

WILLIAM PATERSON UNIVERSITY

UNDERGRADUATE CATALOG

2008-2010



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

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

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

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

Office of Admissions
William Paterson University
Wayne, New Jersey 07470-2103
973.720.2125
Web: www.wpunj.edu
1-877-WPU-EXCEL

WILLIAM PATERSON UNIVERSITY

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Academic Calendar

Spring 2008

JANUARY

- | | | |
|----|---------|--|
| 1 | Tuesday | New Year's Day. University is closed. |
| 21 | Monday | Martin Luther King's Birthday celebrated. University is closed. |
| 22 | Tuesday | First day of classes |
| 29 | Tuesday | Last day for 100 percent refund for withdrawal from spring semester* |

FEBRUARY

- | | | |
|----|---------|--|
| 12 | Tuesday | Lincoln's Birthday. University is open; classes are in session. |
| 18 | Monday | President's Day celebrated. University is closed; classes are cancelled. |
| 19 | Tuesday | Monday class schedule |
| 26 | Tuesday | Last day for 50 percent refund for withdrawal from spring semester* |

MARCH

- | | | |
|-------|-----------|---|
| 11 | Tuesday | Last day for academic withdrawal from spring semester |
| 15-23 | Inclusive | Spring break. University is open; classes are cancelled.. |
| 21 | Friday | Good Friday. University is closed; classes are cancelled. |
| 22 | Saturday | University is closed; classes are cancelled. |
| 23 | Sunday | Easter. University is closed. |

MAY

- | | | |
|------|-----------|------------------------|
| 9-16 | Inclusive | Examination period |
| 17 | Saturday | Spring semester ends. |
| 20 | Tuesday | Commencement |
| 21 | Wednesday | Commencement rain date |

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

Summer Session I 2008

MAY

- | | | |
|----|---------|---|
| 26 | Monday | Memorial Day celebrated. University is closed. |
| 27 | Tuesday | First day of classes. Last day for 100 percent refund for withdrawal from Summer Session I. |

JUNE

- | | | |
|----|-----------|---|
| 9 | Monday | Last day for 50 percent refund for withdrawal from Summer Session I |
| 11 | Wednesday | Last day for academic withdrawal from Summer Session I courses |

JULY

- | | | |
|---|-----------|------------------------|
| 2 | Wednesday | Summer Session I ends. |
|---|-----------|------------------------|

Summer Session II 2008

JULY

- | | | |
|----|----------|---|
| 4 | Friday | Independence Day. University is closed. |
| 7 | Monday | First day of classes. Last day for 100 percent refund for withdrawal from Summer Session II |
| 17 | Thursday | Last day for 50 percent refund for withdrawal from Summer Session II |
| 22 | Tuesday | Last day for academic withdrawal from Summer Session II courses |

AUGUST

- | | | |
|----|---------|-------------------------|
| 12 | Tuesday | Summer Session II ends. |
|----|---------|-------------------------|

Fall 2008**SEPTEMBER**

- | | | |
|----|-----------|--|
| 1 | Monday | Labor Day. University is closed. |
| 2 | Tuesday | First day of classes |
| 10 | Wednesday | Last day for 100 percent refund for withdrawal from fall semester* |

OCTOBER

- | | | |
|----|---------|--|
| 7 | Tuesday | Last day for 50 percent refund for withdrawal from fall semester* |
| 13 | Monday | Columbus Day celebrated. University is open; classes are in session. |
| 21 | Tuesday | Last day for academic withdrawal from fall semester courses |

NOVEMBER

- | | | |
|----|----------|---|
| 4 | Tuesday | Election Day. University is open; classes are in session. |
| 11 | Tuesday | Veterans Day. University is open; classes are in session. |
| 27 | Thursday | Thanksgiving Day. University is closed. |
| 28 | Friday | University is open; classes are cancelled. |
| 29 | Saturday | University is open; classes are cancelled. |
| 30 | Sunday | University is open; classes are cancelled. |

DECEMBER

- | | | |
|-------|-----------|--|
| 12-19 | Inclusive | Examination period |
| 20 | Saturday | Fall semester ends. |
| 21 | Sunday | Winter break begins. |
| 25 | Thursday | Christmas Day. University is closed. |
| 26-31 | | University is closed; classes are cancelled. |

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

Spring 2009**JANUARY**

- | | | |
|-----|---------------------|--|
| 1-2 | Thursday/
Friday | University is closed. |
| 19 | Monday | Martin Luther King's Birthday celebrated. University is closed. |
| 20 | Tuesday | First day of classes |
| 27 | Tuesday | Last day for 100 percent refund for withdrawal from spring semester* |

FEBRUARY

- | | | |
|----|----------|--|
| 12 | Thursday | Lincoln's Birthday. University is open; classes are in session. |
| 16 | Monday | President's Day celebrated. University is closed; classes are cancelled. |
| 17 | Tuesday | Monday class schedule |
| 24 | Tuesday | Last day for 50 percent refund for withdrawal from spring semester* |

MARCH

- | | | |
|-------|-----------|--|
| 10 | Tuesday | Last day for academic withdrawal from spring semester |
| 16-21 | Inclusive | Spring break. University is open; classes are cancelled. |

APRIL

- | | | |
|----|----------|---|
| 10 | Friday | Good Friday. University is closed; classes are cancelled. |
| 11 | Saturday | University is closed; classes are cancelled. |
| 12 | Sunday | Easter. University is closed. |

MAY

- | | | |
|------|-----------|------------------------|
| 8-15 | Inclusive | Examination period |
| 16 | Saturday | Spring semester ends. |
| 19 | Tuesday | Commencement |
| 20 | Wednesday | Commencement rain date |

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

Summer Session I 2009

MAY

- 25 Monday Memorial Day celebrated. University is closed.
26 Tuesday First day of classes. Last day for 100 percent refund for withdrawal from Summer Session I.

JUNE

- 8 Monday Last day for 50 percent refund for withdrawal from Summer Session I
10 Wednesday Last day for academic withdrawal from Summer Session I courses

JULY

- 1 Wednesday Summer Session I ends.

Summer Session II 2009

JULY

- 3 Friday Independence Day celebrated. University is closed.
4 Saturday Independence Day. University is closed.
6 Monday First day of classes. Last day for 100 percent refund for withdrawal from Summer Session II
16 Thursday Last day for 50 percent refund for withdrawal from Summer Session II
21 Tuesday Last day for academic withdrawal from Summer Session II courses

AUGUST

- 11 Tuesday Summer Session II ends.

Fall 2009

SEPTEMBER

- 7 Monday Labor Day. University is closed.
8 Tuesday First day of classes
16 Wednesday Last day for 100 percent refund for withdrawal from fall semester*

OCTOBER

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

NOVEMBER

- 3 Tuesday Election Day. University is open; classes are in session.
11 Wednesday Veterans Day. University is open; classes are in session.
26 Thursday Thanksgiving Day. University is closed.
27 Friday University is open; classes are cancelled.
28 Saturday University is open; classes are cancelled.
29 Sunday University is open; classes are cancelled.

DECEMBER

- 16-23 Inclusive Examination period
24 Thursday Fall semester ends.
25 Friday Christmas Day. Winter break begins. University is closed.
26-31 University is closed. Classes are cancelled.

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

Spring 2010**JANUARY**

- 1 Friday New Year's Day. University is closed.
 18 Monday Martin Luther King's Birthday celebrated. University is closed.
 19 Tuesday First day of classes
 26 Tuesday Last day for 100 percent refund for withdrawal from spring semester*

FEBRUARY

- 12 Friday Lincoln's Birthday. University is open; classes are in session.
 15 Monday President's Day celebrated. University is closed; classes are cancelled.
 16 Tuesday Monday class schedule
 23 Tuesday Last day for 50 percent refund for withdrawal from spring semester*

MARCH

- 9 Tuesday Last day for academic withdrawal from spring semester
 14-20 Inclusive Spring break. University is open; classes are cancelled.

APRIL

- 2 Friday Good Friday. University is closed; classes are cancelled.
 3 Saturday University is closed; classes are cancelled.
 4 Sunday Easter. University is closed.

MAY

- 7-14 Inclusive Examination period
 15 Saturday Spring semester ends.
 18 Tuesday Commencement
 19 Wednesday Commencement rain date

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

Summer Session I 2010**MAY**

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

JUNE

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

Summer Session II 2010**JULY**

- 4 Sunday Independence Day. University is closed.
 5 Monday Independence Day observed. University is closed.
 6 Tuesday First day of classes. Last day for 100 percent refund for withdrawal from Summer Session II
 15 Thursday Last day for 50 percent refund for withdrawal from Summer Session II
 20 Tuesday Last day for academic withdrawal from Summer Session II courses

AUGUST

- 10 Tuesday Summer Session II ends.

Fall 2010**SEPTEMBER**

- 6 Monday Labor Day. University is closed.
 7 Tuesday First day of classes
 15 Wednesday Last day for 100 percent refund for withdrawal from fall semester*

OCTOBER

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

NOVEMBER

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

DECEMBER

- 16-23 Inclusive Examination period
 24 Friday Fall semester ends.
 25 Saturday Christmas Day. University is closed.
 26-31 Sunday Winter break begins. University is .. closed.

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

The William Paterson University of New Jersey Mission Statement

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

Approved: Board of Trustees, February 21, 1998



The William Paterson University of New Jersey

Vision Statement

William Paterson University is committed to excellence in all its programs, functions, and services. Members of the University community strive to achieve the highest professional and ethical standards, and work together to realize the institution's vision. ■ The University is dedicated to maintaining a student-centered environment that promotes the academic and professional success of students. Through high-quality educational programs and opportunities provided by distinguished faculty and staff, students will become lifelong learners and seek knowledge, competencies, and skills that will make them responsible and productive citizens committed to improving their communities. Effective academic and extracurricular programming, including innovative course scheduling, and support services will be provided to meet the needs of all students. ■ As the cornerstone of the University, academic excellence is advanced through rigorous educational programs that challenge students to high levels of achievement. Excellence is maintained through program reviews and continuous planning and assessment of curricular and student development initiatives. The research and scholarly endeavors of faculty will be supported, and the library's role as the center of the University's learning environment will be strengthened. ■ The University will maintain state-of-the-art technology with respect to both the infrastructure and its application in teaching, learning, research/scholarship, and administrative functions. To help prepare students in an increasingly interdependent "global village" and world economy, international education will be promoted through appropriate curricular initiatives throughout the campus. ■ In the University's outreach efforts, programs and opportunities will be offered to help address the educational, economic, social, and cultural needs of the state and surrounding region, and continue to contribute to the economic and social development of the City of Paterson. Mutually beneficial relationships will be pursued with schools, private and public agencies, and other institutions of higher education. ■ Recognizing that diversity and multiculturalism are essential to academic excellence, the University reaffirms its commitment to multiculturalism and diversity among faculty, students, staff, administrators, and programs. A climate of civility, tolerance, and respect for others will be maintained, and appropriate measures will be taken to deal effectively with any form of discrimination.

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 backgrounds.

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 region.

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

Approved: Board of Trustees, February 21, 1998

Introduction

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

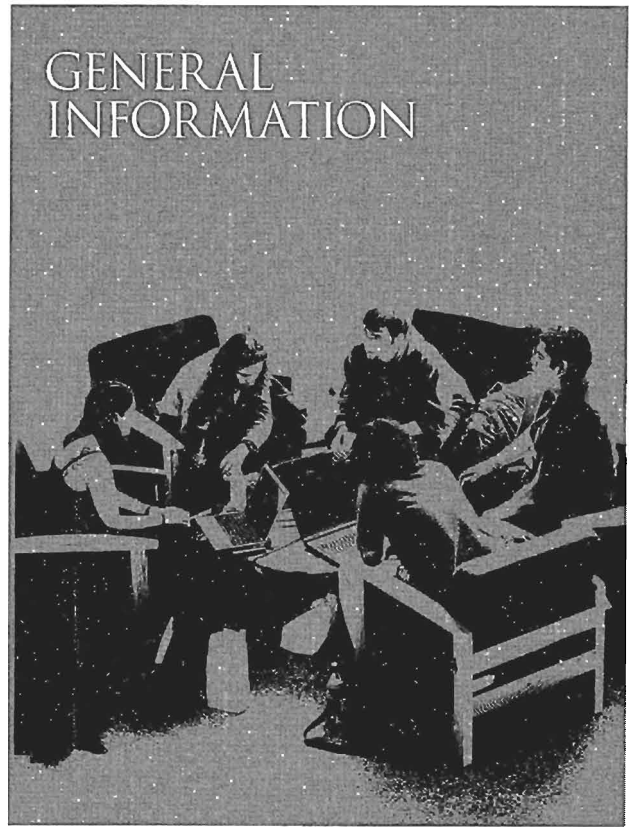
Located 20 miles west of New York City, William Paterson reflects the diversity of its constituents, approximately 11,000 of whom are enrolled in programs in the University's five Colleges: the College of the Arts and Communication, the Cotsakos College of Business, the College of Education, the College of Humanities and Social Sciences, and the College of Science and Health.

Having developed from an institution dedicated historically, and solely, to the professional preparation of teachers, William Paterson has become a comprehensive public university. Today it offers courses of study in 42

undergraduate and 22 graduate degree programs, as well as a number of programs leading to endorsement for teacher certification and other professional qualifications.

The University's faculty consists of highly talented individuals dedicated to teaching and the pursuit of knowledge and creative expression, 89 percent of whom hold terminal degrees in their fields.

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



Admissions

Special Admissions

Tuition and Fees

Financial Aid

Student Life

Academic and Institutional Support Services

Policies and Procedures

Academic and Related Regulations

Special Academic Programs

Degree Programs

Admissions

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

All Applicants

Admission to William Paterson University is on a rolling basis. For scholarship consideration, students must submit their application by February 15. For financial aid consideration, students must submit the FAFSA by April 1. Admitted students are required to provide a deposit no later than May 1. Students will be serviced on a first-come, first-serve basis. Therefore, students are encouraged to apply before the deadlines listed above.

Application Deadlines

Although we operate on a rolling basis, it is important to submit your supporting transcripts and information by the dates shown below. This will allow ample time for testing, advisement, and orientation.

Freshmen, Transfer, Second Degree, Readmit:

Fall: June 1

Spring: December 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 may not have their application reviewed in time for enrollment in that semester.

Enrollment Deposit

Prior to enrolling, a \$125 non-refundable, non-transferable deposit fee is required of freshmen, transfers, readmits, and second-degree students to secure a place in the entering class. Included in this deposit is a \$75 orientation fee and a \$50 admissions deposit fee.

Proof of High School Graduation or Associate's Degree

In order to comply with state and federal regulations regarding financial aid, all freshmen must submit proof of high school graduation (copy of high school diploma or high school record with date of graduation posted). Transfer, readmit, and second-degree students must forward all final, official college/university transcripts to the Office of Undergraduate Admissions. 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. You may download a health form at ww2.wpunj.edu/healthcentercounseling.

Art and Music Majors

All freshmen, transfer, and second baccalaureate degree students selecting a bachelor of fine arts degree must submit a portfolio for review by the art department as part of the admissions criteria. Information regarding the review will be sent to you upon receipt of your application. Portfolio review days are conducted each Wednesday throughout the semester. Appointments are required; please contact the art department at 973.720.2404.

All freshmen, transfer, and second baccalaureate degree students selecting music as their major must audition as part of the admissions process. Information regarding the audition will be sent to you upon receipt of your application. Contact the music department at 973.720.2315. See the Admissions Web page for the schedule for classical audition and music placement tests. Jazz auditions are by tape only with a submission deadline of March 1. In addition to passing the portfolio review or audition, students must meet regular admission criteria as well: passing the departmental requirements does not automatically admit you to the University.

Freshmen

Admissions Requirements

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

High School Record

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

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

Certain departments have specific requirements beyond those listed above.

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

SAT/ACT Requirements

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

Advanced Standing Students

The following section is for transfer, readmit, and second baccalaureate degree students.

Priority Service

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

Transfer Students

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

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

Please follow these steps when applying for admission:

1. You must request that all colleges previously attended forward a transcript of all college work completed to the Admissions Office. The application form must show all courses in progress, which will not appear on a transcript as submitted. To ensure accurate evaluations, applicants from out-of-state colleges should have appropriate catalogs sent to the Admissions Office.
2. Please include a copy of credit by examination, either CLEP or USAFI.
3. Credit will most likely be transferred in most cases if:
 - a. the college or university from which credits are to be transferred is accredited by a regional accrediting association;
 - b. the courses match the requirements or curriculum selected;
 - c. all post-secondary work carries at least a C average, 2.0 cumulative grade point average on a four-point scale;
 - d. a minimum grade of C is achieved for the course.

4. Admission 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 not available before the application deadline.
5. Applicants admitted with 60 credits must declare a major and be accepted by a major department.
6. Applicants who have completed fewer than 12 transferable credits must submit SAT scores and an official high school transcript.
7. Transcripts received from students after admission to William Paterson University and not listed on the application will not be accepted or reviewed for transfer credit.

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

Transfer Credit Acceptance from New Jersey Community Colleges

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

Transfer students who completed (after January 1, 2005), or are in their final semester of completing, the requirements for an A.A. or A.S. degree from a New Jersey community college will be considered to have completed all lower division general education requirements and have junior status at William Paterson University (with exception of courses that may be required for the major).

William Paterson adheres to the "Transfer Articulation Principles for New Jersey Colleges and Universities" approved by the New Jersey Presidents' Council in May of 1997 and the "General Education Foundation for Associate in Arts and Associate in Science Transfer Programs in New Jersey's Community Colleges." These principles address transfer admission for students earning associate degrees from New Jersey community colleges, and policies governing acceptance of general education credits and admission to specific academic programs. Copies of both of the above referenced documents can be obtained from the Office of Admissions. For further information, please call 973.720.2125 or visit the Admissions Web page at www.wpunj.edu.

Readmit Students

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

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

William Paterson students who exited the University in poor academic standing may be required to file an appeal with the dean of the college to which they are applying. If you are uncertain of your prior academic history, please contact the Admissions Office or request a student copy of your transcript from the Registrar's Office.

Readmission of students who withdrew from the University in good standing will be expedited. Students who have been dismissed from the University for academic reasons should not have been enrolled in the University for a minimum of one academic year. The application for readmission of a student who was dismissed from, or withdrew from, the University with a GPA of less than 2.0 requires an appeal to the appropriate academic dean (declared students) or the director of academic development (undeclared students). On readmission, the student will be in probation status under the terms of an agreement with the readmitting dean/director for a course of student and academic support to attain status of good standing within an appropriate time period.

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

Second Baccalaureate Degree

Students who already hold a baccalaureate degree and a minimum 2.0 grade point average (a 2.5 average for nursing) 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 a bachelor's degree and 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.

Special Admissions

Educational Opportunity Fund Program (EOF)

The Educational Opportunity Fund offers special admissions consideration to entering first-year students who show academic promise, yet lack the educational and economic means to gain admission through traditional procedures. EOF transfer students from other colleges are also admitted.

The program provides educational support services as well as counseling. EOF also offers students the opportunity to begin their university experience in mandatory summer enrichment program designed to familiarize them with the academic demands of higher education, strengthen their basic skills, and assist them in adjusting to university life.

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

- a ward of the court;
- under legal guardianship;
- a welfare recipient; or,
- on disability.

To receive more information, please answer questions 17 and 20 on the admissions application. If you wish to receive an EOF application to be considered for admission through the EOF program, or if you have any questions, please call 973.720.2181.

Sponsored Students

The Sponsored Student Program is a support program for students who are marginally under-prepared 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. As a condition of acceptance, the students participate in a program that provides advisement, counseling, tutorial assistance, and other support, as needed, to assist them in their educational and social adjustment to the University.

Early Admission

This program is available for highly motivated and academically exceptional students who have completed their junior year of high school and seek university admission. They may submit an application for early admission provided they meet the following criteria:

(1) minimum combined SAT scores of 1100 (or equivalent PSAT score), 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

A large number of adult or nontraditional students attend William Paterson University. Some are returning to school after a 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 twenty-one-years old or older or have been out of high school for two 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's degree program must have completed course work equivalent to a high school diploma in the United States and must meet any additional admissions criteria established for each academic program. All non-native English speakers must score a minimum of 213 on the computer-based test of English as a Foreign Language (TOEFL) or 550 on the paper and pencil version. The TOEFL requirement will be waived for those individuals who completed studies in a country where the official language of instruction is English. Transfer students will be exempt from TOEFL if:

1. More than 24 credits have been completed at a U.S. university or college.
2. Completion of English Composition I and Composition II or Literature (Not English as a Second Language courses) at an 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 (please note that high school credentials require a document-by-document evaluation while post-secondary credentials require a course-by-course review):

World Education Services
PO Box 745, Old Chelsea Station
New York, NY 10113-0745
212.219.7300
www.wes.org

Educational Credentials Evaluators
PO Box 92970
Milwaukee, WI 53202-0970
414.289.3400
www.ece.org

International Consultants of Delaware
914 Picket Lane
Newark, DE 19711
302.737.8715
www.icdel.com

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

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

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

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

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

Advanced Placement

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

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

Nondegree Students

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

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

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

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

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

The 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 non-degree application with a \$50 application fee, the results of the SAT with a minimum score of 1000 (PSAT of 100), a high school transcript with a minimum rank in the 90th 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 a statement about the course(s) to be taken. This letter must be returned with the non-degree application to the admissions office for you to receive registration information. Visiting students are required to comply with William Paterson University policies.

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

Senior Citizens

Senior citizens, age sixty-five or over, who wish to take courses on a tuition-free, space-available basis must submit the non-degree application along with proof of age (driver's license photocopy). The \$50 application fee is waived.

Continuing and Professional Education

The Center for Continuing and Professional Education is regionally responsive, nationally recognized, and internationally engaged in a variety of contemporary lifelong learning initiatives. Located at the Valley Road campus, it offers the latest technologies, complete distance learning capabilities, and a wide range of career and professional development needs. Working closely with businesses, health care, education, and industry, our community benefits from executive training, certificate programs, and workforce development opportunities.

The University Center's articulations with regional community colleges enable students to transition from a two-year to a four-year degree by extending our resources to the region. Students can take classes at area community colleges through a strategic mix of in-person, interactive television, and online course instruction. Approximately fifty courses are offered electronically each semester.

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

The Center is a conduit to the community, and committed to offering state of the art learning for a lifetime. For more information, call 973.720.2436.

Tuition and Fees

Tuition, fees, and refund policies are subject to change at any time in accordance with policies established by the William Paterson University Board of Trustees. Current tuition and fee rates can be found on the Office of the Bursar's Web page at ww2.wpunj.edu/adminsrv/business/bursar/default.cfm. Please refer to the Web page for current rates. Some fees are included in the tuition total and others are listed separately on student bills. The rates below reflect the 2007-2008 academic year.

