan McCoy, Associate Director of Admissions. B.A., M.A., Montclair State College. Appointed October 1988.

Kenneth McGill, Assistant Director, Transfer Evaluations. B.A., William Paterson College; M.A., Ed.S., Seton Hall University. Appointed September 1998.

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, Associate Professor, History. B.A., College of Staten Island; M.A., Ph.D., Yale University. Appointed September 1991.

Kenneth Medaska, Assistant Registrar. B.A., William Paterson College. Appointed April 1980.

Jaishri Menon, Assistant Professor, Biology. B.S., M.S., Ph.D., University of Baroda, India. Appointed September 1995.

Linda Mercurio, Assistant Professor, Accounting and Law. B.A., Montclair State College; J.D., Brooklyn Law School. Appointed September 1998.

John Messina, Area Coordinator, Residence Life. B.S., M.B.A., Rider University. Appointed July 1996.

Margaret Meth, Director of Speech and Hearing Clinic. B.A., M.P.H., City University of New York. Appointed August 1996.

David Middlemas, Assistant Professor, Exercise and Movement Sciences. B.S., Muhlenberg College; M.A., University of Nebraska at Kearney; Ed.D., Rutgers University. Appointed September 1995.

Gregory Miles, Administrative Services Assistant, Administration and Finance. B.A., William Paterson College. Appointed July 1987.

David Miller, Associate Professor, Mathematics. B.A., Columbia College, Columbia University; Ph.D., Courant Institute of Mathematical Sciences, New York University. Appointed September 1992.

Alberto Montare, Professor, Psychology. B.A., M.S., City University, CUNY; Ph.D., Yeshiva University. Appointed September 1980.

Marie Monteagudo, Librarian III. 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.

Geny Moreno, Director, Minority Education. B.S., California State University; M.S., Georgia Institute of Technology. Appointed March 1998.

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.

Christina Murphy, Assistant Dean, College of Humanities and Social Sciences. B.A., Temple University; M.A., Ph.D., University of Connecticut. Appointed July 1999.

Robert Murphy, Supervisor of Media 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. Appointed September 1994.

Helena Myers, Assistant Director, Financial Aid. B.A., William Paterson College. Appointed December 1975.

Stephanie Mykietyn, Publications Writer/Editor, Office of Publications, Department of University Relations. 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.

Kenneth Nagelberg, Assistant Professor, Communication. B.A., Case Western Reserve University; M.A., Indiana University; Ph.D., The Pennsylvania State University. Appointed September 1998.

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, Professor, English. B.A., Drew University; M.A., Ph.D., University of Michigan. Appointed September 1988.

Helene Nemeth, Assistant Registrar. B.A., M.A., Montclair State College. Appointed January 1989.

Cynthia Northington, Assistant Professor, Curriculum and Instruction. B.A., M.A., Montclair State College; Ed.D., Teachers College, Columbia University. Appointed September 1997.

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Jeanne Nutter, Assistant Professor, Communication. B.A., M.A., University of Cincinnati; Ph.D., Howard University. Appointed September 1992.

Andrew Nyaboga, Instructor, Accounting & Law. B.A., Rutgers University; M.B.A., Fairleigh Dickinson University. Appointed September 1996.

Monica Nyamwange, Assistant Professor, Environmental Science and Geography. B.Ed., Kenyatta University College, Kenya; M.A., SUNY at Binghamton; Ph.D., Rutgers University. Appointed September 1999.

Patricia O'Brien-Barry, Assistant Professor, 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.

Krista O'Donnell, Assistant Professor, History. B.S., M.A., Ph.D., State University of New York. Appointed September 1997.

Catherine O'Grady, Associate Professor, Nursing. B.S.N., Georgetown University; M.A., University of Nebraska, Omaha; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1987.

Imafidon Olaye, Associate Professor, Communication. B.A., M.A., M.P.A., California State University; Ph.D., Ohio University. Appointed September 1984.

Albert Oratio, Associate Professor, Communication Disorders. B.A., M.A., Montclair State College; Ph.D., Bowling Green State University. Appointed September 1978.

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Behnaz Pakizegi, Professor, Psychology. B.A., Macalester College; Ph.D., Cornell University. Appointed September 1977.

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Barbara L. Parker, Associate Professor, English. B.A., The University of California at Los Angeles; M.A., City College, CUNY; Ph.D., New York University. Appointed September 1989.

Robin Parr, Director, Campus Activities. B.A., Montclair State University; M.A., Rowan University. Appointed March 1995.

John Parras, Assistant Professor, English. B.A., Carnegie Mellon University; M.A., Ph.D., Columbia University. Appointed September 1997.

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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, Professor, Communication. B.F.A., Boston University; M.A.T., Trenton State College; M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1978.

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John Peterman, 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.

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Eswar G. Phadia, Dean, College of Science and Health; Professor, Mathematics. B.A., Osmania University; M.A., Karnatak University; M.S., Ph.D., Ohio State University. Appointed September 1973.