Part-time Undergraduate Tuition and Fees

New Jersey resident tuition (per credit)	\$204.44
Out-of-state resident tuition (per credit)	\$418.44
General Service fee (per credit)	\$37.28
Health fee (per credit)	\$1.38
Student Activity fee (per credit)	\$3.25
Student Athletic fee (per credit)	\$6.94
Science Bldg Facility fee (per credit)	\$24.52
University Commons Fee	\$24.79
Information technology fee (per credit)	\$10.24
Campus Facilities fee	\$24.16
Total for New Jersey residents (per credit)	\$337.00
Total for Out of State residents (per credit)	\$551.00

Full-time Undergraduate Tuition and Fees

(flat rate per semester)	
New Jersey resident 12 credits or more	\$5,246
Out-of-state resident 12 credits or more	\$8,525
(Flat-rate charge for full-time undergraduate students includes charges for general service fee, student activity fee, student athletic fee, and University Commons fee. It does not include charges for student laboratory fees and other fees listed below.)	
Distance learning fee (per on-line course)	\$120
Laboratory course fee	\$40
(applicable courses only, maximum charge of \$120 per semester)	
Private lesson fee	\$125
Music practice room fee	
(music majors only)	\$40
Nursing Theory Lab	\$70
Student teaching fee	\$225
(applicable courses only)	
Freshman and Transfer Orientation fee	\$75
(each incoming full-time freshman or transfer student must pay the orientation fee)	
Late Payment fee (nonrefundable)	\$75
Returned check fee (nonrefundable)	\$25
Late Registration fee (nonrefundable)	\$150
Parking fee	
(each semester fall and spring)	\$50
Summer Partial payment fee (nonrefundable)	\$25
Summer Parking (visiting students)	\$10

Refund Schedule

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 Web calendar of the electronic 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 percent and 50 percent periods, if withdrawing below 12 credits (full-time status).

Refund Policies for Title IV Fund Recipients

The Higher Education Re-Authorization of 1998 regulates the manner in which the University will process the return of federal Title IV funds. The term "Title IV" refers to aid programs as authorized under the Higher Education Act of 1965 and includes the following programs:

- Federal Stafford Student Loan – Unsubsidized
- Federal Stafford Student Loan – Subsidized
- Federal Perkins Loan
- Federal Parent Loan for Undergraduate Study (parent)
- Federal Parent Loan (graduate student)
- Federal Pell Grant
- Academic Competitiveness Grant
- National Smart Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV grant funds

If a student is dismissed, withdraws or stops attending before the first day of classes, all federal aid is returned to the appropriate program. The Federal Return Policy requires that any unearned amounts of Title IV funds be returned to the appropriate federal programs if the student stops attending before the sixty-percent-point of the term (measured in days) (scheduled breaks of more than five consecutive days are excluded). This point is reached after the sixty-sixth calendar day of the fall term and after the sixty-fifth calendar day of the spring term. Students who remain enrolled through at least sixty percent of the payment period (semester) are considered to have earned 100 percent of the aid received and will not owe a repayment of Federal Title IV grant funds.

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

the appropriate aid programs in order to maintain aid eligibility for future enrollment periods. Any loan funds borrowed must be repaid according to the terms of the promissory note.

The calculation of refunds of state aid recipients must be in accordance with N.J.A.C. 9A:9-2.12. When a student who has had a state award disbursed/credited to his/her account is dismissed, withdraws, or takes a leave of absence and is given a refund on tuition and fees, the institution must calculate the portion of refund, if any, that must be returned to the state program. Students are ineligible for state funds if dismissal, withdrawal, or leave of absence occurs prior to disbursement of these funds. State funding programs include:

- NJ Class Loan
- NJ Tuition Aid Grant
- NJ Educational Opportunity Fund
- Garden State Distinguished/Urban Scholarships
- Other state funds

Payment Options

Monthly Payment Plan The University offers a monthly payment option through Tuition Management Systems (TMS). The program allows students and families to spread all or part of the academic year's expenses over 12, 11, 10, 9, 8 and 7, or over 5, 4, 3 equal monthly payments with no interest. The service cost for twelve-month enrollments is \$60. The service cost for 5, 4, 3 month enrollment is \$40. Payment plan enrollment fees are non-refundable and may be paid to TMS utilizing your Visa, MasterCard or Discover card by calling 1.800.722.4867 or 1.800.356.8329 or by visiting www.afford.com.

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

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

Insurance

Student Medical Insurance: The state of New Jersey requires medical insurance for all full-time students. The current cost of mandatory student accident and sickness insurance for full-time students, effective from August 15 to August 14 of the 2007-08 academic year, is \$127 per year or \$76 for the spring term. If you have other coverage, complete the waiver form at ww2.wpunj.edu/adminsrv/business/bursar/bu_inswaiver3.htm. Return the waiver to the Office of the Bursar no later than thirty days after the start of the semester to have this charge removed from your bill.

Room and Board (per semester)

The current charge for residing on campus are as follow:

Double room (traditional)	\$3,200
Apartments/Suite	\$3,500
Single room	\$3,875
Off-campus.....	\$3,600

Students residing in the Towers, Hillside Hall, Matelson Hall, White Hall, and Central Hall and off campus housing 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 are subject to change.

Meal Plans Offered by the University

8-Meal plus \$325.....	\$1,470
8-Meal plus \$450.....	\$1,625
8-Meal plus \$550.....	\$1,735
10-Meal	\$1,475
15-Meal	\$1,520
19-Meal	\$1,625
150-Meal Block	\$1,765
225-Meal Block	\$1,875
Premium-9 Flex	\$2,040

Financial Aid

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. For more information about financial aid, call 973.720.2022.

****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). Applications must be submitted electronically through FAFSA on the Web (www.fafsa.ed.gov). To allow ample time for processing, applicants are urged to file their FAFSA before April 1. In addition, many William Paterson University scholarships and awards require individual applications available through designated departments and offices.

Requirements for Receiving Federal and New Jersey State Aid

Financial aid is awarded for legitimate educational expenses only. To receive financial assistance, a student must meet the following eligibility requirements:

1. Be a citizen of the United States or eligible non-citizen;
2. Have financial need (except for Unsubsidized Stafford Loan);
3. Register with Selective Service, if required;
4. Be accepted as a matriculated student at William Paterson University;
5. Not owe a refund on a federal grant or be in default on a federal educational loan;
6. Maintain satisfactory academic progress according to federal, state, and institutional guidelines;
7. Submit required documentation in a timely manner.

Applicants must be legal residents of New Jersey for at least twelve consecutive months prior to receiving state 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.

Federal and 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.

The initial undergraduate financial aid package is based on the assumption of full-time attendance of 12 credits or more each semester. Full-time for graduate students is 9 credits or more each semester. If you are attending part-time, please inform the Financial Aid Office. Federal awards may be adjusted, but students can remain eligible if enrolled at least half-time (6 credits for undergraduates, 5 credits for graduates). New Jersey state awards, offered only to undergraduates attending full-time, may be cancelled.

First priority in awarding financial aid is given to applications received by the federal processor by the University's April 1 deadline.

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	\$10,000
Books and Supplies	\$1,200
Total	\$11,200

Estimated Resident Costs (annual)

Tuition and Fees	\$10,000
Books and Supplies	\$1,200
Room (average)	\$6,400
Meal Plan (average)	\$3,750
Total	\$21,350

Tuition and fees for out-of-state students are \$16,242 for the academic year. All charges (tuition, room, board, fees) pertain to academic year 2008-2009 and are subject to change by Board of Trustees approval.

Federal Grants

Federal Pell Grant Program

Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. For many students, Pell Grants provide a foundation of financial aid to which other aid may be added. A Federal Pell Grant, unlike a loan, does not have to be repaid.

Federal Supplemental Educational Opportunity Grant

This grant is for undergraduates with exceptional financial need, which is determined from information submitted on the Federal Application for Federal Student Aid (FAFSA). Priority is given to students who receive Federal Pell Grants, and have filed their FAFSA by the priority deadline of April 1. These grants are awarded annually and do not have to be repaid.

Academic Competitiveness Grant

An Academic Competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students. Students must have completed a rigorous secondary school program to be eligible. Second-year students must maintain a cumulative grade point average (GPA) of at least 3.0. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award.

SMART Grant

The National SMART Grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students. The student must maintain a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major and must be pursuing an eligible major in physical, life, or computer sciences, engineering, technology, mathematics, or a critical-need foreign language. The National SMART Grant is in addition to the student's Pell Grant award.

Federal Work Study Program

College Work Study provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study.

Veterans Programs

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

Federal Loans

Federal Perkins Loan Program

A Federal Perkins Loan is a low-interest (5 percent) loan awarded to students with exceptional financial need as determined by William Paterson University. Priority is given to those that have filed by the priority deadline of April 1, are Pell eligible, and are residing in the dorms at William Paterson. The University is the lender and the loan is made with government funds. The student must repay this loan to his or her school. The repayment period begins and interest starts to accrue on the loan beginning at the end of your grace period.

Federal Family Educational Loan Program (Stafford)

Federal Stafford Loans are the department's major form of self-help aid and are available through the Federal Family Education Loan (FFEL) Program. These loans are long-term, and carry a fixed interest rate. Students must have a valid FAFSA on file, be enrolled at least half-time in a degree granting program, and maintain satisfactory academic progress to receive Stafford loans.

Subsidized and Unsubsidized Stafford Loans

A subsidized loan is awarded on the basis of financial need. The federal government pays interest for the loan ("subsidizes" the loan) until you begin repayment and/or during authorized periods of deferment. The current interest rate is 6.0 percent.

An unsubsidized loan is not awarded on the basis of need. The recipient is charged interest from the time the loan is disbursed until it is paid in full; however, you have the option of paying that interest while in school or deferring that interest until you go into repayment on the loan. The current fixed interest rate is 6.8 percent.

If you are a dependent student, your combined subsidized and unsubsidized Stafford annual eligibility is:

Freshman.....	\$3,500
Sophomore.....	\$4,500
Junior	\$5,500
Senior	\$5,500

If you are an independent student, your subsidized and unsubsidized Stafford annual eligibility is:

Freshman

Subsidized.....	\$3,500
Unsubsidized.....	\$6,000
Total	\$9,500

Sophomore

Subsidized.....	\$4,500
Unsubsidized.....	\$6,000
Total:	\$10,500

Junior

Subsidized.....	\$5,500
Unsubsidized.....	\$7,000
Total	\$12,500

Senior

Subsidized.....	\$5,500
Unsubsidized.....	\$7,000
Total:	\$12,500

If you were awarded a Federal Stafford Loan and are a first-time borrower, you must complete entrance counseling and sign a master promissory note with the lender of your choice. Both steps can be completed online by visiting the financial aid Web page at ww2.wpunj.edu/FINAID/famain.htm.

Federal Family Educational Loan Program (Plus)

Federal Plus Loans are available to parents of dependent undergraduate students who have a valid FAFSA on file, are enrolled at least half-time, and are maintaining satisfactory academic progress. Parents must be U.S. citizens or eligible non-citizens and must not have adverse credit history. The interest rate is fixed at 8.5 percent and borrowers are responsible for all interest on the loan. Please be advised that there is a 3-percent origination fee on these loans. Repayment begins sixty days after the second disbursement on this loan.

Alternative Student Loans

Alternative Student Loans require a credit check and can be used towards semester bills. Each lender has its own specific criteria. Choose the lender of your choice and apply directly online. Please view our suggested lenders under alternative loans on the financial aid Web page at ww2.wpunj.edu/FINAID/famain.htm.

New Jersey State Programs

Higher Education Student Assistance Authority

HESAA is the state agency that runs the Tuition Aid Grants program (TAG), Education Opportunity Fund Grants (EOF), New Jersey College Loans to Assist State Students (NJCLASS), and various scholarship programs. They also have online services, tools, and other resources. Visit them online by going to www.hesaa.org.

The Tuition Aid Grant

The Tuition Aid Grant (TAG) is awarded to students who have been New Jersey residents for, at least, twelve consecutive months and who are working toward their first undergraduate degree. The parents of a dependent student must also be New Jersey residents for the prescribed period of time. In addition, recipients must be, or intend to be, enrolled as full-time undergraduates and must demonstrate financial need. TAG awards are renewable annually and range from \$1,546 to \$5,782. Students are notified of their award by HESAA. Participants may receive the award for nine semesters if financial need is demonstrated; they must reapply to HESAA for funds each year by submitting a Free Application for Federal Financial Aid (FAFSA) by June 1 for those who are renewing, and October 1 for new students.

Educational Opportunity Fund Grants

Established by the New Jersey legislature in 1968, Educational Opportunity Fund Grants (EOF) are awarded to undergraduates from educationally disadvantaged backgrounds who also demonstrate financial need. Applicants must contact the University EOF director in order to be admitted into the program. Students and the parents of dependent students must be residents of New Jersey for twelve consecutive months prior to receiving this award, and students must maintain full-time attendance. The application deadline is October 1 for the academic year and March 1 for spring only. Grants range from \$1,150 to \$1,400 a year.

William Paterson University Tuition Aid Grants

This award is made annually to those students who qualify for the New Jersey Tuition Aid Grant program (TAG) and are not receiving a full tuition scholarship from the University. Awards for the 2007-2008 academic year were \$608 for the maximum William Paterson TAG award and \$310 for all others.

NJ STARS II

NJ STARS II is a continuation of NJ STARS, which enables successful NJ STARS students to earn a bachelor's degree at a four-year New Jersey public institution. Students must have been a NJ STARS recipient and graduated from a New Jersey county college with an associate's degree, graduated with a cumulative grade point average (GPA) of 3.0 or higher, be enrolled full-time at a New Jersey four-year public institution, and applied for all forms of state and federal need-based grants and scholarships within established deadlines. To have this tuition and fee waiver applied to an account, a student must provide a copy of his/her transcript that indicates that he/she has earned an associate's degree with a GPA of 3.0 or higher. The tuition and fee waiver can be applied up to 18 credits per semester. Students may receive a NJ Stars II scholarship for up to four semesters provided they maintain a cumulative GPA of 3.0 and continuous full-time enrollment as a NJ STARS II recipient.

NJ World Trade Center Scholarship

Recipients of this scholarship are the dependent children and surviving spouses of New Jersey residents who died as a result of the terrorist attacks on the United State on September 11, 2001. The student may attend an eligible post-secondary school in New Jersey or may also attend on out-of-state institution of higher learning, but must be a full-time undergraduate.

Survivor Tuition Benefits

This scholarship benefits the dependent children and surviving spouses of New Jersey firefighters, emergency service workers, and law enforcement officers who were killed in the line of duty. The scholarship covers the cost of tuition of any New Jersey public college or university; students who are enrolled at an independent New Jersey college or university may receive an amount equal to the highest tuition charged at a state public institution. Half-time students, as well as full-time students, are eligible.

Law Enforcement Officer Memorial Scholarship

The dependent children of New Jersey law enforcement officers who are killed in the line of duty are eligible for this scholarship. It is renewable for up to four years and covers the cost of attendance, less other scholarships, grants, benefits, and other assistance awarded.

Edward J. Bloustein Distinguished Scholars and Urban Scholars

Rewards of \$970 are given each year to full-time students based upon their high school records and SAT scores at the conclusion of their junior year. Notification from the state of New Jersey and the University is automatic. The scholarship is automatically renewed for up to four years based on maintained minimum GPA of 3.0, satisfactory academic progress toward graduation, and full-time undergraduate status.

Satisfactory Academic Progress for Financial Aid

As required by federal regulation, satisfactory academic progress must be examined each year by the University to determine a student's continued financial aid eligibility. In order to make "satisfactory academic progress," a student must earn a minimum number of credit hours while maintaining a minimum cumulative grade point average.

The federal government requires that the University monitor the academic progress of all students. Academic progress is based on all terms of enrollment, whether or not financial aid is received. For example, a student's progress will be measured on four semesters of attendance even though he/she will begin to receive aid for the first time in the fifth semester.

While many students complete a bachelor's degree in four years, various circumstances can increase the time required. William Paterson, based on current federal regulations, considers twelve semesters as a maximum amount of time for which a full-time student may continue to receive financial aid. Within this time frame, a student is expected to continue making satisfactory progress toward a degree. At a minimum, a student who begins as a freshman at William Paterson must complete an appropriate number of credits after each semester of full-time attendance as indicated in the chart below.

Full-Time Semesters	Earned Credit Requirement with a Passing Grade
1	0
2	12
3	24
4	36
5	48
6	60
7	72
8	84
9	96
10	108
11	120
12	128

In addition, undergraduate students must maintain a minimum grade point average (GPA) as indicated below:

GPA Requirement

Equivalent Number of Full-Time Semesters	Cumulative GPA Required
2	1.50
4 or More	2.00

The review of academic progress takes place at the conclusion of the spring term for all students. Credits earned during the summer session following the academic year will be considered towards the total credits required. The final decision will become effective at the start of the next academic year beginning in September.

Transfer Credits

Credits completed at an institution prior to enrollment at William Paterson will be used to determine academic progress. Transfer credits accepted from prior institutions are totaled and divided by twelve. The result, rounded down to the nearest whole semester, is the official measurement of the number of semesters spent at another institution.

Part-time Enrollment

Students who have a combination of full-time and part-time semesters of enrollment will have terms pro-rated at the rate of 50 percent of the full-time standard. For example, a student who has completed three full-time terms and one part-time term would have completed an equivalent of 3.5 semesters. As a result, a total of 30 credit hours must be completed. A GPA consistent with the requirement for full-time students is required.

Dismissed Students

Students who are dismissed and later reinstated to the University are required to meet the standards for academic progress stated in this policy. Those students who have been notified that they are not making satisfactory academic progress must file a written appeal with the financial aid office by the established deadline to receive financial aid.

Standards of Progress Probation

Students will be placed on academic progress probation by the financial aid office for one academic year if they are within 6 credits of their credit minimum standard (see above) and if their GPA meets the policy's minimum standards. Students placed on probation may continue to be eligible for financial aid without appeal. Credit deficiencies must be corrected in one year.

Appeal Process

Special consideration may be granted in cases of unusual circumstances (i.e., death in family, serious illness, etc.). An academic progress committee reviews appeals. A student must submit a written appeal with supporting documentation to the director of Financial Aid by August 1 following the academic year-end review. Appeals submitted after August 1 are accepted only at the discretion of the director. The financial aid office will send written notification of the result of the appeal to the student. Evaluation of one or more of the following conditions may result in reinstatement of financial aid:

- An error has been made when determining academic progress.
- Late grade changes or course corrections have been submitted.
- Exceptional medical or personal circumstances.
- The curriculum changes substantially.
- The student has satisfied the condition that led to aid termination.
- There is less than half-time enrollment.
- Other extenuating circumstances exist.
- Complete 12 credits (6 credits if historically part time) and achieve a semester grade point average of no less than 2.20 for the semester (fall or spring term only) immediately after aid suspension.

A student whose appeal is granted will have his/her financial aid reinstated for one semester or one academic year, depending upon what is stated in the letter of reinstatement. Additional semesters of eligibility will be based on satisfactorily completing the stated conditions in the reinstatement letter or, once again, the minimum standards of this policy are met. Students who fail to meet the conditions stated in their reinstatement letter do not have the option to appeal for reinstatement, although exceptions can be made by the director of financial aid.

Additional Criteria

- Students who fail to meet the academic progress requirements will be ineligible for financial aid from all sources, except alternative loan programs.
- Grades of "Incomplete", "Withdrawn", "Missing" grade, or "F" will result in unsatisfactory academic progress, based on the standards indicated above.
- Secondary areas of concentration, dual majors, a change in major, leaves of absence, and other exceptional academic program changes that affect progress toward a degree will be reviewed on an individual basis within the context of this policy.
- Credits attempted as remedial course work by undergraduate students are not applied by the University toward the total credits needed to graduate; however, remedial credits are counted in determining annual academic progress.

Scholarships and Awards

William Paterson University offers an education of tremendous value in a learning community that is committed to providing academic excellence. In support of this commitment, the University provides a variety of student assistance and scholarship opportunities on the basis of need, scholastic performance and related achievements. William Paterson recognizes that many of its students, at some point, will require financial assistance. Therefore, the University is proud to be able to provide the resources to meet most students' needs. Each year, more than 1,000 scholarships are awarded totaling over \$5.4 million.

All students applying for scholarships at William Paterson University are required to file a Free Application for Federal Student Aid (FAFSA). In addition, transfer students must submit a financial aid transcript from their previous institution(s). To allow for processing time, students are encouraged to file a FAFSA by April 1st. The FAFSA may be completed on line at www.fafsa.org. The FAFSA form is also available in high school guidance offices, community organizations and College and University financial aid offices.

***Note: For priority consideration for first-year and transfer institutional scholarships, all supporting documentation must be received at the Admissions Office by February 15 for fall semester enrollment and November 1 for spring semester enrollment. Scholarships are awarded on a first-come basis. All scholarship recipients are required to apply annually for need-based financial aid by filing the Free Application for Federal Student Aid (FAFSA). Please direct inquiries in reference to the scholarships below to the Admissions Scholarship Representative, Mr. Anthony Leckey, Senior Associate Director of Admissions. He can be reached at leckeya@wpunj.edu or 973.720.2900.**

Scholarships for First-Year and Transfer Students

Institutional Scholarships

William Paterson offers merit-based scholarships—administered by the Admissions Office and effective fall 2008—to incoming freshmen and students transferring to the University after beginning their studies at another college or university (more detailed description outlining criteria, deadline, application, and supporting documentation can be found on the Admissions Web page under scholarships for first-year and transfer students).

Freshmen Awards (effective fall 2008)

Trustee Scholarships

Scholarships from \$2,000 to \$7,000 are awarded to high-achieving high school students for their academic accomplishments, high school record and SAT (critical reasoning and math).

Talent Trustee Scholarships

Scholarships ranging from \$1,000 to full tuition awarded to high-achieving high school students, merit based with an emphasis on enrollment of students who demonstrate an exceptional level of potential, creative talent in their art portfolio or music audition.

University Honors College Scholarships

Scholarships of \$2,000 awarded to high-achieving high school students, who are admitted to and enroll in the William Paterson University Honors College.

Academic Excellence Scholarships

Fifteen, four-year, \$1,000 scholarships, based on academic achievement and extracurricular activities, high school record and SAT (critical reasoning and math).

Educational Enrichment Grants

Thirty, four-year, \$1,000 awards, based on high academic profiles, extracurricular activities and demonstrated leadership with preference given to students attending New Jersey high schools in an ABBOTT school district.

Transfer Awards (effective fall 2008)

Transfer Presidential Scholarships

Scholarships ranging from \$3,000 to \$4,000 awarded to transfer students, based on number of credits or earned associate degree and college grade point average.

University Honors College Scholarships

Scholarships of \$2,000 awarded to high-achieving transfer students, who are admitted to and enroll in the William Paterson University Honors College.

New Jersey Residents Attending New Jersey Community Colleges: NJ STARS

Scholarships equivalent to the difference of tuition and fees minus the sum of all grant and scholarship funds from which the student is eligible to receive. Awarded to NJ STARS associate degree graduates with a cumulative grade point average of 3.0 or higher.

New Jersey Residents Attending New Jersey Community Colleges: *Phi Theta Kappa*

Full-tuition Presidential Scholarships awarded to transfer students who have earned an associate's degree from a New Jersey community college, have a cumulative grade point average of 3.50 or higher, and are members of *Phi Theta Kappa* honor society.

All Incoming Students

New Jersey World Trade Center Dependent Waiver Program

Full-tuition-and-fees scholarships awarded to New Jersey residents who are either children or spouses of those who died in the World Trade Center terrorist attacks.

Academic Departmental Scholarships and Awards

The following foundation scholarships and awards are offered annually by the following academic departments. **Scholarships are subject to renewal by donors and actual scholarship amounts are dependent upon market value and vary accordingly. Any amounts indicated for scholarships were awarded during the 2007-2008 academic year.**

College of the Arts and Communication

Mae And Fletcher Fish Music Scholarship

One \$2,000 scholarship funded by Mae and Fletcher Fish is awarded to an incoming graduate music major who demonstrates either outstanding music performance skills or outstanding scholarship.

For more information, contact Cameron MacManus, director of music admissions, 973.720.3466, or Dr. Jeffrey Kresky, 973.720.3470.

Music Faculty Award

Ten to fifteen awards funded by the music faculty and ranging from \$150 to \$400 awarded annually to outstanding music students.

For more information, contact William Paterson's music department chairperson at 973.720.2315.

Music Department Talent Awards

Awards are provided for incoming and continuing students based on outstanding musical talent ranging from \$300 to \$500. They are granted for one year, and may be renewable each year through the music department. Applications are available through the department and must be submitted at the time of application or early in the spring semester.

For more information, contact Cameron MacManus, director of music admissions, at 973.720.3466, or Dr. Jeffrey Kresky at 973.720.3470.

Tami Cotsakos '71 Music Scholarships

A number of scholarships ranging from \$2,000 to \$3,000 have been created by Tami Cotsakos '71 for classical music students in recognition of their outstanding musical talents. Recipients are expected to meet the normal expectations of the music department. Scholarships may be renewable for up to four years with full-time status and a minimum cumulative GPA of 3.0.

For more information, contact the William Paterson music department at 973.720.2315.

Thad Jones Memorial Scholarships

Awards are granted to full-time students majoring in the jazz studies program who demonstrate outstanding jazz performance. Each scholarship will be no less than the tuition for 3 credits and no more than 6. Awards are renewable upon meeting requirements specified by the music department. Applications are available through the department. Students must submit the application with an audition tape of approximately twenty minutes of a recent musical performance by March 15. *For more information, contact Dr. David Demsey, jazz studies coordinator, at 973.720.2268.*

College of Education

Paterson Teachers For Tomorrow

Several full-tuition-and-fees scholarships have been created through the generosity of the Henry and Marilyn Taub Foundation, the John Victor Machuga Foundation and others. Recipients are graduates of the Paterson school district and members of the Future Teachers Club who want to return to Paterson to teach in an urban district. Award is net financial aid. Students are recommended through collaboration between the College of Education and the Paterson public schools.

For more information, contact the College of Education at 973.720.3748.

College of Humanities and Social Sciences

Chatterjee Scholarships

Three \$2,000 scholarships funded by the Chatterjee Charitable Foundation are awarded to full-time students majoring in Asian studies. Applicants must submit a scholarship application, including an essay explaining their interest in Asian studies, and at least one letter of recommendation. Recipients are eligible to re-apply each year by May 1 for renewal of the scholarship. Recipients' academic progress will be reviewed at the end of the year to determine eligibility for renewal.

For more information, contact Dr. Pixy Ferris, Department of Communication, at 973.720.3338.

Desai Scholarships

Three \$1,000 scholarships funded by the Desai Family Foundation are awarded to full-time students majoring in Asian studies. Applicants must submit a scholarship application, including an essay explaining their interest in Asian studies, and at least one letter of recommendation. Recipients are eligible to re-apply each year by May 1 for renewal of the scholarship. Recipients' academic progress will be reviewed at the end of the year to determine eligibility for renewal.

For more information, contact Dr. Pixy Ferris, Department of Communication, at 973.720.3338.

College of Science and Health

C. Kent Warner Scholarships

Five awards of \$1,000 are presented to full-time biology and biotechnology undergraduate students each year. Scholarship awards are renewable based on a maintained cumulative GPA of 3.0 and continued undergraduate status as a biology major. Applications are available in the biology department office and require an essay to be included with submission.

For more information, contact the William Paterson University biology chairperson at 973.720.2245.

Improving Student Success in Biology and Biotechnology Scholarships (ISSBB)

Ten to twelve scholarships made available by a generous grant from the National Science Foundation. Scholarship awards vary based on financial need, with a maximum award of \$9,000, and will be given each year to full-time students pursuing a B.S. in biology or biotechnology. These scholarships are renewable for up to four years given the student maintains a minimum cumulative GPA of 3.0 in science and math and a cumulative GPA of 2.8 or higher. To be eligible, the applicant must: provide documentation of U.S. citizenship, national status, or alien classification as a refugee, and have a current FAFSA on file with the Financial Aid Office.

For more information, contact Dr. Eileen Gardner, biology department, at 973.720.3441.

Foundation Scholarships

The following scholarships were made possible through the generosity of donors to the William Paterson University Foundation. **Scholarships are subject to renewal by donors and actual scholarship amounts are dependent upon market value and vary accordingly. Any amounts indicated for scholarships were awarded during the 2007-2008 academic year.**

For consideration of the Foundation Scholarships below, please forward a letter of interest to the Office of Scholarships. The letter should indicate the following: why you feel you are deserving of a scholarship opportunity, and list your academic accomplishments and community and extracurricular involvement. Our Foundation Scholarship committee meets in the summer to review and award these scholarships annually. For additional information on these scholarship opportunities, you may contact the Office of Scholarships at 973.720.3720

Audrey and Albert Pelham Scholarship

One \$1,000 scholarship funded by Sally Hand. Scholarship is awarded with preference to an African American student who is a graduate from an inner-city high school or returning to college to complete his/her degree. Scholarship is renewable for up to four years if the student maintains a minimum cumulative GPA of 2.5 or higher the first year and 2.75 for subsequent years.

Fred C. Rummel Scholarships

Multiple scholarships ranging from \$1,500 to \$2,500 funded by the Rummel Foundation. Scholarships are awarded to full-time undergraduate students enrolled in William Paterson University Honors College. Recipients must have graduated from a high school in either Essex or Union Counties in New Jersey, demonstrated academic achievement, leadership, trustworthiness and character through community service or high school activities. Scholarship may be renewable if a minimum cumulative GPA of 3.0 or higher is maintained.

John Victor Machuga Foundation Scholarships

Full-tuition-and-fees scholarships created by the John Victor Machuga Foundation. Scholarships are awarded to graduates of a Passaic County high school who demonstrate sig-

nificant financial need, qualify for financial aid, and exhibit leadership traits that bring recognition to the University and/or the community.

Russell and Ethel Muter Scholarship

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

Sara J. Longendyke Scholarship

One \$400 scholarship funded by Daniel Terhune, the Longendyke family and friends in memory of Sara Longendyke. Awarded to a student who graduated from Clifton High School, 80th percentile, and a minimum SAT score of 1000, with preference given to a female student.

Scholarships for Enrolled Students

Academic Departmental Scholarship and Awards

These Foundation Scholarships and Awards are offered annually by the following academic departments, pending renewal by the donors.

College of the Arts and Communication

Ben and Evelyn Wilson Foundation Awards

Two \$500 awards funded by the Ben and Evelyn Wilson Foundation. One \$500 award is given to an outstanding graduating student who is majoring in painting, and another \$500 award is given to an outstanding graduating student who is majoring in sculpture. Recipients are judged by the fine arts faculty and selected by a faculty jury made up of the Department of Art Advisement and Student Affairs Committee.

For more information, contact the William Paterson University art department, 973.720.2402.

Howard B. Leighton Scholarship

One \$1,000 scholarship funded by Howard B. Leighton is awarded to a full-time undergraduate resident student of New Jersey who is majoring in studio or art history, with emphasis and preference given to the student who demonstrates talent and excellence in his/her chosen major. Financial need is not taken into consideration. Recipient is selected by a faculty jury made up of the Department of Art Advisement and Student Affairs Committee.

For more information, contact the William Paterson University art department, 973.720.2402.

Marguerite Tiffany Scholarships

Two \$1,000 awards created by family and friends in memory of Marguerite Tiffany. Awarded to undergraduate junior art majors based on the overall aesthetic quality of their work. Recipients are selected by a faculty jury made up of the Department of Art Advisement and Student Affairs Committee.

For more information, contact the William Paterson University art department, 973.720.2402.

Music Department Talent Awards

Awards are provided for incoming and continuing students based on outstanding musical talent ranging from \$300-\$500. Awards are granted for one year, renewable each year through the music department. Applications are available through the music department and must be submitted at the time of application or early in the spring semester.

For more information, contact Cameron MacManus, Director of Music Admissions, 973.720.3466, or Dr. Jeffrey Kresky 973.720.3470.

Sarah and Abe Bialer Scholarship

One \$1,000 scholarship funded by Tami Cotsakos '71 in memory of her aunt and uncle. Scholarship is awarded to a full-time student who is majoring in music performance, pursuing a career in opera, with a concentration in voice. Scholarship may be renewable with full-time status and a cumulative GPA of 2.75 or higher.

For more information, contact the music department's Nan Guptil Crain at 973.720.2334 or Stephen Bryant at 973.720.2691.

College Of Education

Eric and Leonore Hummel Award

One \$500 award funded by the friends of Eric and Leonore Hummel. Scholarship is awarded to a student majoring in special education who has matriculated in the master's program and has a minimum GPA of 3.25 after the completion of at least four courses. Students applying for membership in *Kappa Delta Pi* will be considered, as well as financial need will be taken into consideration.

For more information, contact the College of Education, 973.720.3086.

College of Humanities and Social Sciences

Carole Sheffield Award

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

For more information, contact the women's studies department, 973.720.3547.

Chatterjee Scholarships

Three \$2,000 scholarships funded by the Chatterjee Charitable Foundation are awarded to full-time students majoring in Asian studies. Applicants must submit for review and consideration by the Asian studies Scholarship Committee; a scholarship application, including a 250-word essay explaining their interest in Asian Studies and at least one letter of recommendation, preferably from a faculty member/teacher. Chatterjee recipients are eligible to re-apply each year, by May 1, for renewal of the scholarship with a letter of interest (a new letter of recommendation is not required). Recipients' academic progress will be reviewed at the end of the year to determine eligibility for renewal and must have a minimum cumulative GPA of 3.2 in the major and an overall cumulative GPA of 3.0 or higher, enroll in at least one course in South Asia beginning the second semester and henceforth and continue enrollment in an Asian language course for at least four semesters while receiving the scholarship.

The Chatterjee Scholarships are intended primarily for new majors and preference will be given to incoming first-year students. Students who are currently Asian studies minors and those who are not yet affiliated with Asian studies (including transfer students) may also apply. The scholarship committee reserves the right to solicit applications from qualified students who meet the outlined criteria. The deadline to apply is June 1.

For more information, contact Dr. Pixy Ferris, Department of Communication, 973.720.3338.

Desai Scholarships

Three \$1,000 scholarships funded by the Desai Family Foundation are awarded to full-time students majoring or minoring in Asian studies. Applicants must submit, for review and consideration by the Asian studies Scholarship Committee, a scholarship application, including a 250-word essay explaining their interest in Asian Studies and at least one letter of recommendation, preferably from a faculty member/teacher. Desai recipients are eligible to apply each year, by May 1, for renewal of the scholarship with a letter of interest (a new letter of recommendation is not required). Recipients' academic progress will be reviewed at the end of the year to determine eligibility for renewal and must have a minimum cumulative GPA of 3.2 in the major and an overall cumulative GPA of 3.0 or higher, enroll in at least one course on South Asia beginning the second semester and henceforth and continue enrollment in an Asian language course for at least four semesters while receiving the scholarship. Students who are currently Asian studies minors and those who are not affiliated with Asian studies (including transfer students) may also apply. The scholarship committee reserves the right to solicit applications from qualified students who meet the outlined criteria. The deadline to apply is June 1.

For more information, contact Dr. Pixy Ferris, Department of Communication, 973.720.3338.

Helen and Philip Manno Award

One \$100 award funded by Fort Manno. Scholarship is awarded to a graduating senior with the highest GPA in English for the academic year.

For more information, contact the English Department, 973.720.2254.

Norma Van Dyke Award

One \$500 or two \$250 awards funded by Ellen Van Dyke Bedell. Scholarships are awarded to a graduating senior who majored in women's studies, with a minimum overall GPA of 2.8 and a minimum GPA of 3.0 in women's studies courses. Recipient must exhibit evidence of community service, social activism, or scholarly research.

For more information, contact the women's studies department, 973.720.3547.

Paul Vouras Humanities Scholarship

One \$500 award created by Professor Paul Vouras. Scholarship is awarded to an academically outstanding senior majoring in either history or philosophy who is planning on continuing on a graduate level. Recipients are to be nominated by the department and selected by department chairs.

For more information, contact the chairpersons for the history or philosophy department, 973.720.2319/3032.

Paul Vouras Social Science Scholarship

One \$250 award created by Paul Vouras. Scholarship is awarded to an academically outstanding senior majoring in sociology, political science, or psychology who is planning on continuing on a graduate level. Recipients are to be nominated by the department and selected by department chairs.

For more information, contact the chairpersons for the sociology, political science, or psychology department, 973.720.2274/2183/3390.

English Department Writing Awards

Awards of \$75 each are offered in fiction, poetry, and creative nonfiction.

For more information, contact the English department, 973.720.2254.

College Of Science And Health

Improving Student Success in Biology and Biotechnology Scholarships (ISSBB)

Ten to twelve scholarships made available by a generous grant from the National Science Foundation. Scholarship awards will vary based on financial need, with a maximum award of \$9,000, and will be given each year to full-time students pursuing a B.S. in biology or biotechnology. These scholarships are renewable for up to four years given the student maintains a minimum cumulative GPA of 3.0 in science and math and a cumulative GPA of 2.8 or higher. Applicants must submit a completed scholarship application; two letters of recommendation, at least one of which must be from a science, math or technology instructor; and a personal statement outlining goals, financial need, education plans and career objectives. Scholarship Committee will review student college transcript(s), and high school transcripts for those applicants who have earned less than 24 college credits. **NOTE: To be eligible for an ISSBB Scholarship, the applicant must provide documentation of U.S. citizenship, national or alien classification as a refugee; and have a current FAFSA on file with the Financial Aid Office. The application deadline is in the spring.**

For more information, contact Dr. Eileen Gardner, biology department, 973.720.3441.

Marcelo Llarull Scholarship

One \$1,000 scholarship funded by colleagues, family and friends in memory of Professor Marcelo Llarull. Scholarship is awarded to a senior mathematics student with a minimum cumulative GPA of 3.0 who has completed at least 25 credits in the major. In addition to academic excellence, students must demonstrate significant service in one or more of the following: the mathematics department learning center, active participation in the math club, mathematics awareness week, math fair, presentation of mathematics article or poster in a mathematical conference, etc.

For more information, contact the mathematics department, 973.720.2158.

Foundation and Alumni Association Online Scholarships

William Paterson University Foundation and Alumni Association Scholarships have all been established through the generosity of charitable-minded alumni and friends, private donors, businesses, foundations and corporations. In particular, the Foundation and Alumni Association offers more than 300 scholarships and awards over \$450,000 annually. Scholarship awards range from \$250 – \$5,000 and are based on academic achievement, extracurricular activities, service to the University or community and financial status. All currently enrolled William Paterson University students are encouraged to apply and complete a Free Application for Federal Student Aid (FAFSA) if they wish to be eligible for those scholarships that require demonstration of financial need. The online application for a Foundation and Alumni Association Scholarship is made available in the spring semester. One application, an essay, and a letter of recommendation from a faculty member enables the student to compete for all the available Foundation and Alumni Association Scholarships awarded each academic year. We encourage all students who may qualify for scholarships and/or financial aid to apply. The online application can be accessed from the University Web site from March 15 through the end of April of each year at: <https://webapps.wpunj.edu/students/scholarships/application/>

Note: The below listing of scholarships have been awarded by the William Paterson University Foundation and Alumni Association for the 2008-09 academic year. These scholarships are made possible through the generosity of donors. Scholarships are subject to renewal by donors and actual scholarship amounts are dependent upon market value and vary accordingly.

Aaron L. Rubin Scholarships

Two \$2,500 and five \$2,000 scholarships established by Jacob Rubin in memory of his brother. Awarded to students enrolled in the Honors Program with a minimum GPA of 3.3. Financial need and academic achievement will be taken into consideration. Requires honors track enrollment.

Aaron and Jacqueline Van Duyne Scholarship

One \$1,000 scholarship created by Aaron '75 and Jacqueline Van Duyne. Awarded to a full-time nursing student dedicated to oncology nursing.

Agnes C. Grimshaw Scholarship

One \$1,500 scholarship created by Agnes Grimshaw '25. Awarded to a student who demonstrates scholastic ability with preference given to a biology or chemistry major.

Ali M. Baluchi Scholarship

One \$300 scholarship created by Ali Baluchi. Criteria to be determined by the Foundation Committee.

Andrew B. Crawford Scholarship

One \$1,000 scholarship created by family and friends in memory of Andrew B. Crawford '01. Awarded to a student who has a minimum GPA of 2.5, is involved in extracurricular activities, and demonstrates financial need.

Aniello J. Pesce Scholarship

One \$5,000 scholarship created by William Pesce '73 in honor of his father. Awarded to first-generation college student who is an outstanding student from the Cotsakos College of Business.

Ann S. Pessolano Endowed Scholarship

One \$1,000 scholarship funded by Anthony Pessolano '80 and the Pepsi Bottling Company in honor of Anthony Pessolano's mother. Awarded to a meritorious student who has a minimum GPA of 3.0 and demonstrates financial need, with preference given to a student from the Paterson school system.

Anna Freund Scholarship

One \$325 scholarship created by Anna Freund '63 and friends. Awarded to an undergraduate, non-traditional student with preference given to a non-traditional female student.

Arnold and Myrna Speert Scholarship

One \$3,500 scholarship funded by the friends and family of Arnold and Myrna Speert with preference given to a student who demonstrates financial need.

Barbara M. Grant Scholarship

One \$300 scholarship created by Barbara M. Grant '54. Awarded to a student with a minimum GPA of 3.7 with preference given to a student in the College of Education.

BD Sales Scholarships

Four \$5,000 scholarships funded by BD are awarded to students pursuing a bachelor of science in professional sales or a minor in professional sales. Students must be enrolled in at least one professional sales course with a minimum of 9 credits, with preference given to full-time students. Students must also have an overall GPA of 3.0; in some cases, a GPA of less than 3.0 may be considered if a student can demonstrate participation in various sales-related activities.

Ben Shahn Gallery Scholarship

One \$400 scholarship created by friends and patrons of Ben Shahn Gallery. Awarded to a student majoring in art with a minimum GPA of 3.0.

Bergen County Retired Educators Scholarship

One \$1,000 scholarship funded by the Bergen County Retired Educators Association. Awarded to a full-time student who resides in Bergen County; demonstrates a record of academic achievement, community, or public service; and plans a career in education.

Brozowski Family Scholarships

Two \$2,000 scholarships funded by Laurel and Thomas Brozowski. Awarded to students who reside in an urban area, have a minimum GPA of 2.5, and demonstrate financial need.

Clair B. Wightman Scholarship

One \$300 scholarship funded by Florence Wightman in memory of Dr. Clair Wightman with preference given to a student who is an educational leadership major.

Class of '73/'74 Scholarship

One \$375 scholarship funded by members of the Classes of 1973 and 1974 with preference given to a student who demonstrates financial need.

Cotsakos Family Scholarship

One \$1,600 scholarship made possible by Christos '73 and Tami Cotsakos '71. Awarded to a student who resides in Paterson, New Jersey, and demonstrates financial need.

Donald L. Hughes Scholarship

One \$1,000 scholarship funded by the AAA of North Jersey in memory of Donald L. Hughes. Awarded to a student who is a current member (or closely related to a current member) of the AAA of North Jersey.

Dr. and Mrs. Fan Scholarship

One \$5,000 scholarship funded by Dr. and Mrs. Peter Fan with preference given to a student of Chinese descent.

Earl G. Ledet Scholarship

One \$300 scholarship funded by Maureen Conway '66 in memory of her husband. Awarded to a meritorious, financially needy student, with preference given to an African American student in the College of Science and Health.

Edward and Stella Van Houten Scholarships

Multiple scholarships—six at \$2,000 and one at \$3,000—funded by Edward and Stella Van Houten Foundation. Awarded to full-time students majoring in nursing who have a minimum GPA of 2.75 and demonstrate financial need, with preference given to talented and financially needy students who spend a considerable portion of their time working to meet college expenses.

Fiftieth Reunion Endowed Scholarship

One \$2,000 scholarship created by alumni in remembrance of the fiftieth anniversary of their graduation from William Paterson. Recipient is chosen on a rotating basis from the University's five colleges.

Frank Zanfino Scholarship

One \$550 scholarship funded by the friends and family of Frank Zanfino '49. Recipient chosen in alternating years from the Cotsakos College of Business and the College of Education.

Gary Hutton Scholarship

One \$300 scholarship created by the friends of Gary Hutton '73 in his memory. Awarded to student who is in good academic standing, and shows satisfactory progress toward a degree, with preference given to an African American student majoring in music.

Grace Waldron DeGraaf Scholarship

One \$300 scholarship created by Grace Waldron DeGraaf '36. Awarded to a full-time student pursuing a career in education with a minimum GPA of 3.0.

Gunvor G. Satra Study Abroad Scholarship

One \$1,000 scholarship created by Professor Gunvor Satra. Awarded to a student who has been accepted to or will be participating in the Study Abroad Program at William Paterson University, with preference given to a student in a year

or semester-long program and for whom such participation represents financial hardship. Requires student to provide the name of university he or she will be attending.

Harriet F. Modemann Scholarship

One \$2,000 scholarship created by the late Harriet F. Modemann. Awarded to an outstanding student in the College of Humanities and Social Science. To be rotated each year with the College of Arts and Communication.

Helen Doelee Demarest Scholarship

One \$2,000 scholarship created by Helen Doelee Demarest '27/'36/'53, and Jay and Anita Hyman and friends of Helen Doelee Demarest. Awarded to a student pursuing a career in education who demonstrates financial need.

Herbert and Constance Califano Scholarship

One \$300 scholarship funded by the Califano family and friends. Awarded to a student majoring in mathematics, pursuing a career in education, and planning to study on the graduate level. He/she must be active in campus activities, achieve a minimum GPA of 3.0, and not be eligible for state or federal grant programs.