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Deborah Pluss, Librarian III, Library. B.A., University of Massachusetts; M.T.S., Harvard University; M.A., University of Chicago. Appointed October 1994.

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Geoffrey Pope, Associate 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.

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Susan G. Radner, Professor, English. A.B., Smith College; M.A., Hunter College, CUNY. Appointed September 1964.

Jacqueline Raia, Assistant Professor, Psychology. B.A., Cornell University; M.A., Ph.D., University of California. Appointed September 1997.

Taghi Ramin, Associate Professor, Economics and Finance. B.S., University of Tehran; M.A., Long Island University; Ph.D., New York University. Appointed September 1984.

Juan Carlos Ramirez-Pimienta, Assistant Professor, Languages and Cultures. B.A., M.A., University of California; Ph.D., University of Michigan. Appointed September 1998.

Lori Ramos, Instructor, Communication. B.A., Sarah Lawrence College; M.A., New York University. Appointed September 1998.

Shridevi Rao, Assistant Professor, Special Education and Counseling. B.A., B.Ed. Calcutta University; M.S., Ph.D., Syracuse University. Appointed September 1997.

Jose Rebibbas, Head Coach, Men's Basketball. B.S., M.A., Seton Hall University. Appointed September 1995.

Kathleen Redmon, Instructor (half time), Nursing. B.S., M.A., Florida State University. Appointed September 1997.

Richard P. Reiss, Vice President for Institutional Advancement. B.S., Ohio University. Appointed July 1997.

Susan Reiss, Director, Child Care Center. B.S., SUNY New Paltz; M.S., Bank Street College. Appointed December 1991.

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Cinzia Richardson, Director, International Student Services. B.A., Andres Bello Catholic University, Venezuela; M.A., William Paterson University. Appointed September 1990.

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Maureen E. Riley, 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, Associate 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.

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George C. Robb, Associate Professor, History. B.A., University of Texas; Ph.D., Northwestern University. Appointed September 1993.

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How to Reach William Paterson University

*FROM ROUTE 23:

Take Alps Road exit (Wayne). (From Route 23 North: exit directly onto Alps Road. From Route 23 South: proceed to stop sign; make a right onto Alps Road.) Proceed approximately 2 miles to the traffic light at intersection of Alps and Ratzer Roads. Turn extreme right onto Ratzer and proceed approximately 2 miles to the traffic light at the intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer becomes Pompton Road. Proceed about 200 yards. University entry gates 4 through 1 are on left along Pompton Road.

FROM NORTHERN NEW JERSEY VIA GARDEN STATE PARKWAY: Take the Garden State Parkway South to exit 159, Route 80 West. Proceed to Route 23 North. *See directions from Route 23.

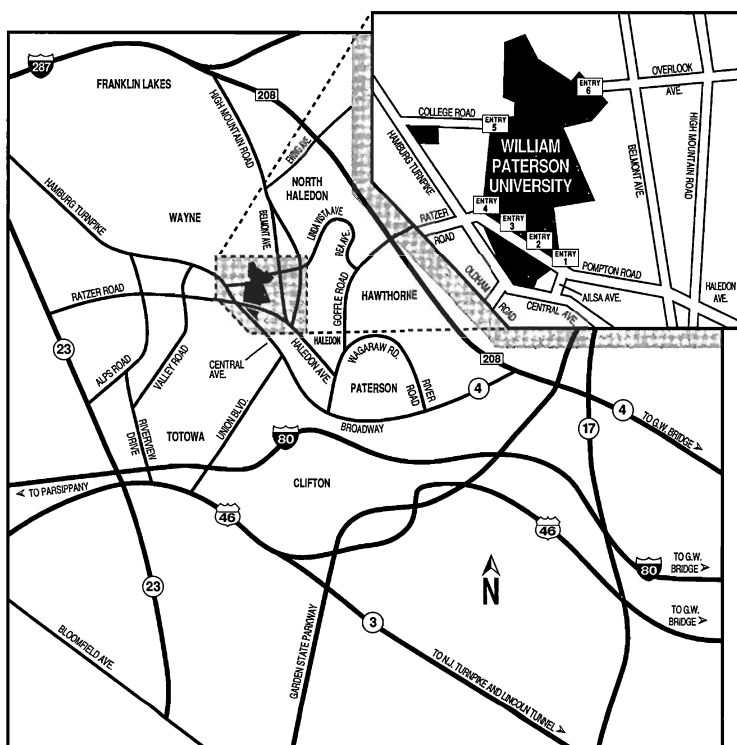
FROM NEW YORK CITY VIA GEORGE WASHINGTON BRIDGE OR LINCOLN TUNNEL, OR FROM EASTERN NEW JERSEY: Take either Route 46 West, 80 West or 3 West. Proceed to Route 23 North. *See directions from Route 23.