Hobart Family Scholarship

One \$400 scholarship created by the Hobart family. Awarded to a student majoring in political science or history who demonstrates financial need.

Joan M. Mulcahy Scholarship

One \$500 scholarship funded by Michael Mulcahy '73/M.A.'74 in memory of his wife, Joan Mulcahy '97. Awarded to a student majoring in sociology or psychology with preference given to a working mother who is a full-time student.

John Victor Machuga Endowed Scholarships

Multiple scholarships—five at \$2,500 and one at \$1,500—funded by the John Victor Machuga Foundation. Awarded to high-achieving students, with a preference for students from inner-city schools.

Joseph A. Gorab Scholarship

One \$750 scholarship funded by the family and friends of Joseph Gorab. Awarded to a student who is pursuing studies in the field of teaching the learning disabled, has a minimum GPA of 3.0, and demonstrates involvement in University extracurricular activities.

Joseph and Maureen Douress Scholarship

One \$5,000 scholarship funded by Joseph '82 and Maureen Douress. Awarded to a student who resides in an urban area.

Koch Modular Process Systems Scholarships

Six \$5,000 scholarships funded by Koch Modular Process Systems Scholarships awarded to undergraduate or graduate students who are majoring in nursing with a minimum GPA of 3.0 and demonstrate financial need.

Kurt and Anny Landsberger Scholarship

One \$2,500 scholarship funded by Kurt and Anny Landsberger. Awarded to a student majoring in environmental science or environmental studies with a minimum GPA of 3.0. Candidate must be a U.S. citizen and a graduate of an Essex County high school. Additional consideration will be

given to a student who can demonstrate past and present involvement in environmental action/protection activities and/or who has demonstrated financial need. Scholarship is renewable.

Leola G. Hayes Scholarship

One \$300 scholarship funded by Spurgeon Hayes in memory of Dr. Leola G. Hayes. Awarded to a freshman majoring in special education and who demonstrates financial need.

Linder Family Scholarship

One \$1,000 scholarship funded by Judith and Stewart Linder. Awarded to a student pursuing a career in education with a minimum GPA of 3.0 with preference given to a student who demonstrates financial need and is employed full- or part-time in childhood education.

Maltese Family Scholarship

One \$2,000 scholarship funded by the Maltese family. Awarded to a student majoring in communication who demonstrates financial need.

Maria Saa and Marietta Cutillo Family Scholarship

One \$1,000 scholarship funded by Dr. and Mrs. Orlando Saa. Awarded to a student majoring in Spanish, with emphasis on academic excellence. Also requires student to have a minimum GPA of 3.0 and demonstrate financial need.

Marjorie Heller Endowed Scholarship

One \$300 scholarship funded by Dr. Marjorie Heller '62. Awarded to an outstanding graduate student in the educational leadership program.

Maureen and Patrick O'Connor Scholarship

One \$5,000 scholarship funded by Will '73 and Henrietta Pesce '72 in honor of Mrs. Pesce's parents. Awarded to a first-generation college student of sophomore status or higher with a strong work ethic who is pursuing a career in education and has a minimum GPA of 3.0.

Melvin L. Cebrik Scholarship

One \$1,000 scholarship funded by family and friends of Melvin L. Cebrik is awarded to a student majoring in mathematics who demonstrates financial need.

Michael and Emma Burns Scholarship

One \$300 scholarship funded by Michael '64 and Emma Burns '64. Awarded to a student who has served at least one semester on the *Beacon* or *Pioneer Times* newspaper staff, is currently on the newspaper staff, and has a minimum GPA of 2.5.

Nancy Deatz Clancy Scholarship

One \$300 scholarship funded by family and friends of Nancy Deatz Clancy. Awarded to a bass player with a preference for orchestral or jazz. Special consideration will be given to a student from Kentucky.

Natesha Eaton Memorial Scholarship

One \$1,000 scholarship funded by friends and family of Natesha Eaton. Awarded to a student who is a single parent from Passaic County, has a minimum GPA of 2.5, and demonstrates financial need, with preference given to a resident of Paterson.

North Jersey Regional Chamber of Commerce Foundation

One \$1,000 scholarship funded by the North Jersey Regional Chamber of Commerce. Awarded to a student in the Cotsakos College of Business who demonstrates academic excellence and financial need, but does not have to qualify for financial assistance. Must reside in the northern New Jersey counties of Hudson, Essex, Union, Passaic, Bergen, Morris, or Sussex.

Olivia J. Phillips Scholarship

One \$400 scholarship created by Dorothy Emerson in memory of her daughter, Olivia J. Phillips '68. Awarded to a full-time undergraduate student who is planning a career in education and demonstrates financial need.

Patricia Theiller Franklin Scholarships

Four \$1,500 scholarships funded by Louise and Charles Theiller in memory of their daughter, Patricia Theiller Franklin '86. Awarded to students who are nursing majors.

Paul K. Chao Scholarship

One \$550 scholarship funded by Professor Paul Chao with preference given to a student who is majoring in African American and Caribbean Studies, has a minimum GPA of 3.0, and demonstrates financial need.

Paul Vouras Minority Student Scholarship

One \$300 scholarship funded by the late Professor Paul Vouras and awarded to an outstanding freshman student with preference given to an African American student in the College of Humanities and Social Sciences.

Pi Lambda Theta Scholarship

One \$1,000, two-year, renewable scholarship funded by the *Beta Chi* Chapter of *Pi Lambda Theta*. Awarded to students pursuing a career in education with a minimum GPA of 3.5. Academic merit is emphasized, with extracurricular and community service activities taken into consideration.

Provident Scholars Program Scholarships

One \$1,000 and three \$500 scholarships funded by Provident Bank. Awarded to undergraduate students in the Cotsakos College of Business with a minimum GPA of 3.0.

Raymond Miller Scholarships

Two \$2,000 scholarships created by Professor Raymond Miller. Awarded to outstanding students in the College of Arts and Communication.

Raymond Miller Scholarships [student activities]

Two \$2,000 scholarships created by Professor Raymond Miller. Awarded to outstanding students with a preference for those involved in student activities.

Robert and Norma Marcalus Endowment Scholarship

One \$900 scholarship created by Robert and Norma Marcalus is awarded to an undergraduate student who resides in northern New Jersey, demonstrates academic excellence/leadership, and financial need.

Rosemary Salvini Scholarship

One \$300 scholarship created by Emil '71 and Nancy Salvini '72 in memory of Emil's sister. Awarded to an undergraduate student majoring in special education with a minimum GPA of 3.0.

Ruth Carter Frost Scholarship

One \$700 scholarship created by Carlton Frost IV and Marc and Lee Schaefer in memory of Ruth Carter Frost. Awarded to a student majoring in English with a minimum GPA of 3.0 with preference given to a student who has a concentration in poetry and financial need not necessarily defined by the federal government.

Ruth Klein Scholarship

One \$1,000 scholarship funded by friends and family in memory of Dr. Ruth Klein. Awarded to graduate student in education or counseling who has completed a minimum of 12 credits, achieved a minimum GPA of 3.50, and has a record of outstanding leadership and/or community involvement.

Sam and Irene Dedio Scholarships

Two \$1,500 scholarships funded by Sam '88 and Irene Dedio '92. Awarded to a junior majoring in communication or business with a minimum GPA of 3.0 with preference given to a full-time student who works part-time. The scholarship may be renewed for another year if a minimum GPA of 3.0 and full-time status is maintained.

Senior Class Endowed Scholarship

One \$1,000 scholarship funded by graduating seniors. Awarded to a deserving undergraduate student who demonstrates financial need.

Sharon Solomon Miller

One \$1,000 scholarship funded by Sharon Solomon Miller '57. Awarded to a first-generation college student majoring in special education.

Shoshana Maizel-Fogel Endowment Fund

One \$1,000 scholarship funded by Tami Cotsakos '71 in honor of her mother. Awarded to a nursing student who exemplifies dedication to the profession. (Nursing department chooses the top candidate from a listing of five eligible applicants.)

Sol Hoffman Scholarship

One \$450 scholarship funded by the family and friends of Sol Hoffman. Awarded to a student who is a child of an AFL-CIO parent, demonstrates financial need, and exhibits community involvement.

Susan G. Radner Scholarship

One \$700 scholarship funded by Susan G. Radner. Awarded to a student enrolled in the College of Humanities and Social Sciences. The recipient must maintain a GPA of 2.5 to be considered for renewal.

Thomas Lambrix/Union Camp Scholarship

One \$400 scholarship funded by Union Camp is awarded to a student majoring in communication who demonstrates financial need and has achieved academic progress towards a degree.

Timothy A. Gerne Scholarship

One \$2,000 scholarship created by family and friends in memory of Dr. Timothy A. Gerne, professor of curriculum and instruction. Awarded to a full-time undergraduate student enrolled in the teacher education certification program for elementary education, with a minimum GPA of 3.0.

Scholarship is renewable for one year provided the recipient maintains a GPA of 3.0.

Twenty-Fifth Reunion Endowed Scholarship

One \$500 scholarship created by alumni in celebration of the twenty-fifth anniversary of their graduation from William Paterson. Recipient is chosen on a rotating basis from the University's five colleges.

Unilever Scholarships

Four \$5,000 scholarships funded by Unilever are awarded to students pursuing a bachelor of science in professional sales or minor in professional sales. Students must be enrolled in at least one professional sales course with a minimum of 9 credits. Preference is given to full-time students with an overall GPA of 3.0; in some cases, a GPA of less than 3.0 may be considered if a student can demonstrate outstanding achievement in other areas. Participation in extracurricular activities with a commitment to women and minority students is desired.

Vincent and Mary Ann Mazzola Scholarship

One \$1,750 scholarship created by Vincent '73 and Mary Ann Mazzola. Awarded to a first-year, full-time student who demonstrates potential and determination to complete rigorous college level work and demonstrates financial need. Scholarship is renewable for up to four years if the recipient maintains a minimum 2.5 GPA the first year and 2.75 for subsequent years.

Wienke-Mault Scholarship

One \$1,000 scholarship funded by Helen Mault '59. Awarded to a undergraduate or graduate student pursuing a career in education who has a minimum GPA of 3.0 and demonstrates financial need.

William Paterson University Employees Scholarship

One \$1,000 scholarship funded by William Paterson employees. Awarded to a student of sophomore status or higher who demonstrates academic achievement, contributes to the life of the University through participation in recognized activities, and is employed on or off-campus for a minimum of fifteen hours per week.

Women's Club of Paterson Scholarship

One \$1,000 scholarship funded by the former Women's Club of Paterson with preference given to a female student who resides in Paterson, New Jersey.

Yvonne Parisen Scholarship

One \$300 scholarship funded by the William Paterson University Nursing Chapter. Awarded to a nursing student of sophomore status or higher who resides in Passaic County with a minimum GPA of 3.0 with preference given to a student who demonstrates financial need.

Alumni Scholarships**Academic Achievement Scholarships**

Twenty \$1,000 scholarships awarded to students who have a minimum GPA of 3.0 in sophomore year or higher with preference given to students who are involved in campus activities and demonstrate financial need.

African, African American and Caribbean Chapter Scholarship

One \$500 scholarship awarded to a full-time student with a minimum GPA of 3.0, with preference given to an African American or Caribbean student.

Alice Meeker Scholarship

One \$400 scholarship awarded to a full-time junior or senior student who is pursuing teacher certification, has a minimum GPA of 3.0, and demonstrates financial need.

Arlene Holpp Scala Scholarship

One \$1,500 scholarship, established by Carla '05 and Sherri Weiland '06 in honor of Dr. Arlene Holpp Scala. Awarded to a full-time student of junior status or higher who is majoring in women's studies, has a minimum GPA of 2.75, and demonstrates financial need.

Bernice Stromberg Sjogren Memorial Scholarship

One \$1,000 scholarship funded by Marie Kominiak '57 is awarded to a student majoring in music with a preference for classical music.

Charles Allen Anderson Memorial Scholarships

Two \$1,050 scholarships created by Charles Allen Anderson '63, M.A. '66, are awarded to an elementary education major student with a minimum GPA of 3.0 and at least 24 credits completed. Must have civic or community involvement, with preference given to an African American student.

Chris McCollum Scholarship

One \$1,500 scholarship funded by Chris McCollum '92 and friends is awarded to an undergraduate student residing in Jersey City, with a secondary option given to an undergraduate student from Hudson County with preference given to a minority student. The student must have a minimum GPA of 2.5. Special consideration will be given to any student from Jersey City/Hudson County who comes from a single parent home and/or has financial need.

Community Service Scholarships

Thirty-one \$500 scholarships awarded to students who have a minimum GPA of 2.5, sophomore status or higher, and are heavily involved in campus activities. Financial need is also a consideration.

Daniel J. McBride Scholarship

One \$1,000 scholarship funded by Tracy McBride Mustachio '89 is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Dominic Baccollo/SGA Scholarship

One \$425 scholarship funded by the Student Government Association is awarded to a student who has a minimum GPA of 2.35, and is involved in University extracurricular activities. Financial need is also a consideration.

Donald Duclos Scholarship

One \$500 scholarship funded by family and friends of Donald Duclos is awarded to a full-time senior student majoring in English with a minimum GPA of 3.0 with preference given to a student who is involved in extracurricular activities and demonstrates financial need.

Dorothy Trafford Scholarship

One \$1,000 scholarship funded by Diane Trafford Curran '94 is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher, with preference given to a student who is involved in campus activities and demonstrates financial need.

Dr. Betty E. Veal Scholarship

One \$1,000 scholarship funded by Betty E. Veal is awarded to a student who is a Paterson resident with a preference given to a student pursuing a career in teaching.

Faculty Service Scholarship

One \$1,000 scholarship awarded to a student in the College of Education. This award honors the recipient of the Faculty Service Award.

Family Member Scholarships

Fourteen \$500 scholarships awarded to an immediate family member of an alumnus of William Paterson University with a minimum GPA of 3.0. Must be a full-time student, have completed a minimum of 24 credits, and participate in school-related extracurricular activities. A letter from the sponsoring alumnus must be submitted as well.

Fran Gesner Memorial Scholarship

One scholarship equivalent to three graduate credits (\$1,266) awarded to a full-time student residing in Passaic County in the communication disorders graduate program. Must have a minimum GPA of 3.2 with a minimum of 6 graduate credits completed.

Gabriel and Evelyn Vitalone Scholarship

One \$1,000 scholarship funded by Gabriel and Evelyn Vitalone. Awarded to a student residing in Paterson with a preference for a student pursuing a career in teaching.

Gunvor G. Satra Study Abroad Scholarship

One \$1,000 scholarship created by Professor Gunvor Satra. Awarded to a student who has been accepted and will be participating in the study abroad program at William Paterson University, with preference given to a student in a year- or semester-long program and for whom such participation represents financial hardship.

Kerry Ann Gore Scholarship

One \$1,000 scholarship funded by Barbara '78 and Richard Stomber is awarded to an international student.

Linda Aschner Scholarship

One \$1,000 scholarship funded by the Aschner family is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Lucille Gordan Scholarships

Two \$1,000 scholarships funded by Peter Indivieri '77 are awarded to students with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Margaret Landi Scholarships

One \$2,500 and two \$2,000 scholarships funded by Margaret Landi '74 are awarded to students in the College of Science and Health with a preference for biology majors.

Marie S. Macioci Scholarship

One \$1,000 scholarship funded by Marie Kominiak '57 is awarded to a student in the Cotsakos College of Business who volunteers in the community.

Martin Weinstein Scholarship

One \$5,000 scholarship funded by Michael Perry '78 is awarded to a full-time student of sophomore status or higher who is majoring in political science, has a minimum GPA of 3.0, and demonstrates financial need.

Mary Rizzie Scholarship

One \$1,000 scholarship funded by Kimberly Frost '95 is awarded to a student in the nursing program with a preference given to an adult returning woman, single parent, or working mother.

Peter "Chip" Vandenberg Scholarship

One \$1,000 scholarship funded by Peter Vandenberg '76 is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Pierce P. Ryan Scholarship

One \$1,000 scholarship funded by Catherine Callagee '83 is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Robert Leppert Scholarship

One \$1,000 scholarship funded by Victoria Franke '70 is awarded to a student majoring in English with preference for a student involved in theater.

Rosemary O'Malley Halas Scholarship

One \$1,000 scholarship funded by Marie Kominiak '57 is awarded to a student in the elementary education certification program.

Sally E. Kugelmeyer Scholarship

One \$1,000 scholarship funded by Charles Kugelmeyer '62 is awarded to a student majoring in art.

Sue Laubach Scholarship

One \$200 scholarship funded by friends of Sue Laubach is awarded to a student majoring in exercise and movement science.

Susan and Colin Ungaro Scholarship

One \$1,000 scholarship funded by Susan '75 and Colin Ungaro '75 is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Tony Cavotto Scholarship

One \$1,000 scholarship funded by Tony Cavotto '76 is awarded to a student with a minimum GPA of 3.2 who works part-time at the University Commons. Student must also show involvement in campus clubs and activities.

Vince Moretta Scholarship

One \$225 scholarship funded by Vincent Moretta '52 is awarded to a student with a minimum GPA of 2.5 and demonstrated community service.

Weldon Poe Sams Memorial Scholarship

One \$500 scholarship funded by the Estate of Weldon Poe Sams is awarded to a deserving undergraduate chemistry major.

Will Corrente Scholarship

One \$1,000 scholarship funded by Will Corrente '91 is awarded to a student with a minimum GPA of 3.0 in sophomore year or higher with preference given to a student who is involved in campus activities and demonstrates financial need.

Student Life

Recognizing the need for the social, cultural, and 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 programs generally include welcome week, homecoming weekend, Latin heritage month, African heritage month, springfest, and the senior dinner dance. Other activities include fairs, trips, concerts, lectures, dances, theatre presentations, art exhibits, and many others.

Any student who wishes to participate on committees or join any club or organization may obtain information by contacting the Office of Campus Activities and Student Leadership or the Student Government Association in the John Victor Machuga 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 students regardless of race, religion, sex, national origin, physical challenge, or sexual orientation.

Student Government Association 973.720.2157

Students interested in participating in academic, cultural, religious, social, recreational, and other clubs and/or organizations as well as participating in extracurricular activities on campus should visit the Student Government Association (SGA) office, located in the John Victor Machuga Student Center, room 319. Every student who has paid the current student activity fee is a member of the SGA, has access to membership in the organization, and can participate in all events.

The SGA is the governing representative body of students, allowing them to share the responsibility for all decisions, financial and political, that affects the student body as a whole. In addition, the SGA also provides many services through its committees: student center advisory board, food committee, academic affairs, finance, elections, court of judicial review, and public safety.

Clubs and Activities

The more than eighty clubs and organizations on campus—service organizations, cultural clubs, academic clubs, and special interest clubs—sponsor, to a large extent, extracurricular life at William Paterson.

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. It is funded by the SGA 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: concerts, entertainment, lectures, advertising, weekend, daytime, travel, and multicultural activities.

SGA Organizations

Accounting Society
Bowling Club
BFA (Brothers for Awareness)
CARIBSA (Caribbean Student Association)
Catholic Campus Ministry Club (CCMC)
CHOSEN: The Gay Straight Alliance
Christian Fellowship (Inter Varsity)
Computer Science Society
Dance Team
EBONEE (Educating the Black Open-Minded for Exceptional Experiences)
Education Club
English Club
Equestrian Team
Exercise and Movement Science Club
FACE (Filipino American Cultural Entity)
Feminist Collective
French Club
Galen Society
Go Japan!
Graduate Students Organization
Greek Senate
HASA (Haitian American Student Association)
Hillel (Jewish Student Association)
History Club
Ice Hockey Team
International Students Association
Italian Club
MAPS (Minority Association of Pre-Med Students)
Math Club
MEISA (Music & Entertainment Industry Student Association)

Music Education Club
Muslim Student Association
NAACP (National Association for the Advancement of Colored People)
OLAS (Organization of Latin American Students)
Outdoors Club
PERKS (Pioneers Enjoying Recreation While Keeping Sober)
Pioneer Players
Political Science Club
Psychology Club
Public Relations Student Association
Rugby Club
SABLE (Sisters for Awareness, Black Leadership, & Equality)
SAPB (Student Activities Programming Board)
Sales Club
SHRM (Society for Human Resource Management)
SIFE (Students for Free Enterprise)
Seven Twenty Modeling Group
Sociology Club
Spanish Club
Student Art Association
Student Film Association
The Beacon Newspaper
The TEAM
United African Student Association
UHHCO (Universal Hip Hop Cultural Organization)
WPBN TV
YDS (Young Democratic Socialists)
Zeitgeist

Media Organizations

The Beacon is the only weekly, independent newspaper on campus. It is recognized by the SGA but independently funded. *The Beacon* is always looking for reporters, writers, photographers, business managers, layout and design editors, and a host of other students so that it truly represents the student body. Please visit *The Beacon* on the third floor of the Student Center. Letters to the editor or independent story submissions are always welcome.

The *Pioneer* yearbook is the University annual. It includes an overall pictorial and editorial record of the activities of the university year and portraits of the senior class.

WP 88.7 (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. Additionally, students can learn about advertising, engineering, and audio production. WP 88.7 (WPSC), located in Hobart Hall, is also carried on UA Columbia Cablevision.

Intercollegiate Athletics

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.

Currently the University offers eighteen intercollegiate varsity sports for men and women and co-ed cheerleading. All sports compete in Division III. Men's varsity sports include baseball, basketball, cross country, football, soccer, swimming, indoor and outdoor track. Women's varsity sports include basketball, cross country, field hockey, soccer, softball, swimming, indoor and outdoor spring track, tennis and volleyball.

Greeks at William Paterson

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

Greeks are a driving force behind student life on campus. They may be found raising donations for charity, organizing special events for campus entertainment, attending leadership programs, collecting food or clothing to help the less fortunate, or participating in various clubs or organizations.

Being involved in Greek Life offers endless opportunities to gain leadership experience, social and managerial skills, and friendships that will last a lifetime. Involvement in a fraternity or sorority involves a lifelong commitment to an organization that is committed to developing greater men and women through an involvement in leadership and community service activities. In recognizing the unique nature of Greek-lettered organizations and the opportunities that they provide, The Office of Campus Activities and Student Leadership (CASL) provides all social and service-related fraternal organizations at William Paterson University with a set of standards that all chapters and individuals must uphold in order to remain active on campus. Greek Life membership involves specific requirements and life-long commitments. Please see Campus Activities and Student Leadership staff for more information or a copy of the membership requirements.

Greek Senate

Fraternities

Alpha Phi Alpha (NPHC)
Alpha Phi Delta (IFC)
Kappa Delta Rho (IFC)
Lambda Sigma Upsilon (UCGC)
Lambda Theta Phi (UCGC)
*Lambda Upsilon Lambda ** (UCGC)*
*Omega Psi Phi ** (NPHC)*
*Phi Beta Sigma ** (NPHC)*
Sigma Pi (IFC)
Theta Phi Alpha (PC)
Alpha Phi Omega (UCGC)*

Sororities

Alpha Kappa Alpha (NPHC)
Alpha Sigma Tau (PC)
Delta Phi Epsilon (PC)
Lambda Tau Omega (UCGC)

Lambda Theta Alpha (UCGC)

Mu Sigma Upsilon (UCGC)

Omega Phi Chi (UCGC)

Phi Sigma Sigma (PC)

Tau Kappa Epsilon (IFC)

Zeta Phi Beta (NPHC)

*Co-ed service fraternity

**Current campus recognition in progress

The Greek Senate is comprised of four councils:

Interfraternity Council (IFC)

National Pan-Hellenic Council (NPHC)

United Cultural Greek Council (UCGC)

Pan-Hellenic Committee (PC)

Position on Hazing

William Paterson University recognizes that hazing is a destructive act that is counterproductive in any setting. Acts of hazing in any form are not tolerated. Hazing is defined as any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate. Any person who participates in an act of hazing is subject to disciplinary action. Acts of hazing include, but are not limited to, the following.

Subtle Hazing

Behaviors that emphasize a power imbalance between new members/rookies and other members of the group or team are termed "subtle hazing" because these types of hazing are often taken for granted or accepted as "harmless" or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members/rookies on the receiving end of ridicule, embarrassment, and/or humiliation tactics. New members/rookies often feel the need to endure subtle hazing to feel like part of the group or team (some types of subtle hazing may also be considered harassment hazing). Examples include:

- Deception
- Assigning demerits
- Silence periods with implied threats for violation
- Deprivation of privileges granted to other members
- Requiring new members/rookies to perform duties not assigned to other members
- Socially isolating new members/rookies
- Line-ups and drills/tests on meaningless information
- Name calling
- Requiring "military" behaviors, such as standing at attention, walking in straight lines, rounding corners, etc.
- Requiring new members/rookies to refer to other members with titles (e.g. "Mr.," "Miss") while they are identified with demeaning terms
- Expecting certain items to always be in one's possession

Harassment Hazing

Behaviors that cause emotional anguish or physical discomfort in order to feel like part of the group are called harassment hazing; it is meant to confuse, frustrate, and cause undue stress for new members/rookies (some types of harassment hazing can also be considered violent hazing). Examples include:

- Verbal abuse
- Threats or implied threats
- Asking new members to wear embarrassing, humiliating, or conspicuous attire
- Stunt or skit nights with degrading, crude, or humiliating acts
- Expecting new members/rookies to perform personal service to other members such as carrying books, errands, cooking, cleaning etc.
- Sleep deprivation
- Sexual simulations
- Expecting new members/rookies to be deprived of maintaining a normal schedule of bodily cleanliness.
- Being expected to harass others

Violent Hazing

Behaviors that have the potential to cause physical, emotional, and/or psychological harm. Examples include:

- Forced or coerced alcohol or other drug consumption
- Beating, paddling, or other forms of assault
- Branding
- Forced or coerced ingestion of vile substances or concoctions
- Burning
- Water intoxication
- Expecting abuse or mistreatment of animals
- Public nudity
- Expecting illegal activity
- Bondage
- Abductions/kidnaps
- Exposure to cold weather or extreme heat without appropriate protection

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

The John Victor Machuga Student Center (973.720.2292)

The expanded and redesigned John Victor Machuga Student Center, which serves as the focal point for social and cultural activities for the University, is at the heart of the new **University Commons**. Students, faculty, staff, community members, and alumni congregate in the Machuga Student Center for a wide range of events and services. The Machuga Student Center's recent 61,000-square-foot expansion and renovation has significantly broadened William Paterson's ability to meet the far-ranging needs of the campus community with an even wider array of events and services. The complex offers students, all under one roof, seamless access to student development services and activities; the bookstore; meeting rooms; an art gallery; dining areas that include the food court, restaurant, and the Center Cafe; outdoor terraces; a coffee house; lounges; and recreational areas, such as the game room. The Machuga Student Center houses offices for campus activities and hospitality and dining services, and more than fifty student clubs and organizations. Additional offices that are located in the Machuga Student Center include the vice president for student development, campus life, the Student Government Association, Student Activities Programming Board, *The Beacon* and *Pioneer Times* newspapers, the Pioneer yearbook, the Women's Center, career development and advisement, the ID Center, and disability services. An automatic cash machine is also available.

Recreation Center (973.720.2777)

Designed for student recreational activities, the Recreation Center (Rec Center) is a place to get together with friends to have fun, get in shape, and relieve stress. The Rec Center contains a large, multipurpose arena that can accommodate 4,000 spectators at concerts, exhibits, athletic events, and can be divided into three courts for basketball and volleyball. Additional facilities include: four racquetball/handball courts (one equipped for wallyball), a large weight room equipped with free weights, Body Masters, Cybex, and Paramount machines. A separate fitness room houses lifecycles, stair climbers, rowing machines, elliptical machines, treadmills, and an adaptive motion trainer. Most machines are equipped with a Cardio Theater entertainment system including personal viewing screens with cable TV, iPod connectivity, and some CD/DVD players. The multipurpose exercise room is equipped with exercise mats, a speed bag, and a heavy bag. The locker rooms have saunas and whirlpools. The Rec Center is also a Ticketmaster outlet, where you may purchase tickets for 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. Students may also take advantage of Open Rec Swim time, which takes place in Wightman Pool. Hours are posted each semester.

The Department of Recreational Services provides a wide variety of recreational and educational opportunities and programs, such as aerobics, yoga, adult swim lessons, water safety instructor, lifeguard training, CPR, and First Aid. Special one-day events and theme weeks, such as Friday Night at the Rec, Home Run Contest, Midnight Madness, Women's Health and Fitness Night, and Fitness Week enhance overall student wellness.

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

Women's Center (973.720.2946)

The Women's Center provides a supportive space for students to exchange ideas about gender and other issues of particular relevance to women. The Center's philosophy is focused on mutual respect, empowerment, and development in an atmosphere that furthers personal growth. The Women's Center sponsors and cosponsors a variety of cultural, activist, and informational programs on campus. It also connects women and men to existing campus services and community resources that meet their needs and interests. Through its regular programs and a variety of annual events, the Women's Center seeks to create a campus community that addresses issues of gender and diversity.

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

Education Enrichment Center (973.720.2608)

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

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

Academic and Institutional Support Services

The Academic Support Center (973.720.3324)

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)

The Science Enrichment Center is a resource-rich environment for students and faculty. Students can come in for individualized assistance or participate in a pre-arranged study group with their classmates. Workshops, online tutoring, and exam reviews are also available upon request.

Additional resources available to students include: laboratory equipment; anatomical models; rocks; a "testbank;" instructional software; course notes; textbooks; technological equipment; and a large virtual resource center.

Staff members work closely with faculty members to ensure that students' time is focused on relevant class material. Academic mentors have advanced degrees in the sciences. Peer tutors are exceptional students applying to professional or graduate programs.

Call 973.720.3340 for a schedule and complete information.

The Writing Center (973.720.2633)

The William Paterson University Writing Center provides one-on-one tutoring for anyone in the University community working on any kind of writing in any stage of development. Tutorial sessions typically take thirty minutes to an hour and include discussion of style, logic, voice, transitions, grammar, and organization. Tutors work with students so that they learn to do the important work of proofreading and editing their own writing. Writing Center staff members do not talk about grades or proofread students' work for them; rather, they work on issues that contribute to students' long-term growth as writers.

For hours of operation and to use online reference materials and handouts, visit the Writing Center Web site, www.wpunj.edu/academics/wc.

Career Development and Gloria S. Williams Advisement Center (973.720.2281/2282)

Career Development and Gloria S. Williams Advisement Center provides a comprehensive program designed to assist students in making appropriate choices related to selecting a college major and ultimately defining their career goals. Undergraduate undeclared students and transfer students (with 13 credits or more) are assisted with developmental advisement and course selection. The following is a brief overview of the Center's services:

- **Advisor Assignments:** Upon admission to the University, each student in a declared major is assigned a faculty advisor to provide assistance with curriculum planning appropriate to their major course of study. Undeclared students and transfer students receive advisement from their First-Year Experience faculty for the first two semesters they are in attendance. Following their second semester, students who remain undeclared are advised by the Career Development and Advisement Center.
- **Declaration/Change of Major(s) and Minor(s):** Students in good academic standing may apply to declare or change one or more majors after completing at least 12 credits at William Paterson University. Declaration/change of major is completed online through WP Connect. Students are notified, by e-mail, of the chairperson's decision and are assigned an advisor in the new major upon acceptance. Declaration/change of minor forms are available at the center.
- **Personalized Career Guidance:** Professional counselors are available during day and evening hours for individual appointments with all students regarding decision making, mapping a career path, and vocational testing.
- **Workshops:** Each semester, job readiness and career planning workshops are offered, covering a wide range of topics including choosing a major, career decisions for the undecided, exploring careers in a major, planning for graduate school, resume writing, interview techniques, and job search strategies.
- **Job Search Assistance:** Staff members are available to critique student resumes, prepare students for interviews, and discuss the job search process and current job market conditions.
- **Technology:** The center offers students access to the department's computer lab and utilizes Web-based technology to support such major search functions as resume preparation and referrals. All employment listings, recruitment activities, programs, information, and links to appropriate Web sites are posted on the center's home page for review and retrieval. Students utilize eRecruiting, a Web-based

job search tool, for full-time, part-time, internship and campus employment listings.

- **Recruitment, Job Fairs, and Information Sessions:** Students can participate in several programs 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.

For hours of operation and upcoming events, visit the center's Web site at <http://www2.wpunj.edu/career/>.

Advisor Assignments

Upon admission to the University, each student in a major is assigned a faculty advisor to provide assistance with curriculum planning appropriate to the major course of study. Freshmen who are undeclared receive advisement from their First-Year Seminar instructor. Undeclared upperclassmen receive advisement from full-time professional advisors 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. These are then forwarded to the appropriate department chairperson for action. Students are notified, in writing, of the chairperson's decision and are assigned an advisor in the new major upon acceptance. Declaration of Minor forms are also available at the center.

Early Alert Program

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

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 stu-

dents. 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 Safety

The Department of Public Safety is comprised of various units which provide services in support of public safety, order, and emergency preparedness for the University community. It is a community resource and support unit that is continually in pursuit of excellence and is noted for its community service orientation, effectiveness, and crime prevention.

Through community participation, the Department provides a safe living and working environment in support of higher education and research. The Department headquarters is located on East Road across from Physical Plant Operations. It houses the University Police, Traffic and Violations Bureau and may be contacted at 973.720.2300.

University Police

University Police are fully trained and commissioned Police Officers and possess all the rights, authorities and responsibilities of police officers within the State of New Jersey including arrest powers and issuance of municipal summonses. Officers patrol the campus around the clock performing tasks to assure safety and security of the University community. Officers are trained in first responder skills.

Security Officers

Security Officers supplement the University Police, patrolling University grounds, facilities, and parking areas and providing access control for some of the University facilities as warranted. The University provides access control services in each resident hall.

Traffic and Parking Control Officers

Officers are also on duty in the parking lots at peak class periods during the day and in the evening facilitating traffic and parking, and compliance with University regulations.

Student Patrol Program

The Department has a Student Patrol program staffed by students who, under the supervision of the University Police, patrol parking lots and roadways. They provide directions to visitors, escort and general assistance to members of the University community, provide access control services and are a deterrent to malicious incidents within the University. Student Patrol members are in radio communication with University Police headquarters and can expeditiously summon aid to any scene. Members on duty carry University Police identification cards and can be identified by their royal blue coats. They patrol the campus on foot as well as in marked vehicles equipped with a flashing amber roof light.

Violations Bureau

The University provides parking guidelines, vehicle registration and identification procedures. The Violations Bureau administers the vehicle records, administrative actions

and judicial processes for parking violations and fines.

The University deploys cameras, detection devices, alarms and other equipment and technology in support of public safety.

Blue Light Emergency Phone Stations

The University has equipped the campus with a number of "blue light" emergency phone stations. Use of these instruments provides immediate and direct contact with the University Police headquarters and advises the Communications Center of the caller's location. In case of emergency, a police car will be dispatched to the caller's location while he or she is in contact with the communications operator.

Amber Light Vehicles

In addition to the Student Patrol vehicles, most vehicles belonging to the University Physical Plant Operations Department are equipped with a flashing amber light.

Amber lights are a warning device and are in continuous operation day and night. University vehicles so equipped are identifiable with door markings and state government license plates. All operators of these vehicles have been issued University identification cards and can provide communication with the Physical Plant Operations Department and the University Police in case of an emergency.

In the Event of Emergency

Should assistance of any kind be needed (fire, police, ambulance, etc.), the University Police can be reached through the campus emergency phone number, 2300, or by direct contact with the walking, biking, or motor patrol. If calling from off campus, dial 973.720.2300 for emergencies.

The University provides a multi-mode emergency notification system for students, faculty and staff. The University strongly suggest registration and participation in that program.

Members of the University community are urged to utilize the information available at the University Police Website to become familiar with measures intended to aid them in an emergency.

Catholic Campus Ministry (973.720.3524)

William Paterson's Catholic Campus Ministry is served by the Jesus Christ Prince of Peace Chapel and The Bishop Rodimer Catholic Campus Ministry Center.

The Catholic Campus Ministry and Chapel serves the students, faculty, and staff of the University through social, service, self-awareness, and spiritual programs, and is open to all. These programs take place at the CCM Center, as well as at the Preakness Nursing Home, the North Jersey Developmental Center, and local grammar schools.

Mass, offered at the Jesus Christ Prince of Peace Chapel on Sundays (September-July) at 10:45 a.m. and 7:30 p.m., and during the week on Mondays, Tuesdays, and Fridays at 12:30 p.m., is open to all the University community. Mass is also offered in the Machuga Student Center (309) on Thursdays at 12:30 p.m.

In addition to religious services, CCM offers social outreach, counseling, retreats, as well as social events and parties for the students. The Center hosts the Campus Ministry Club and is also used regularly by the Greek organizations for retreats, meetings, and social gatherings.

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.

For further information, visit the CCM Web site (www.princeofpeacechapel.com) and the CCM Communications Television Center's Web site (www.ccmcommunications.com), or e-mail scurtil@wpunj.edu or CCMC@wpunj.edu.

Child Development Center (973.720.2529)

The William Paterson Child Development Center, located in Hunziker Wing, Room 35, provides an affordable and balanced preschool program for children and grandchildren of William Paterson students, staff, faculty, and alumni. The Center, licensed by the state of New Jersey, is open to children who are toilet-trained and between the ages of two-and-a-half and six. Registered students may use the Center for as many hours per week as needed. The center is open from 7:45 a.m. to 4:45 p.m., Monday through Friday, during the fall and spring semesters. The Child Development Center is open Monday through Thursday, 7:45 a.m. to 4:45 p.m., during Summer Session I and is closed during the months of July and August.

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

Counseling, Health, and Wellness Center

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

The **Counseling Center** (973.720.2257) is located in Morrison Hall 115. Appointments may be made by telephone or in person. Emergency/crisis intervention is available twenty-four hours a day, seven days a week, by calling the Counseling Center telephone number. During the fall and spring semesters, the Counseling Center is open Mondays from 8:30 a.m. to 7:00 p.m. and Tuesdays through Fridays from 8:30 a.m. to 4:30 p.m. During the summer, the hours are Mondays from 8:00 a.m. to 6:00 p.m. and Tuesdays through Thursdays from 8:00 a.m. to 5:15 p.m.

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

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

The **Health and Wellness Center** (973.720.2360) is located in Science Hall, room 104. To better serve all students, please call ahead to make an appointment. Emergencies are attended to immediately. For emergency medical care or assistance call William Paterson University Public Safety at 973.720.2301, or the Health and Wellness Center. The Health and Wellness Center's hours of operation are Mondays, Tuesdays, Wednesdays, and Fridays from 8:30 a.m. to 4:30 p.m. and Thursdays from 8:30 a.m. to 6:00 p.m.

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

Confidentiality

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

Insurance

It is mandatory in the state of New Jersey that all full-time students carry medical insurance. Students will be charged for full-year insurance in the fall semester. A student with private medical insurance who wishes to waive the University's insurance fee must come to the Bursar's Office within thirty days of the start of the semester to fill out a medical insurance waiver. All students, regardless of insurance coverage, may use the services at the Counseling, Health and Wellness Center. For further questions regarding insurance charges, please contact the Bursar's Office at 973.720.2234.

Health Requirements

All students are required to submit the University Health Form, which includes a completed health record and current immunization information.

- **Measles, Mumps, Rubella (MMR) – two doses.**

Any student born after 1956 must provide vaccination documentation of two doses of MMR. The first dose must be administered on or after a first birthday and the second dose must not be administered

any less than one month from the first. Laboratory blood tests that demonstrate immunity may be submitted in place of vaccination documentation. The University must receive a copy of the blood work results in order to verify immunity.

- **Hepatitis B – two or three doses.** As of the fall 2008 semester, state law requires all new incoming students provide proof of a completed Hepatitis B vaccine series. This can either be the two-dose adult series or the three-dose pediatric series. Laboratory blood tests that demonstrate immunity may be submitted in place of vaccination documentation. The University must receive a copy of the blood work results in order to verify immunity.
- **Meningitis Vaccine – one dose.** As of the fall 2004 semester, NJ State law requires all students who intend to live in the residence life halls on campus must provide documented proof of one (1) dose of the meningitis vaccine. *Housing room assignments will not be given until proof of meningitis immunization is provided.*

Please submit all documentation to the Health and Wellness Center, Science Hall, room 104, if not filed at the time of admission to William Paterson University. Failure to file proper documentation will prevent continued enrollment at the University. Contact the Health and Wellness Center with any questions regarding immunization requirements.

Office of Disability Services (973.720.2853)

The mission of the Office of Disability Services (ODS) is to assist students with documented disabilities by ensuring that accommodations and services are provided that guarantee equal access to all programs, activities, and related benefits of the University's educational programs.

ODS works in collaboration with students to determine appropriate accommodations based upon the individualized needs of the student. ODS acts as a resource and works in cooperation with faculty and other University departments charged with the responsibility of providing access to students with disabilities. It also strives to support and guide students in their efforts to attain academic achievement by promoting and fostering independence and self-advocacy.

ODS is committed to providing access for all students with disabilities to educational programs, activities, and related benefits of the educational programs, in accordance with the ADA, Section 504, and applicable state law.

It is the responsibility of the student to identify him/herself and request assistance from the disability services office. Complete guidelines for the type of documentation required are available upon request. Eligibility must be established before services can be provided. To register for services, students must set up an initial/intake appointment, fill out the intake form, and return it with documentation to review for appropriate accommodations. ODS works with each student on a case-by case basis to determine appropriate accommodations based on the documentation and individualized needs of the student.

For more information, contact the ODS director by e-mail at disability@wpunj.edu, or visit the Web site at www.wpunj.edu/studentserices/disability.

First-Year Experience (973.720.2219)

The Office of First-Year Experience serves the needs of all first-year students, regardless of age. The director assists students with the complexities of making the transition into University life. This is done through personal counseling, referral to a campus support service, or by means of a variety of programs and services that the office administers either directly or indirectly (freshman/parent orientation, orientation leader training, freshman seminar and convocation). Our freshman commuters receive specialized assistance from their orientation leaders throughout the fall semester. The office also publishes the *Parent Guide*, which is distributed to the parents of all first-year students.

First-Year Seminar

The First-Year Seminar is a 1.5-credit course designed for all freshmen. The seminar's goals are to introduce freshmen to the academic demands and social aspects of University life and to ease their transition into a new environment. Freshmen meet with their instructors once a week for fourteen weeks during the semester to discuss issues defined as problematic for freshmen: communication with peers, faculty and staff, study skills, time and money management, and the use of University support services.

Instruction and Research Technology (973.720.2659)

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) (wpunj.edu) in labs on the main campus and at 1600 Valley Road. Supported software at all locations includes 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 via the Student Technology Consulting (STC) Program (wpunj.edu/stc/). STCs are hired to help students and faculty in the public access labs. A special team of STCs provides workshops to all students in software programs in Atrium 121 and Valley Road 1040. Atrium 121 STCs provide assistance to students and faculty with scanning and multimedia applications. Additionally, IRT runs the campus course management system, Blackboard, which is used in many courses, both traditional and online.

The public access labs in the Atrium, Valley Road, Library, and the Science Building hold multi-media computers arranged in computer-intensive classrooms with video projection capacity. Public access labs are available to students during hours not otherwise scheduled for classroom instruction. All public access labs and hardware/software locations can be found at wpunj.edu/stc/labs/.

Wireless access and login information can be found at ww2.wpunj.edu/adminsrv/isnhs/wireless.html. Wireless laptops can be signed out for a three-hour individual use at IRT's Media Services located in the Library on the first floor. Media Services also circulates CDs, DVDs, and digital cameras. Students can also digitally edit their videos in Media Services on a Mac video editing workstation.

Students will find that classroom and lecture presentations increasingly utilize computer technology in instruction. Multimedia enabled classrooms can be found at wpunj.edu/irt/media_services/facilities.htm complete with instructions on how to use the equipment. If instant laptop classrooms are needed for all the students, faculty can arrange to have students sign out wireless laptops in Hobart Hall in Room 116 or in Valley Road 1040 for use in any of the classrooms at either site.

IRT provides technical support services to the television, radio, and video engineering programs in the College of Arts and Communication, located in Hobart Hall as well as the Radio and TV Clubs on campus. IRT provides an ITV multimedia classroom (Hobart Hall 132) for students who need to have their classes recorded or would like to share their classroom experiences with another campus site as the class takes place. IRT provides a full broadcast studio for events requiring qualified staff and appropriate lighting and recording equipment for any quality production. IRT campus technology support also includes administering the satellite, broadcast, and cable services in cooperation with NJEDge.Net.

Computer policies and guidelines for all students are located on the Web at wpunj.edu/itservices/policies/. The Appropriate Use policy outlines expectations for the use of information technology.

Office of International Students and Scholars (973.720.2976)

The Office of International Students and Scholars (OISS) offers multidimensional services for undergraduate and graduate students as well as visiting faculty and researchers from abroad. Individuals studying or teaching at William Paterson with a non-immigrant visa are provided assistance with visa matters such as certificates of eligibility.

OISS assists students with forms (I-20 and DS2019), curricular and optional practical training applications, on- and off-campus employment procedures, the transfer clearance process, change-of-status applications, and all other matters regarding maintaining legal/non-immigrant status in the U.S.

Continuous contact with this office will ensure assistance with the transition to a new academic and social environment and guidance with regards to cross-cultural adjustment. Furthermore, OISS serves as an information clearinghouse and support center for international students and faculty.