FROM SOUTHERN AND CENTRAL NEW JERSEY VIA GARDEN STATE PARKWAY: Take Garden State Parkway North to Exit 153B (on left), marked Route 3 and 46, West Paterson. Take Route 3 to Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

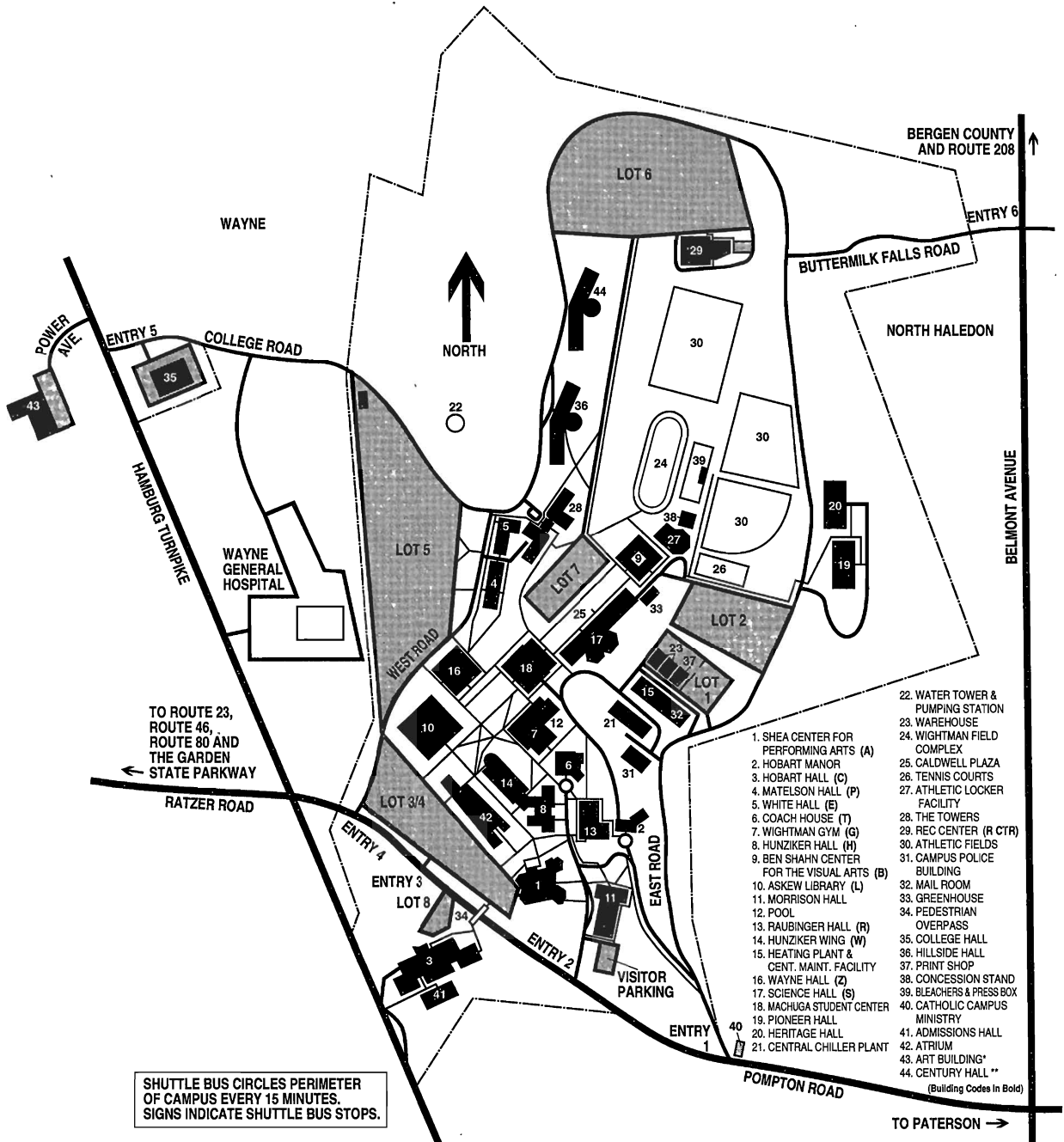
FROM WESTERN NEW JERSEY: Take Route 46 East to Route 23 North. Or, take Route 80 East to Exit 54 (Minnisink Road). Turn right to access Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

FROM ROUTE 208: Take Ewing Ave./Franklin Lakes exit. (From 208 North: proceed to stop sign, make a left onto Ewing. From 208 South: proceed to stop sign, make a right onto Ewing.) Proceed to end of Ewing Avenue. Turn left onto High Mountain Road. Continue approximately one mile to fork. Take right fork onto Belmont Avenue and proceed approximately two miles to second traffic light. Turn right onto Pompton Road. Proceed up hill approximately one-half mile. University entry gates 1 through 4 are on right along Pompton Road.

PUBLIC TRANSPORTATION: Public transportation to the University is available from surrounding areas. NJ Transit buses 746 and 744 run directly to the University. For further information on bus service, call 1-800-772-2222.



Campus Map



* OPENING FALL 1999
 ** UNDER CONSTRUCTION

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