Library (973.720.3172)

The David and Lorraine Cheng Library supports the academic programs of William Paterson, and provides resources and services to meet the needs of the University community. The highly trained, expert staff is dedicated to assisting students in developing the information literacy skills essential to their academic and future success. It is open daily during the fall and spring semesters, with some adjustment during holidays and the summer session.

The Cheng Library houses more than 360,000 volumes and more than 17,000 audiovisual items, with access to over 23,000 electronic and print periodicals and journals. Approximately one hundred databases, most of which are accessible remotely, serve the needs of the University's students.

An Electronic Resource Center, a 110-seat auditorium, two mediated classrooms for library user education, and thirteen group study rooms provide a variety of spaces for research, team projects, and independent study. Wireless access to the University network is available throughout, and laptops may be borrowed from media services for use within the library.

The Cheng Library is open seven days during the fall and spring semesters with modified hours during the summer sessions. The exact hours are posted on the Web at www.wpunj.edu/library.

Residence Life (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 lives and living environment;
- Participate in a variety of educational, social, and cultural activities;
- Develop leadership skills through participation in residence hall government and social and judicial organizations.

The University provides seven housing complexes for students: the Towers, Hillside Hall, Matelson Hall, White Hall, Century Hall, the Apartments (Pioneer and Heritage Halls), and High Mountain East and West.

Overlook North and South is a large, modern facility designed to accommodate 1,033 underclassmen. Two double-occupancy rooms are connected by a bath, and

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

Hillside Hall accommodates 254 students in double and single rooms. The rooms are arranged in "suite style" with a bathroom connecting two separate rooms.

Matelson Hall accommodates approximately 150 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 accommodates approximately seventy-three upperclass and graduate students who are twenty-one 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 upper-class students (juniors and seniors). Each apartment is designed to accommodate four students and contains two bedrooms, a full bath, kitchen, and living/dining area. The apartments are furnished with closets, desks, beds, chairs, a dinette set, sofa, and occasional furniture. Students are responsible for their own cooking utensils, linens, and personal effects. Study and recreation lounges, laundry facilities, and vending machines are also available.

Century Hall accommodates 280 students in double rooms. Rooms are arranged in suite style, with a bathroom connecting two separate rooms.

High Mountain East/West two new residence halls, are designed to accommodate 372 students, bringing the University's residential capacity to nearly 2,700 students in ten residence halls. Located on the hillside on College Road, High Mountain East and West are part of a dynamic "learning village" that brings students together, builds communities, and enhances learning outside of the classroom. Portions of the residence halls are dedicated to learning communities centered around students' shared interests and themes, such as health and wellness, languages and cultures, or participation in the University's honors program. High Mountain East houses a classroom and seminar room to be used for academic and student activities programming. In addition, the facility features a patio and small amphitheatre that can be used for lectures and other events.

Residence Life Staff

Each of the residence hall areas is administered by a live-in resident director (RD) who is a full-time member of the student services staff. The RD is responsible for the overall operation of the hall, supervises the resident assistant staff, and coordinates educational, cultural, social, and recreational programs and student advisement.

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

Dining Services

Students living in the Towers, Century Hall, Hillside Hall, Matelson, High Mountain East and West, 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 Machuga Student Center Food Court.

Activities and Programs

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

The Office of Campus Activities (973.720.2518) also works closely with the residence life staff in coordinating programs and events. In short, students can always find some extracurricular activity with which to get involved. Religious services for all denominations are conducted through the William Paterson Christian Fellowship. The Catholic Campus Center serves many residents and invites students to use the center. The Jewish Student Association also encourages participation by resident students. Many churches and synagogues are conveniently situated near the campus. Rides are available by directly contacting the church or synagogue.

Financial Matters

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

Transportation

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.

The Shuttle Bus System 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 them to enjoy a relaxing ride and tour of the campus as they head toward class. The system, known as the Pioneer Shuttle, operates free-of-charge to all students, faculty, staff, and guests.

The University shuttle provides regularly scheduled service to and from 1600 Valley Road. In addition, New Jersey Transit's bus line number 744 makes regularly scheduled stops at 1600 Valley Road. The bus stops at the main entrance of the building.

The shuttle bus currently operates from 7:30 a.m. to 11:00 p.m., Monday through Friday, at approximately twenty-minute intervals. Maps and other information can be obtained from campus police and the information desk in the lobby of the Student Center.

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 V.A. requires each person receiving V.A. benefits to acknowledge and agree to all rules and regulations governing veteran eligibility at William Paterson. Veterans of the Iraq and Afghanistan wars may be eligible for additional tuition benefits. Call the Registrar's Office at 973.720.2423 for information.

Active members of the New Jersey National Guard may be eligible for a tuition waiver. The student must apply for financial aid, must furnish a commander's certification from his/her unit or the New Jersey National Guard Education Services Office (Sea Girt, New Jersey 08750), and must sign a tuition waiver application prior to the tuition deadline for the semester. The application is available from the registrar's office. For further information on veterans' benefits or the rules, regulations, and procedures for application, please contact the Registrar's Office.

Policies and Procedures

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

Affirmative Action Policy

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

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

Acquired Immune Deficiency Syndrome (AIDS) and HIV Disease Policy

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

Student Disciplinary Code

Students' Rights and Responsibilities

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

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

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

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

Institutional Authority to Ensure Fulfillment of the University's Mission

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

Due Process and Disciplinary Procedures

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

Discrimination Complaint Procedure for Students

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

Demonstration Guidelines and Procedures

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

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

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

Procedures

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

A. Regarding Organized Demonstrations:

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

B. Regarding Spontaneous Demonstrations

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

Violations

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

1. In the event that a demonstration or other expression of dissent becomes disruptive to the rights of others or poses a threat to health and safety, including that of the dissenting parties, the Dean of Student Development or other designated representative of the administration in his/her absence shall assume responsibility, on behalf of the University, for presenting to the disruptive parties the concerns of the University and shall seek to provide alternative avenues for expression; in the event that accommodation is not reached, the Dean of Student Development or other representative of the administration shall ask the disruptive parties to cease their activities.
2. The production of noise, for instance through the use of loudspeakers, but not only by electronic or other means, or other annoying effects in the environment which disrupt the activities of others will be considered a violation of any agreement regarding a scheduled or spontaneous demonstration and will result in a request to cease disruption immediately.
3. In rare cases where activities are disruptive and the disruptive parties refuse to comply with a request to conduct alternative activities or to cease disruption, the University reserves the right, and has the responsibility to the community, after due deliberation and consultation, to request the intervention of University Police to ensure the health and safety, access to facilities, and concurrence with the law.
4. If the demonstration causes disruption, destruction, or inconvenience, the demonstration leader will be informed by the Dean of Student Development or his/her representative that the William Paterson University Police may be called to end the demonstration if there is no compliance with the directives or if the behavior causing the disruption, destruction, or inconvenience does not cease.

Adjudication and Appeal

1. Individuals or groups who believe that their rights have not been respected under these guidelines and procedures may seek remedy by written communication with the Dean of Student Development.
2. Individuals or groups who deliberately violate this policy will face sanctions following a hearing by the Office of the Dean of Student Development.
3. Appeal of decisions regarding complaints of the violation of rights or the imposition of sanctions shall be heard by the Dean of Student Development.
4. In rare circumstances, when no other avenue is to be discovered for adjudication and appeal, the President or his/her designee shall appoint a mediating team to discover the facts of a situation

and make recommendations regarding appropriate remedies or sanctions. The decision of the President or his/her delegated representative, following this review, shall be the final decision of the University.

5. In case of a violation of law, William Paterson University Police will assume jurisdiction and may take appropriate action.

Extracurricular Activities

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 fourteen months on academic probation to raise the GPA to a 2.0 or above before becoming ineligible to participate in extracurricular activities. Each student is entitled to only one year of participating in extracurricular activities while on probation. If after spending one year on probation and becoming ineligible to participate, the student once again falls below a 2.0, he or she is then immediately ineligible to participate until the GPA is raised to a 2.0.
 - B. Where any outside organization stipulates "normal academic progress" for full-time students as a requirement for participation, such progress will be defined as follows:
 1. Taking 12 credits in the semester of participation to avoid extracurricular activities probation.
 2. Completing successfully 24 credits the previous twelve 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 twelve months to avoid extracurricular activities probation.
 - 2. Part-time status students must successfully complete 12 credits in the previous twelve 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.

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. In addition, the State of New Jersey has enacted legislation (A1546) requiring new resident students at a four-year institution of higher education to provide proof of immunization of the Meningococcal vaccine. The following documents will be accepted as evidence of immunization history provided the specific immunization and the exact date of each immunization administered are recorded.

- 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

- 1. Any student born before January 1, 1957 will be exempt from documenting immunization records.
- 2. If immunization conflicts with religious beliefs, it is necessary for the student to file a statement to this effect accompanied by a letter from an official representative of his or her religion explaining the basis of the religious conflict.
- 3. If a student has a medical contraindication to the vaccine, he or she must provide a written statement from a licensed physician. The statement must include the reason and specific period of time the vaccine is contraindication.

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

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

Sexual Harassment Policy

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

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

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

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

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

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

Legal Definitions

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

Sexual harassment includes but is not limited to:

Gender Harassment: generalized gender-based remarks and behavior;

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

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

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

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

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

1. **Quid-pro-quo:** when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status; and/or submission or rejection of such conduct by an individual is used as the basis of employment decisions or academic decisions affecting that individual. Quid-pro-quo harassment is equally unlawful whether the person resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. **Hostile environment:** when such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment. A cause of action is established if the complained-of-conduct would not have occurred but for the student or

employee's gender, and it was severe or pervasive enough to make a reasonable person of the same sex believe that the conditions of learning and/or employment are altered and the environment is hostile or abusive.

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

Reasonable Woman Standard

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

Examples of Sexual Harassment

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

- Threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, living situations, or letters of recommendation (the threat can be overt or implied from the conduct, circumstances, and relationship of the person involved);
- Unwelcome sexual advances, whether direct propositions of a sexual nature or subtle pressure for sexual activity;
- Persistent, unwanted attempts to change a professional or educational relationship into a personal one;
- Verbal abuse of a sexual nature;
- Repeated sexually-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 members who engage in consensual relationships with individuals they supervise or their students should be aware that they are violating University policy and are subject to formal disciplinary action, up to and including removal.

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

- Associate Vice President and Dean of Student Development, 973.720.2179
- Women's Center, 973.720.2946
- Associate Vice President for Human Resources 973.720.2133
- Associate Vice President and Dean of Graduate Studies and Research, 973.720.3093
- Director of Employment Equity and Diversity 973.720.2389

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

Academic and Related Regulations

Introduction

Every student is expected to know and comply with all policies and regulations stated in this catalog, in the *Student Handbook*, and on the University Web site. 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 progress toward meeting the specific graduation requirements for their chosen degree.

Each semester the registrar's office publishes, in the electronic schedule of course, 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 urged to read carefully all materials sent from the University by e-mail, 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 academic audit sheet outlining particular requirements and recommending the sequence in which they should pursue those requirements. It is the students' responsibility to use this computer-assisted advising tool, keep it updated, and have it available each time they consult with their academic advisor and register for a new semester. Students who misplace or lose the degree audit control sheet may generate a new copy and review their academic progress via the institution's student access system on the University Web page.

Academic Credit Life

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

Academic Honors

Dean's List Students carrying a minimum of 12 credits who earn a grade point average of 3.45 or better are named to the Dean's List. Courses taken under the pass/fail option are not counted toward the 12-credit requirement.

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

Average of 3.45-3.64 = *cum laude*

Average of 3.65-3.84 = *magna cum laude*

Average of 3.85-4.00 = *summa cum laude*

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

Academic Integrity Policy

I. Standards of Academic Conduct

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

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

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

II. Violations of Academic Integrity

Violations of the Academic Integrity Policy 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 members 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. Imposition of other appropriate penalties with the consent of the student;
6. Recommendation to the president of suspension or expulsion from the University;
7. With any of the above, the faculty member may have a written record of the sequence of events placed in the student's permanent record with a copy given 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, 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 12 attempted credits and every semester thereafter. As academic standing is a serious matter, it is important that all students set as a priority and succeed in the achievement of the 2.0 GPA or better at the conclusion of each semester.

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

First-Time, Full-Time Freshman

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

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

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

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

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

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

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

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

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

Other Circumstances

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

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 Vice President 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 Session

Students may not carry more than four courses (usually 12–14 credits) during the entire summer session. This policy of maximum load applies equally to all students.

Course Repeat Policy

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

Course Withdrawal

A student withdrawing from a course may do so via the Web or by written notice to the Office of the Registrar within the timeframe specified in the schedule of the semester in question. Failure to follow this procedure will result in the recording of a grade of F. For withdrawal/refund dates, please refer to the schedule on the Web. 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 determin-

ing financial aid eligibility. Additionally, fees for credit by exam options will not be covered by financial aid.

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

College Level Examination Program (CLEP)

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

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

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

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

TECEP and CPEP

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

William Paterson 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 973.720.2349.

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**, and achieve a minimum 2.0 (C) cumulative grade-point average and a 2.0 average in the chosen major. Due to requirements of accrediting agencies, some majors may require a major GPA greater than 2.00 for admission and/or retention in the major. Interdisciplinary programs or honors programs may also have unique requirements.

Degree requirements are normally composed of the following components:

1. University Basic Skills Program

The Basic Skills Program at William Paterson University is designed to assist you in achieving your academic and career goals. The program helps to prepare you for college level courses and courses required for graduation. These courses are pre-requisites for many of your college level courses. The Basic Skills Program (BSP) is a form of academic support. We offer courses that are designed to help you improve your skills in mathematics, college reading, and writing. In addition to the courses, we offer workshops and specialized tutoring to help in more difficult aspects of college coursework. The courses offered are:

BRI 109 – College Reading/Rate Improvement

ENG 108 – Basic Writing

MATH 106– Basic Mathematics with Algebra

Each course is offered for 3 credits and each counts toward your semester credit load. These credits are included in determining your class level (first year, sophomore,

junior, etc), in defining full time status, and for financial aid purposes. However, these credits do not count toward graduation.

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

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

Reading Comprehension

Sentence Skills

Algebra

Essay Writing

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

2. General Education Requirements

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

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

The General Education program is innovative in that it addresses 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 53-54 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, and GE Electives. Specific courses must be selected in fulfillment of the General Education areas. Refer to the Academic Audit for the specific courses permissible in each category.

GE REQUIREMENTS53-54 CREDITS**A. Arts and Communication 6 credits**

Art
Communication
Music
Theatre

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

B. Humanities 15 credits

Writing Effective Prose 3
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 in any one area.)

E. Health or Movement Science 3 credits**F. A designated 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.

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. University Graduation Requirements**Non-Western Culture 3-4 credits**

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 on the Web. 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.

Foreign Language 6 credits

See page 198 for an explanation of foreign language requirements.

4. 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.

5. Upper-level Electives

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

6. Teacher Certification Programs

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

7. 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 WPU 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.

8. 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.

9. Academic Residency Requirement

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

10. 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 student's major.

Extracurricular Activities

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

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

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

When any outside organization stipulates "normal academic progress" for full-time students as a requirement for participation, such progress will be defined as follows: (1) taking 12 credits in the semester of participation; (2) completing successfully 24 credits during the previous twelve 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 vice president of student development for permission to participate in extra-curricular activities. Individuals whose cumulative grade point average is below 2.0 shall not be entitled to an appeal.

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, Basic Skills, and Language 110)
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 as they appear on the grade report
B+	3.3 and/or transcripts:
B	3.0
B-	2.7 <u>Qpts</u>
C+	2.3 <u>Qhrs</u> = GPA
C	2.0
C-	1.7 Example: $\frac{46}{16} = 2.87$
D+	1.3
D	1.0
F	0

Grade Regulations

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

Incomplete Grade Policy

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

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

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

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

Pass/Fail Courses

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

Procedures for Investigating Complaints about Grades or Student Academic Performance

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

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

1. The student must write to the faculty member within ten (10) working days of the receipt of the grade or of the incident related to the student's academic performance to request an appointment to discuss the complaint. The letter must also include any pertinent documentation to substantiate the student's complaint.
2. At the meeting with the faculty member, the student must present any additional pertinent documents to substantiate the complaint. The faculty member must make available for review at this meeting materials submitted by the student for evaluation and not yet seen by the student.
3. If the student is unsuccessful in making contact with the faculty member or upon meeting with the faculty member is dissatisfied with the outcome and wishes to further pursue the complaint, the student must write to the department chairperson and request an appointment to discuss the complaint.

A copy of all materials originally presented to the faculty member must be included. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of this procedure, has read it, and understands it before the appeal can proceed.

4. If the complaint is not resolved at the chairperson's level, and if the student wishes to pursue the complaint, the student must request, in writing, that the department chairperson convene the Department Executive Council (or other appropriate department committee) to hear the appeal. The committee must consult with the faculty member involved in the complaint and review the documents provided by the student. The committee will then submit a recommendation to the department chairperson. When the faculty member involved is the chairperson, the student may request that the dean of the College convene the Department Executive Council (or other appropriate department committee).
5. If not satisfied with the Department Executive Council's (or other appropriate department committee's) recommendation, and if the student wishes to further pursue the complaint, the student must write to the dean of that College requesting that the complaint be brought to the College Council for a recommendation by the department chairpersons of the College concerned. The chairperson of the department concerned will not take part in the final vote. The Council's recommendation will be given to the dean of that College. This recommendation will constitute the University's final decision.
6. The University faculty unequivocally has the final responsibility with regard to grade changes.

Independent Study

The purpose of the undergraduate independent study program at William Paterson University is to encourage self-education under the auspices of a faculty supervisor. The program is open to matriculated 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 in which the student has no background. The choice of an independent study should be initiated by the student.

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

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

Leave of Absence

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 thirty days prior to the last day of classes of the semester for which it is applicable. Refunds after the deadline will not be considered under any circumstances.

Students can obtain the forms for a leave of absence from the Office of the Registrar, 140 College Hall, 973.720.2391.

Formal Withdrawal from the University

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

Nonattendance in classes does not constitute a withdrawal from the University. For matriculated students, a withdrawal from the University must be officially processed through the Office of the Registrar, 973.720.2391. Non-matriculated students who wish to withdraw from the University during the school year are required to complete the appropriate form, also available at the Office of the Registrar.

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

Outcomes Assessment

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

Obligation of Payment

Once students have utilized Web 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 acceptance to a major program are available at The Gloria S. Williams Advisement Center in the University Commons. Students who have not declared a major by the time they have completed 60 credits may be denied permission to register.

Special Academic Programs

Pre-Professional 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 the New Jersey Institute of Technology (NJIT) for students meeting the requirements outlined in the program description. Students should seek advice about the congruence between the curriculum in this program and requirements of specific degree programs. Students should refer to the section on "Pre-Professional Programs" under the College of Science and Health.

Pre-Law Program

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

Pre-Medical Program

Students interested in careers in medicine and related fields (chiropractic treatment, osteopathy, podiatry, or veterinary medicine) should seek advice from the coordinator and refer to the section of "Pre-Professional Programs" under the College of Science and Health. Students interested in a pre-professional program in communication disorders should see the speech-language pathology preparation description under the College of Science and Health.

Pre-Physical Therapy Program

The pre-physical therapy program is housed in the University's Department of Biology. This is a six-year collaborative program with the University of Medicine and Dentistry of New Jersey (UMDNJ). Students spend three years at William Paterson (or the time required to complete 96 to 98 credits), then apply to UMDNJ for the final three years to enroll for the doctor of physical therapy program. Following the first year at UMDNJ, students are awarded a bachelor's degree from William Paterson. Students should refer to the section on "Pre-Professional Programs" under the College of Science and Health for more information.

Pre-Pharmacy Program

The pre-pharmacy program provides students with a concentration of prerequisite courses that will allow entrance into a doctorate of pharmacy program in the U.S. The prerequisite courses are basically the same as the premedical courses with the addition of biochemistry. Students also have the opportunity to take graduate level courses in pharmacology and neuropharmacology. The success rate for applicants into reputable doctorate of pharmacy programs is one of the best of the pre-professional programs at this University.

Other Special Academic Programs

First-Year Seminar (973.720.3768)

WPU 101 Freshman Seminar (1.5 credit) is a required course for all students new to the University. This academic course is designed to introduce students to the William Paterson University experience and includes the following course goals:

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

Graduate Programs (973.720.3641)

The University offers twenty-one graduate programs leading to the following degrees:

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

In addition, post-baccalaureate students may pursue initial or additional New Jersey teaching certification in various disciplines at the elementary and secondary level. Detailed information about program concentration, admission requirements and course offerings may be obtained through the Web at wpunj.edu/admissn/gradf/graduate/ or by contacting the Office of Graduate Studies in Raubinger Hall 139 at 973.720.2237/1.877.WPU-EXCEL or graduate@wpunj.edu.

International Student Exchange (973.720.2976)

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 Cinzia Richardson, Lower Level, Raubinger Hall, 973.720.2976.

National Student Exchange (973.720.2256)

William Paterson Students who have a 2.5 or better grade point average may participate in the National Student Exchange Program (NSE). The program enables students to enroll for a semester or a year in one of 170 member colleges and universities in the United States, Guam, Puerto Rico, and the U.S. Virgin Islands. Students pay either William Paterson University's tuition or the in-state tuition of the host school. This program offers students the opportunity to live in other regions of the United States and its territories and to experience new climates, scenery, and cultures. All financial aid may be applied to this program. For more information, contact Cinzia Richardson, Lower Level, Raubinger Hall, 973.720.2976.

University Honors College (973.720.3657)

The University Honors College at William Paterson University is a place where academically gifted students explore new ideas and engage in intellectual and creative collaborations with experienced and dedicated members of the faculty. The University Honors College offers a rigorous curriculum with a challenging array of courses, seminars, and co-curricular activities.

The University Honors College offers students a comprehensive educational experience that brings together the academic, residential, social, and cultural experiences of its students. The College provides students with many opportunities to receive personalized attention from members of the faculty, in small classes that encourage discussion and debate, in independent tutorials where advanced students work privately with professors in their major area on a thesis or project of their own creation, in the residence living communities that will be visited regularly by professors and staff members, and in social activities that bring together the Honors community.

Students in the University Honors College take advantage of the University's wide-ranging offerings, and augment them by developing individualized programs of study. Honors students have greater flexibility in choosing their General Elective courses and their honors tracks. Honors students often also pursue minors and double majors. A goal of the University Honors College is to facilitate interdisciplinary study for all students, in first year clusters, in the Tracks, and in the thesis.

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

The ten current honors tracks are Biopsychology, Cognitive Science, Humanities, Independent, Life Science and Environmental Ethics, Management, Marketing, Music, Performing and Literary Arts, and Social Sciences; each is described in more detail below. Most tracks offer an interdisciplinary experience in the interest area to broaden the students' abilities to discuss and apply their ideas and knowledge. The Humanities, Life Science and Environmental Ethics, and Social Science Honors Tracks are open to students of any major. The Biopsychology, Cognitive

Science, Management, and Marketing Honors Tracks attract students from their interdisciplinary research areas. The Music Honors Track is designed to enhance the excellence of the student in these majors. The Performing and Literary Arts Honors Track is open to art, English, and communication majors, as well as students pursuing other majors after they satisfy the track pre-requisites. All of the tracks add an intense disciplinary or interdisciplinary perspective to a student's education and combine rigorous classroom training with a unique, out-of-the-classroom experience.

For more information regarding the University Honors Program, call 973.720.3657 or visit the office in Raubinger Hall, room 126.

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

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

For further information, consult the coordinator, Dr. Robert Benno, Department of Biology, 973.720.3440.

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

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

For further information, consult the coordinator, Dr. Katherine Makarec, Department of Psychology, 973.720.3390.

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

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

For further information, consult the coordinator, Dr. John Peterman, Department of Philosophy, 973.720.3030.

Independent Track — In the Independent Track, the student pursues an area of interest that is not explored in another track. The Independent Track functions like a minor in the student's curriculum, providing a distinct set of courses to enrich the student's major or the general university experience. The student will work closely with a faculty advisor and the director of the Honors College to develop a coherent track and to determine the parameters of a thesis. Typically the Independent Track is composed of 15 to 18 credits of coursework in more than one university department. A thesis is required of all students.

Current students are studying topics as wide ranging as an examination of methods of managing cardiac health, a study of business practices in France that includes a summer of study in Paris, and a study of non-profit organizations in Central America that includes two summers of study and work in Costa Rica and Peru. Some students may need to take an independent study course to hone their area of concentration.

To enter the Independent Track, students must submit a three-to-four-page essay in which they outline their area of interest, explain why these interests cannot be met by one of the existing tracks, and describe their proposed thesis topic. This formal proposal is reviewed by the other track coordinators, who then decide if it is appropriate for a student to pursue his/her independent pursuit.

For further information, consult the coordinator, Dr. Susan Dinan, Honors College, at 973.720.3658.

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

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

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

For further information, consult the coordinator, Dr. Karen Swanson, Department of Environmental Science and Geology, 973.720.2589.

Management Track — The Management Track provides a more in-depth study of science of Management as part of the B.S. in business administration. Honors students will have a unique opportunity to interact with a professor in an intensive manner, and to engage in serious writing on their favorite issues in a more comprehensive and professional manner than the regular curriculum allows. As with the others of the University Honors Program, the Management Honors Track functions like a minor, offering a distinctive set of courses that adds breadth to and reinforces the major. While topics are anchored in the world of business, they will have discussions rooted in theoretical traditions from a variety of social sciences (in particular economics, sociology, anthropology, and history). Open to students of any major, provided they have completed pre-requisite classes, this track is for students in the Cotsakos College of Business and others. It is especially helpful to students seeking careers in law, management consulting, technology industries, and those who plan to apply to a quality M.B.A. program.

Students in this track take Honors sections of fundamental courses in the Cotsakos College of Business, and include sophisticated projects in management and other topics. Students then enroll in an Honors research methods seminar and, then, a thesis course. All students in the Management Track produce a final thesis or project under the guidance of a faculty mentor.

For further information, consult the coordinator, Dr. Raza Mir, Department of Marketing and Management Sciences, 973.720.3747.

Marketing Track — The Marketing Track provides a more in-depth study of the science of marketing as part of the B.S. in business administration. Honors students have a unique opportunity to interact with a professor in an intensive manner, and to engage in serious writing on their favorite issues in a more comprehensive and professional manner than the regular curriculum allows. As with the others, the Marketing Honors Track functions like a minor, offering a distinctive set of courses that adds breadth to and reinforces the major. While topics are anchored in the world of business, they will have discussions rooted in theoretical traditions from a variety of social sciences (in particular economics, sociology, anthropology, and history). Open to students of any major, provided they have completed pre-requisite classes, this track is for students in the Cotsakos College of Business and others. It will be especially helpful to students seeking careers in law, consulting, technology industries, and those who plan to apply to a quality M.B.A. program.

Students in the Management Track take Honors sections of fundamental courses in the Cotsakos College of Business, which include sophisticated projects in marketing and other topics. Students then enroll in an Honors research methods seminar and, then, a thesis course. All students in the Marketing Track produce a final thesis or project under the guidance of a faculty mentor.

For further information, consult the coordinator, Dr. Raza Mir, Department of Marketing and Management Sciences, 973.720.3747.

Music Honors Track — This track is designed to enhance existing degree programs in music. Students are selected for admission to the program based on an interest and a high level of promise in the subject of music as a liberal art, beyond its vocational aspects.

The program comprises three components: a series of seminars; a choice of normally taken music major courses that are enhanced with an “honors contact;” and a capstone project, produced in the senior year.

For further information, consult the coordinator, Dr. Jeffrey Kresky, Department of Music, 973.720.3470.

Performing and Literary Arts Honors Track — Sponsored jointly by the College of Humanities and Social Sciences and the College of Arts and Communication, the Performing and Literary Arts Honors Track is a cross-disciplinary track for students who are interested in one or more aspects of public performance or theatrical production; for students selecting a theatrical focus such performance might be acting, writing, directing, theatrical production, music composition or arrangement, or set design and construction; and for students selecting a literary focus such performance would be a public reading of a portion of an original manuscript such as a novella, collection of poetry, short stories, or essays. In consultation with the track coordinator, the student will select five courses to assist in the preparation for a public performance. The outcome is a public performance itself — a play or solo performance — held on campus and open to the University community and the community at large.

As is true for the others, the Performing and Literary Arts Honors Track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student’s chosen major.

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

For further information, consult the coordinator, Dr. Philip Cioffari, Department of English, 973.720.3053.

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

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

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

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

For further information, consult the coordinator, Dr. Neil J. Kressel, Department of Psychology, or contact the Honors office, 973.720.3657.

Degree Programs

College of the Arts and Communication

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

Cotsakos College of Business

Accounting (B.S.)
 Business Administration (B.S.)
 Economics (B.A.)
 Professional Sales (B.S.)

College of Education

Early Childhood Education/P-3 (B.A.)
 Elementary Education K-5 (B.A.)
 Early Childhood Education and Elementary Education/P-3 and K-5 (B.A.)
 Elementary Education (B.A.) and Middle School Endorsement/K-5 with 5-8
 Elementary Education (B.A.) and Teacher of Students with Disabilities Endorsement/K-5 with TSD
 Secondary Education/K-12 (B.A.)
 Special Education (B.A.)

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

College of the Humanities and Social Sciences

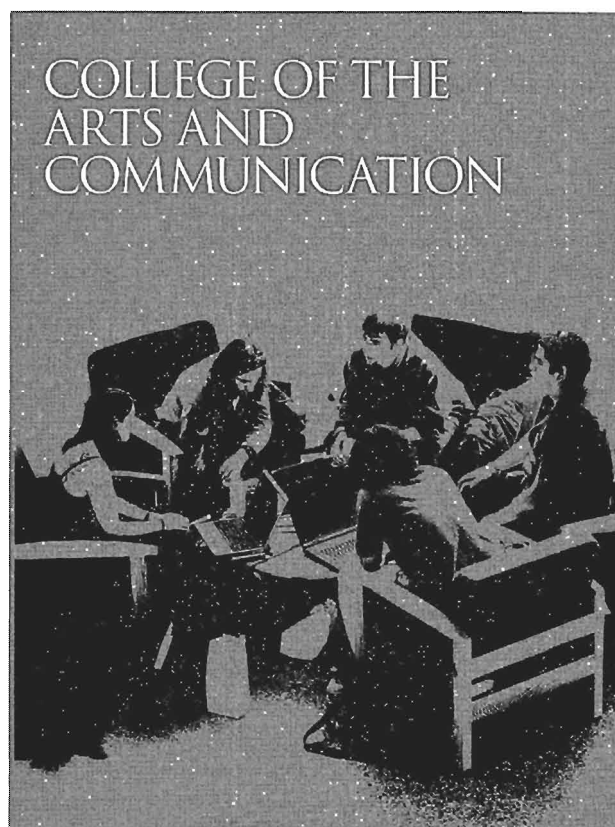
African, African American and
 Caribbean Studies (B.A.)
 Anthropology (B.A.)
 Asian Studies (B.A.)
 English (B.A.)
 French and Francophone Studies (B.A.)
 Geography (B.A.)
 History (B.A.)
 Latin American and Latino Studies (B.A.)
 Philosophy (B.A.)
 Political Science (B.A.)
 Psychology (B.A.)
 Sociology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

College of Science and Health

Athletic Training (B.S.)
 Biology (B.S.)
 Biotechnology (B.S.)
 Chemistry (B.S.)
 Communication Disorders (B.S.)
 Computer Science (B.S.)
 Environmental Science (B.S.)
 Exercise Science (B.S.)
 Liberal Studies: Integrated Math and Science (B.S.)
 Mathematics (B.S.)
 Nursing (B.S.)
 Public Health/Applied Health (B.S.)

Preprofessional Programs

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



Dean: Raymond Torres-Santos, Ph.D.
Power Art Center, Room 114; 973.720.2230

Interim Associate Dean: Imafidon Olaye, Ph.D.
Power Art Center, Room 115; 973.720.2999

Degrees Offered:

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

Honors Tracks:

Music
Performing and Literary Arts

Introduction

The College of the Arts and Communication offers both professional and undergraduate liberal arts degrees in art, music, and communication, with particular concentrations possible within each major. The liberal arts programs strengthen the understanding and appreciation of visual and performing arts, as well as introducing students to techniques and technology employed in the arts and communication fields and enhancing 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. Both professional degrees are accredited by the National Association of Schools of Art and Design and the National Association of Schools of Music respectively. To support and enhance its academic programs, the College has professional facilities and resources: the Ben Shahn Galleries, Shea Center for Performing Arts, the WP88.7 FM radio station, Hunziker Black Box Theater, and Shea 101. The College's facilities encompass six buildings, including Hobart Hall, center of its Department of Communication, and the Power Art Building, home to the visual arts studios. Among the College's state of the art specialized classrooms are two television studios, film and animation studios, music recording and audio production facilities, an electronic music laboratory, and the living jazz archive.

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 New Music Series, the purpose of which is to perform works by contemporary composers, and The Jazz Room, a series featuring internationally prominent jazz performers. Current residencies include jazz legend Clark Terry, The Vanguard Orchestra, and The New Jersey Percussion Ensemble.

Message from the Dean

The College of the Arts and Communication is a very vibrant, comprehensive professional college that takes great pride in having students from our various departments work together on collaborative projects. For example, computer animation students provide visuals for multimedia performances by Department of Music students. Students in computer graphics provide the design for film credits by students in the Department of Communication.

This professional education takes place in the context of a university. A university context offers students the opportunity to gain the knowledge on which our society is based. It is not possible to over-estimate the value of the university setting. Whether a student chooses a professional degree or a liberal arts degree in the arts or communication, William Paterson University offers the most comprehensive education in these fields, giving our graduates a competitive advantage in their chosen careers.

Department of Art

Professors: Z. Cong, A. DeLaura, M. Fay, O. Garcia, D. Horton, A. Lazarus (chair), C. Magistro, D. Shapiro

Associate Professors: A. Anreus, J. Brown, L. Farber, M. Rees, S. Rittler, H. Zhang

Assistant Professors: C. Goldstein, E. Lorenz, L. Prince, L. Razzore, R. Schwartz, T. Uhlein, M. Williams

The Department of Art at William Paterson University is a critical component of the College of the Arts and Communication. Accredited by NASAD (National Association of Schools of Art and Design), the department has twenty-one full-time faculty who are complemented by a professional staff of lab technicians, gallery directors, and administrative assistants. With two undergraduate degrees, a bachelor of arts (B.A.) offered in studio art and art history and bachelor of fine arts degree (B.F.A.), as well as a master of fine arts (M.F.A.), the art department has a comprehensive and dynamic curriculum that has gained a reputation for excellence. In collaboration with the College of Education, a course of study that will lead to a teaching certification is also offered.

All freshmen in the studio arts start in the art foundation program. Courses in two-dimensional design and digital process, three-dimensional design, drawing, life drawing, color theory, painting, sculpture, and art history provide an introduction to a variety of areas of study in the visual arts. In addition, art students will meet a diversity of faculty members: historians, sculptors, painters, and designers who work in both digital and traditional methods and materials. And, a broad range of classes in the humanities and social sciences within a liberal arts community will provide a rich setting for each student to design a unique educational experience.

Within the B.F.A. degree, concentrations in graphic design, computer art and animation (motion graphics), photography, painting, printmaking, furniture design, ceramics, sculpture, textiles, and art history comprise the range of disciplines that prepare students for the rapidly changing multi-media art environment. An internship program provides the opportunity for students to experience classroom theory in a professional work place environment, as well.

The University's art department is located in two distinctive buildings: the Ben Shahn Center for the Visual Arts and the Power Arts Center. The Ben Shahn Center is the home for graphic design, computer animation, motion graphics, state-of-the-art computer imaging labs, 2D and 3D studios, drawing and painting studios, and art history

lecture halls, as well as the University Art Galleries, which are recognized regionally and nationally for exhibitions and lectures by contemporary artists. The spacious Power Art Center offers fully equipped studios for undergraduate and graduate students and labs for photography, sculpture, printmaking, ceramics, painting, and furniture design. The Center's Art Gallery provides a unique setting in which students can exhibit their work.

The department's faculty is dedicated to rigorous standards of artistic and scholastic endeavor, yet strives to create a friendly and supportive atmosphere. Studio art faculty and art historians are experienced professors as well as working professionals who actively exhibit and publish within their fields of specialization. The University's proximity to New York City, generally accepted as the art capitol of the world, provides an exceptional resource for student research and enjoyment. Lecture and studio classes are regularly scheduled to meet in New York. On-campus public transportation provides access to world-class museums, private galleries and exhibitions, artists' studio visits, and theater and musical events.

B.F.A. Entrance Requirements

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

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

Honors Track Program

The Performing and Literary Arts Honors Track is intended primarily for motivated English, art, and music majors, though interested students from other majors can apply. For further information on this track, see page 64 or consult the Director, Dr. Susan Dinan, 973-720-3658.

Curriculum

B.F.A. MAJOR REQUIREMENTS..... 99 CREDITS

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

Studio Foundations	18 Credits
ARTS 105 Drawing.....	3
ARTS 110 3-D Design.....	3
ARTS 120 2-D Design.....	3
ARTS 205 Life Drawing.....	3
ARTS 210 Sculpture.....	3
ARTS 220 Contemporary Color Theory and Application	3
ARTS 299 Foundation Portfolio Review	0

Fine Arts Studio: 200 Level Select	15 Credits
ARTS 215 Wood Materials and Design	3
ARTS 217 Scenery Construction/Set Design	3
ARTS 230 Printmaking	3
ARTS 240 Ceramics	3
ARTS 250 Introduction to Graphic Design	3
ARTS 260 Textiles and Design	3
ARTS 270 Photography I.....	3
ARTS 280 Computer Paint 2-D Art.....	3

Fine Arts Studio: 300 Level Select	18 Credits
ARTS 305 Illustration, Fine Arts, and Design.....	3
ARTS 310 Advanced Sculpture	3
ARTS 315 Wood Materials and Experimental Design	3
ARTS 320 Advanced Painting	3
ARTS 321 Watercolor	3
ARTS 330 Advanced Printmaking.....	3
ARTS 331 Lithography	3
ARTS 340 Advanced Ceramics.....	3
ARTS 360 Advanced Textile Workshop	3
ARTS 370 Photo Lighting Techniques	3
ARTS 371 Photography II.....	3

**Art Electives or Related Cognates by Advisement (+15 credits)
and Concentrations (+15 credits).....30 Credits**

*(Up to 9 credits may be taken from related non-art courses [cognates]
with advisor approval. See advisor for approved list of courses.)*

ARTS 323 Chinese Ink Painting.....	3
ARTS 372 Color Photography	3
ARTS 373 Advanced Projects in Photography	3
ARTS 380 Advanced 2D Computer Art.....	3
ARTS 382 Advanced Electronic Publishing.....	3
ARTS 383 Web Design I.....	3
ARTS 385 Advanced 3D Computer Graphics.....	3
ARTS 387 Storyboarding and Production Design	3
ARTS 388 Cell Animation I	3
ARTS 395 Internship	3
ARTS 399 Selected Topics.....	3
ARTS 405 Drawing Studio	3
ARTS 410 Sculpture Studio.....	3
ARTS 415 Furniture Design Studio.....	3
ARTS 420 Painting Studio.....	3
ARTS 423 Advanced Chinese Ink Painting	3
ARTS 430 Printmaking Studio.....	3
ARTS 440 Ceramics Studio	3
ARTS 450 Advanced Graphic Design Studio.....	3
ARTS 451 Visual Communication Lab	3
ARTS 460 Experimental Textile Studio.....	3
ARTS 470 Experimental Photo Studio.....	3
ARTS 474 Alternative Photographic Methods.....	3
ARTS 480 Computer Animation	3
ARTS 481 Advanced Project 2D Computer Art.....	3

ARTS 483 Interactive Online Media	3
ARTS 484 Interactive Multimedia CD-ROM.....	3
ARTS 488 Advanced Cell Animation	3
ARTS 494 Studio Seminar	3
ARTS 499 Independent Study	3

Studio Major–Capstone Required	3 Credits
ARTS 495 Senior Thesis Project	3

B.A. MAJOR REQUIREMENTS

STUDIO CONCENTRATION.....39 CREDITS

Art History.....	9 Credits
ARTH 110 Western Art I.....	3
ARTH 210 Western Art II.....	3
ARTH Upper-level Art History Elective, including ARTH 215-399.....	3

Studio Foundations	15 Credits
ARTS 105 Drawing.....	3
ARTS 110 3-D Design.....	3
ARTS 120 2-D Design.....	3
ARTS 205 Life Drawing	3
ARTS 220 Contemporary Color Theory and Application	3
ARTS 299 Foundation Portfolio Review	0

Major Fine Arts Studio Requirements.....15 Credits
Five studio electives by advisement, which must include at least
12 credits at the 300 level and above.

ART HISTORY CONCENTRATION.....39 CREDITS

Art History Core.....	18 Credits
ARTH 110 Western Art I.....	3
ARTH 210 Western Art II.....	3
ARTH 240 Modern Art I	3
ARTH 300 Research Method & Theory in Art History	3
ARTH 315 Modern Art II.....	3
ARTH 491 Art History Senior Seminar	3

Electives.....21Credits

Art history concentrations may elect any seven upper-level art
history courses from the following list by advisement.

ARTH 220 Art of Ancient Egypt and the Near East	
ARTH 228 Medieval Art	
ARTH 230 Italian Renaissance Art	
ARTH 232 Northern Renaissance Art	
ARTH 236 Baroque and Rococo Art	
ARTH 254 Modern Architecture	
ARTH 256 History of Modern Design	
ARTH 258 History of Photography	
ARTH 280 Art of India, China and Japan	
ARTH 284 Art of the Pre-Columbian Americas	
ARTH 286 Modern Art of Latin America	
ARTH 290 Gallery Workshop	
ARTH 329 Neoclassic and Romantic Art	
ARTH 331 Art in New York	
ARTH 333 History of Film	
ARTH 334 Modern European Film	
ARTH 336 Art and Film	
ARTH 338 Islamic Art and Architecture	
ARTH 339 Ideas in Contemporary Art	

ARTH 340	Twentieth Century Mexican Art
ARTH 341	Twentieth Century American Art
ARTH 395	Internship
ARTH 399	Selected Topics
ARTH 499	Independent Study

MINOR REQUIREMENTS

STUDIO ART18 CREDITS

ARTH	Art History course by advisement.....	3
ARTS 105	Drawing or ARTS 205 Life Drawing	3
ARTS 110	3-D Design or ARTS 120 2D Design	3
ARTS	Advanced Art Studios by advisement (200, 300, 400 level)	9 Credits

MINOR REQUIREMENTS

ART HISTORY.....18 CREDITS

ARTH 101	Approaches to the Visual Arts.....	3
ARTH 104	Approaches to Modern Art.....	3
ARTH	Upper-level Art History Electives, including ARTH 320-399	12

SECONDARY EDUCATION (K-12)

CERTIFICATION REQUIREMENTS..... 30 CREDITS

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

Courses

Unless otherwise noted, all courses are 3 credits.

ART HISTORY COURSES

ARTH 101 Approaches to the Visual Arts

Addresses selected issues in the history of visual arts. Emphasis is placed on visual literacy: teaching students how to speak, write, and think about art. Course content includes a variety of historical periods and deals with visual media such as painting, sculpture, architecture, graphic arts, photography, and film.
Prerequisites: Not open to art majors

ARTH 102 Approaches to Non-Western Art

Introduces characteristic art forms of Africa, Asia, Oceania, and the Americas in order to deepen understanding of those arts' cultural, religious, and aesthetic values. Studies selected examples of architecture, sculpture, painting, pottery, textiles, mask-making, and other crafts.

ARTH 104 Approaches to Modern Art

Study the major movements in painting, sculpture, and architecture of the nineteenth and twentieth centuries in Western Europe, England, and the United States.
Prerequisites: Not open to art majors

ARTH 105 Approaches to Visual Literacy

A study of the major movements, individuals and issues in visual art, from its origins in the cave paintings of Altamira and Lascaux through its continuation into the present. Emphasis on acquiring visual literacy in reading, analyzing, and understanding art. Emphasis on seeing and concepts, not chronology. This course is not open to non-art majors.

ARTH 106 Approaches to Photography and Film

A study of the major movements and individuals in photography and film, from its origins in the nineteenth century and its culmination in the twentieth century.
Prerequisites: Not open to art majors

ARTH 110 Western Art I

Surveys the visual arts from time of the Ice Age caves to the great Gothic cathedrals in Europe both as expressions of past civilizations and as the heritage of contemporary art in Western cultures.

ARTH 120 Western Art II

Presents an overview of art and architecture in the Western world, from the time of Renaissance masters such as Donatello, Leonardo, Michelangelo in Italy and Durer in northern Europe, to the era of the great Romantic masters such as David in France and Goya in Spain.

ARTH 220 Art of Ancient Egypt and the Near East

Surveys the art and architecture of the cultures that built the first cities, nation-state, and writing systems in the Western world. Studies the awe-inspiring building, fabulous tombs, magnificent sculptures and paintings, and rich mythologies from the times of the first pharaohs and kings up to the time of the appearance of Islam.
Prerequisite: One course in art history (ARTH 101 or ARTH 399)

ARTH 228 Medieval Art

Studies the history of art from the religious conversion of the Roman emperor Constantine the Great in the fourth century up to the first stages of the Renaissance in Western Europe and the collapse of the Byzantine Empire in Eastern Europe.
Prerequisites: ARTH 101 or ARTH 110

ARTH 230 Italian Renaissance Art

Examines one of the most creative and prolific periods in Italian art and cultural history, from circa 1250 to 1600. The course places some of the most famous works of Western art in their historical and cultural contexts, by examining private, civic, and religious patronage, art theory, visual narrative, and artistic collaboration. Artists to be studied include Giotto, Donatello, Raphael, Titian, and Michelangelo.
Prerequisite: ARTH 101 or ARTH 110

ARTH 232 Northern Renaissance Art

This course explores the luminously beautiful paintings, sculpture, and graphic arts produced in Northern Europe (particularly the Netherlands and Germany) from approximately 1350 to 1600. Examines the art in the context of private, civic, and religious patronage, Humanistic theory and culture, international artistic exchange, and the Protestant Reformation. Artists to be studied include Jan Van Eyck, Albrecht Durer, Hieronymus Bosch, and Pieter Brueghel.

Prerequisite: ARTH 101 or ARTH 110

ARTH 236 Baroque and Rococo Art

This course examines the dynamic and visually arresting artistic production of the baroque and rococo periods, from approximately 1600 to 1800. The painting, sculpture, and architecture of both periods are studied in relation to their broader historical contexts, including religious and political upheaval, changes in the art market, innovative art theories and techniques, and patronage. Artists to be studied include Caravaggio, Rembrandt, Bernini, Velázquez, and Watteau.

Prerequisite: ARTH 120

ARTH 240 Modern Art I

Surveys the history of art from the time of the French Revolution to the first decade of the twentieth century. Emphasis on the development of major schools and styles, from Neo-Classicism to the Fauves, and on individual contributions by artists such as David, Goya, Delacroix, Manet, and the Impressionists.

Prerequisite: ARTH 120

ARTH 254 Modern Architecture

After a brief look at the beginnings of modern architecture in the late eighteenth century, the course focuses on the most significant buildings, architects, building technologies, and architectural theories of the twentieth and early twenty-first centuries.

Prerequisite: ARTH 101 or ARTH 104 or ARTH 120

ARTH 256 History of Modern Design

Traces the development of industrial, domestic, and graphic design from the nineteenth century to the present. Themes include the power of the designed environment to shape daily life and the rise of professional designers to celebrity status.

Prerequisite: One course in art history (ARTH101 or ARTH 399)

ARTH 258 History of Photography

A study of photography, from its beginning during the second decade of the nineteenth century to post-modernist photography of the present day. Investigate the development of this most modern of mediums through its technical, social and aesthetic components. Contributions of important photographers from Europe and the Americas, such as Weston, Alvarez Bravo, Cartier-Bresson, and Walker Evans are analyzed and discussed.

Prerequisite: ARTH 101 or ARTH 104 or ARTH 106 or ARTH 120

ARTH 280 Art of India, China and Japan

This course presents a chronological survey of major art forms developed in India, China, and Japan from the Neolithic period to the early 20th century. It examines works such as architecture, sculpture, painting, ceramics, bronzes, jade carvings, woodblock prints, and garden design. Attention will be given to elements of style, subject matter, symbolism, spiritual content, and cultural history.

Prerequisite: ARTH 101 or ARTH 102 or ARTH 110

ARTH 284 Art of the Pre-Columbian Americas

Studies the arts of ancient American peoples: cultures of the Northwest Coast, Southwest, and Southeast in North America; the Olmec, Teotihuacan, Mayan, and Aztec cultures in Mesoamerica; and the Chavin, Paracas-Nazca, Moche, Chimú, and Inca cultures in South America.

Prerequisite: ARTH 110 or ARTH 101 or ARTH 104 or ARTH 106

ARTH 286 Modern Art of Latin America

This course covers select topics in the art of Latin America from 1900 until 1960. Emphasis will be on painting, sculpture, graphic arts, and photography. The aim of this course is not encyclopedic knowledge, but a critical understanding of works of art, artistic movements, and art historical issues, all within the context of the cultural and social fabric of life in Latin America.

Prerequisite: One course in art history or by permission of instructor

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 300 Research Method & Theory in Art History

This course introduces students to the methods and theories that have defined – and that continue to challenge – the discipline of art history. We will examine and analyze some of the many methodologies that define art history, from its beginnings in Formalism and Biography to Iconography, Marxism, Feminism, and Post-structuralism. By reading, writing, and debating about the central issues that inform the study of art, students will begin to understand the complexity of the discipline. Student work will culminate in an oral and written final project. Prerequisite: By permission of instructor or advisor. This course is intended for art history majors and minors only upon completion of all introductory and at least two upper-level art history courses.

ARTH 315 Modern Art II

Study American and European painting, architecture, and sculpture from 1910 to the present.

Prerequisite: ARTH 240

ARTH 329 Neoclassic and Romantic Art

A study of neoclassic and romantic art, with an emphasis on painting and sculpture from the end of the eighteenth century to mid nineteenth century, concentrating on France, England, Spain, Germany, and Italy. The relationship between art, politics and national identity, the nature of landscape painting and the idea of the sublime, as well as individual artists such as David, Ingres, Goya, Gericault, Turner, and Cole will be studied in this course.

Prerequisite: ARTH 120

ARTH 331 Art in New York

Explores New York City each week as an international center for the visual arts. Students visit world famous and less familiar museums, galleries, and architectural landmarks.

Prerequisite: One course in art history, ARTH 101 or ARTH 399

ARTH 333 History of Film

Screen important films in the history of this vital art form. Lectures and discussions lead to an understanding of film as a visual medium.

ARTH 334 Modern European Film

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

ARTH 336 Art and Film

Studies film as a non-narrative medium. Emphasizes the history of the independent film. Recent films and videotapes by artists serve as a basis for criticism of film by the students in the class.

Prerequisite: ARTH 101 or ARTH 104 or ARTH 106 or ARTH 120

ARTH 338 Islamic Art and Architecture

An in-depth study of painting, decorative arts, and architecture within their cultural contexts in countries whose art forms were influenced by the Islam religion. Emphasis is on Iran, but other countries include Egypt, Spain, Turkey, Iraq, Syria, and India, from the founding of Islam in the seventh century through the seventeenth century.

Prerequisite: One course in art history

ARTH 339 Ideas in Contemporary Art

Explores the numerous relationships between the visual arts and contemporary society in its broadest sense. Studies the visual arts as pragmatic phenomena in our culture.

Prerequisite: One course in art history

ARTH 340 Twentieth Century Mexican Art

Arts of the twentieth century in Mexico, from the mural movement of the 1920s, to folk art, photography, and film. Emphasis on social context, identity, and individuals such as Orozco, Kahlo, Alvarez Bravo, and Tamayo.

Prerequisite: One course in art history

ARTH 341 Twentieth Century American Art

A study of the major movements and individuals in painting, sculpture, and architecture in the United States, from the turn of the twentieth century until the post-modern period.

Prerequisite: One course in art history

ARTH 395 Internship

Students normally work a minimum of fifteen hours per week per three credits under the guidance of an onsite supervisor in a professional setting such as a museum, gallery or cultural center.

Prerequisite: Permission of the chairperson

ARTH 399 Selected Topics

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

Prerequisite: Permission of instructor or chairperson

ARTH 491 Art History Senior Seminar

This course directs the student to prepare oral, written, and curatorial presentations to demonstrate their acquired skills in the discipline of art history and the related field of museology. Oral expression, research, and writing, as well as curatorial practice geared towards a final project, will be the outcome of this class. Open to senior art history majors only.

Prerequisite: Permission of instructor

ARTH 499 Independent Study

Gives the qualified student an opportunity to study and present a topic which is not covered in the existing art history curriculum, under the guidance of a faculty member. Details of the Independent Study program can be found in the undergraduate catalog.

Prerequisite: Permission of the chairperson and dean.

ART STUDIO COURSES**ARTS 101 Drawing Workshop**

A drawing immersion experience in an intensive studio workshop format with instruction in still life, landscape, figure, color, and experimental drawing techniques. Media includes pencil, charcoal, color pastel or oil crayon, ink, and mixed media. Includes group projects as well as slide talks, critiques, and possible museum visits. Outside sketchbook, journal, and portfolio assignments required.

ARTS 105 Drawing

A required course in the foundation program designed to acquaint the beginning art student with the basic skills and techniques of drawing as a means of expression through a series of exercises in observation and practice using a variety of drawing methods and media. Outside assignments required.

ARTS 110 3-D Design

This course combines a series of structured projects with historical research to explore the principles of design as they apply to three-dimensional forms. Students are expected to experiment with methods and materials during their art making process. Skill in handling tools and various sculptural materials is stressed, as is the interrelationship with two-dimensional design. Outside assignments required.

ARTS 120 2-D Design

An investigation in the visual perception of two-dimensional media. Various design theories and techniques will be explored for personal development of form and content. An introduction to the basic visual language and principles used in forming aesthetic design decisions.

ARTS 205 Life Drawing

A developmental approach: a series of drawing exercises with emphasis on the human figure and the plastic articulation of its construction in a variety of media. Outside assignments required.

Prerequisite: ARTS 105. Repeatable three times

ARTS 206 Graphic Delineation

This basic course is in graphic and instrument drawing techniques. Lettering and graphic presentation, freehand and instrument studies in orthographic, isometric, and perspective projections. Outside assignments required.

ARTS 210 Sculpture I

This course is designed to assist the student in the development and production of sculpture projects, through instruction in a variety of materials and their fabrication, in clay, cardboard, mold making, and construction. The beginning student will acquire an understanding of the various approaches to three-dimensional forms. Projects are designed to cover basic materials and methods as well as form and content in the context of formal sculpture, its history, and future possibilities

Prerequisites: ARTS 105, 110

ARTS 215 Wood Materials and Design

This course introduces the student to fundamental model making processes, concentrating on their application to utilitarian design. Drawing and research of various projects with demonstrations are included.

Prerequisites: ARTS 105, 110

ARTS 216 Woodturning: The Art of the Lathe

Introduces the techniques of woodturning both as an art form and as a method of producing furniture. Topics include spindle turning, faceplate and hollow form work, multi-axis turning, and the history of woodturning. Specific assignments depend on individual needs.

ARTS 217 Scenery Construction/Set Design

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

ARTS 220 Contemporary Color Theory and Application

This course will introduce beginners to the fundamentals of color theory and perception. The course will emphasize the elements of color and its usage in the visual arts. Students will be encouraged to articulate their sense of color perception and their ability to comprehend the elements of color theory.

Prerequisites: ARTS 105, 120

ARTS 230 Printmaking I – Basic Printmaking Media

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

Prerequisites: ARTS 105, 120

ARTS 240 Ceramics

Physical properties of clay and methods of hand-construction and wheel-throwing are explored. Complete processing through firing and glazing. Outside assignments required.

Prerequisites: ARTS 105, 110, 120

ARTS 250 Introduction to Graphic Design

An introduction to design basics: symbology, typography, illustration, and photography. Lectures include an introduction to design, art careers, care and use of professional art materials, introduction to basic lettering, design glossary, and design research. Students are made aware of and acquire experience in the profession they are entering.

Prerequisites: ARTS 105, 110, 120, 205

ARTS 251 Typography Form and Application

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

Prerequisite: ARTS 250

ARTS 260 Textiles and Design

An introduction to fiber media through manipulated processes of dyeing, felting, stitching, silk screen printing, monoprinting, applique, and surface design. Studies historical and contemporary approaches to both relief and three-dimensional fiber construction.

Prerequisites: ARTS 105, 120

ARTS 270 Photography I

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

Prerequisites: ARTS 105, 120

ARTS 280 Computer Paint 2-D Art

The first-level course in computer graphics is used to generate computer art. Emphasis is placed on developing technical skills in the use of computer graphics software, with an orientation toward their application in the fine and applied arts.

Prerequisites: ARTS 105, 120

ARTS 282 Introduction to Electronic Publishing

Introduction to basic studies on the computer, directed toward general publishing and design issues as they relate to the graphic arts design.

Prerequisite: ARTS 250 or COMM 120

ARTS 285 3-D Computer Graphics I – Modeling

Introduces three-dimensional computer software and hardware systems. The fundamental knowledge obtained in this course expands upon the students' understanding of modeling and its application to art and design.

Prerequisites: ARTS 105, 120, 205

ARTS 289 Dynamic Figure Drawing

Study the fundamentals of drawing for animation. The course will cover the creation and development of character and the expression of emotion and personality through drawing, following the twelve principles of animation.

Prerequisites: ARTS 105, 120, and 205. Repeatable two times

ARTS 299 Foundation Portfolio Review

This zero-credit course is a review and critique of the student's work in the core curriculum foundation program. Required noncredit course for all upper-level studio courses (300 and above).

Prerequisites: ARTS 105, 110, 120, 205, 220, (ARTS 210 for BFA only)

ARTS 305 Illustration, Fine Art and Design

Exploration of the total process of how one draws and works from the idea to the completed project. Studies illustration as communication, print medium, story boarding, and design.

Prerequisites: ARTS 205, 299. Repeatable three times

ARTS 310 Sculpture II

This course deals with a variety of materials that include wood, wire, steel, stone, glass, clay, paper, etc. Students are expected to explore techniques and find a way to express ideas.

Prerequisites: ARTS 205, 210, 299. Repeatable once.

ARTS 315 Wood Materials and Experimental Design

This class covers a variety of fabrication and design concepts. Students are expected to complete pieces that examine the plasticity of materials and develop their technical skills. Outside assignments required.

Prerequisites: ARTS 210, 215, 299. Repeatable two times

ARTS 320 Advanced Painting

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

Prerequisites: ARTS 220, 299. Repeatable once

ARTS 321 Watercolor

Explores all watercolor media and techniques. Emphasizes the development of imaginative design and an individual point of view. Outside assignments required.

Prerequisites: ARTS 205, 220, 299. Repeatable three times

ARTS 322 Color

Intensively studies the action and interaction of color through practice, as opposed to theory. A sequence of interrelated problems develops an awareness of the relativity of color, as well as a process of thought about color and, by extension, about art and its perception. Outside assignments required.

ARTS 323 Chinese Ink Painting

Emphasizes the creative aspect of Chinese art. This course applies Chinese artistic theories in artistic practice; it is not a Chinese art history course. Particular emphasis is placed on painting materials and techniques, as well as learning how to appreciate Chinese painting and its characteristics. This course enables students to view a unique Asian culture from a new perspective and to absorb elements from a different cultural tradition into their own artistic articulation and elaboration.

Prerequisites: ARTS 105, 120, 220, 299. Repeatable once

ARTS 330 Printmaking II – Intaglio

This course covers the medium of intaglio exploring traditional and nontraditional methods of making plates and various ways of printing intaglio plates to make students' own visual statements. Emphasis on color printing as well as black and white. Outside assignments required.

Prerequisite: ARTS 230, 299. Repeatable once

ARTS 331 Printmaking II – Lithography

Introduction to plate lithography, printing techniques and monoprints. A variety of techniques are studied in order to extend the personal development of the work. Outside assignments required.

Prerequisites: ARTS 230, 299. Repeatable once

ARTS 332 Printmaking II – Screenprinting

This course provides students with extensive work in screen printing, through the exploration of basic screen printing techniques and multiple color printing along with approaches to the printing, handling, and signing of editions. There is an overall emphasis on personal growth through individual image-making. Outside projects required.

Prerequisites: ARTS 230, 299. Repeatable once

ARTS 333 Printmaking II – New Media Etching

This course is about learning various modern and new techniques of photo intaglio, such as ImagOn film etching and Solar plate etching, as a tool to make students' own visual statements. It provides students with additional growth and development of work in intaglio, with emphasis on ideas, attitudes and images. Students will be encouraged to contribute work in computer images, drawing, painting, photography, sculpture, and other media. Outside assignments required.

Prerequisites: ARTS 230, 299. Repeatable once

ARTS 340 Advanced Ceramics

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

Prerequisites: ARTS 210, 240, 299. Repeatable once

ARTS 350 Print and Publication

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

Prerequisites: ARTS 251, 282, 299

ARTS 351 Package and Advertising Design

This course entails an investigation of advertising design, packaging, and marketing. Students select products, develop packages and promotions, and execute storyboards for TV and other media.

Prerequisites: ARTS 251, 282, 299

ARTS 360 Advanced Textile Workshop

Students create original designs for the purpose of printing on fabric. Patterning, layout, color mixing, tools and supplies, business practices, and presentation are covered. Designs are painted with gouache and dyes on a variety of materials.

Prerequisites: ARTS 260 or 261, 299. Repeatable once

ARTS 370 Photo Lighting and Techniques

The photography studio as a place for making art. An introduction to basic studio photography techniques, lighting, and set-up using hot lights and electronic flash, involving portraiture, models, still life objects, and simple sets.

Prerequisite: ARTS 270, 299. Repeatable once

ARTS 371 Photography II

Students develop their own area of interest through consultation with the instructor. Course allows students to pursue various aspects of photography as a visual art form in depth. Outside assignments required.

Prerequisites: ARTS 270, 299. Repeatable once

ARTS 372 Color Photography

Experiences in basic techniques of developing color film, printing, enlarging, toning; also experimental photography as an art form. Outside assignments required.

Prerequisites: ARTS 270, 299. Repeatable once.

ARTS 373 Advanced Photography Projects

A critique course for the serious photography student. The goal of this class is to create a portfolio or body of work that explores a personal vision and develops a work method through the commitment to a long-term project.

Prerequisites: ART 299, 371. Repeatable three times

ARTS 375 Digital Imaging

A study of the principles of digital image processing and manipulation in conjunction with photographic camera work. Emphasis will be placed on the use of Adobe Photoshop software for the enhancement and manipulation of captured images as well as the creation of collage/montage work. Use of student captured images rather than appropriated images will be stressed.

Prerequisites: ARTS 270, 282, 299

ARTS 380 Advanced 2-D Computer Art Paint

The second in a series of paint system courses examines advanced paint systems. Electronic painting techniques are explored. Emphasis is placed upon investigating computer arts' influence on, and role in, the art world while simultaneously developing a personal aesthetic sense.

Prerequisites: ARTS 280, 299. Repeatable twice

ARTS 382 Advanced Electronic Publishing

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

Prerequisites: ARTS 282, 299

ARTS 383 Web Design I

This course will introduce beginners to the art of creating interesting, intelligent, usable, and well-designed Web sites. Students will be introduced to HTML, history of the Internet, aesthetics of Web design, user-friendly features, and navigation techniques, and will work with several graphic, animation, sound, and Web programs.
Prerequisites: ARTS 280 or ARTS 282, 299

ARTS 385 3-D Computer Graphics II – Introduction to Animation

This course covers advanced projects in 3-D computer graphics modeling and object animation. Recent technological advances and mathematical principles involved in modeling are covered. Emphasis is placed upon skill and development of visual comprehension.
Prerequisites: ARTS 285, 299. Repeatable twice

ARTS 386 Compositing, Editing, and Motion Graphics

This course covers advanced projects in editing, compositing, and motion graphics. Students will be exposed and master the concepts and techniques of non-linear editing, compositing of layers of computer generated imagery and live action video, and design of titling and motion graphics. All of these will be used to help the student develop a good sense of design and communication in regard to the development of portfolio materials. Emphasis is placed upon skill, craft, and development of visual and heuristic comprehension.
Prerequisites: ARTS 285, 299. Repeatable once

ARTS 387 Storyboarding and Production Design

This course concentrates on the critical skills of design and narrative storytelling needed by all animators and filmmakers to create and execute animated films on a professional level. Brainstorming, script writing, production design, storyboarding, and animatics fill the balance of assignments.
Prerequisites: ARTS 105, 110, 120, 205, 299

ARTS 388 Cell Animation I

Introduces the concepts and techniques used in the art of traditional cell animation. In-depth study and practical use of the methods to take drawing and extend into kinetic motion with an emphasis on the development of an understanding of physics, kinetics, and cause and effect in animated film. In addition, the course allows the student to develop an ability to communicate psychological and emotive characterization through drawing and animation.
Prerequisites: ARTS 289, 299

ARTS 395 Internship

Students normally work a minimum of 15 hours per week per three credits under the guidance of an onsite supervisor in a professional, visual arts setting. Permission of the chairperson is required.
1-6 credits

ARTS 399 Selected Topics

Topics not presently offered in other courses. Content changes each semester.
Prerequisite: Permission of chairperson 1-6 credits

ARTS 405 Drawing Studio

Studies the uses and meaning of drawing. Historical as well as contemporary drawing used as a basis for personal development of concepts. Uses a variety of settings and materials.
Prerequisites: ARTS 299, 305

ARTS 410 Sculpture Studio

An advanced level course. Emphasis placed upon development of personal aesthetic and expression. Intensive studio work with a focus on process content and documentation.
Prerequisites: ARTS 299, 310. Repeatable three times

ARTS 415 Furniture Design Studio

All the joinery and fabrication techniques for fabrication reviewed and combined in order to examine design process. Work done by traditional and experimental methods. Individuals have an opportunity to approach design from a personal point of view.
Prerequisites: ARTS 299, 315. Repeatable three times

ARTS 420 Painting Studio

Expansion of principles and theories developed in advanced painting. Personal investigation of media and materials should lead to a coherent body of work. Projects should be documented.
Prerequisites: ARTS 299, 320. Repeatable three times

ARTS 423 Advanced Chinese Ink Painting

Emphasizes the creative aspect of Chinese art. This course applies Chinese artistic theories in artistic practice; it is not a Chinese art history course. Particular emphasis is placed on painting materials and techniques, as well as learning how to appreciate Chinese painting and its characteristics. This course enables students to view a unique Asian culture from a new perspective and to absorb elements from a different cultural tradition into their own artistic articulation and elaboration.
Prerequisites: ARTS 299, 323

ARTS 430 Printmaking Studio

A senior-level course. In-depth investigation of media and critical attention to ideas, concepts, and presentation are expected. Emphasizes personal development and self-discovery. Outside assignments required.
Prerequisites: ARTS 299, 330. Repeatable three times

ARTS 440 Ceramics Studio

This course is based upon intensive studio work for students who wish to be involved in experimental projects. Glazing, throwing, hand-building, and assemblage are to be used to examine plasticity of media. Outside assignments required.
Prerequisites: ARTS 299, 340. Repeatable three times

ARTS 450 Advanced Graphic Design Studio

Reviews all the subjects covered in the preceding workshops and brings together the students' written, visual, and philosophic skills in preparation for entry into the design field. Students select projects to be undertaken in order to concentrate on a particular design discipline or to acquire more practice in selected areas. The course also covers portfolio building and career guidance.

Prerequisites: ARTS 282, 299, 350. Repeatable once

ARTS 451 Visual Communication Lab

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

Prerequisites: ARTS 299, 351

ARTS 460 Experimental Textile Studio

An advanced level course in which students combine pliable material with other media of their interest, including paper, felt, paint, and photography. Fiber as a sculptural medium will be explored. References will be derived from primitive contemporary sources.

Prerequisites: ARTS 299, 360. Repeatable three times

ARTS 470 Experimental Photo Studio

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

Prerequisites: ARTS 299, 370. Repeatable three times

ARTS 474 Alternative Photographic Methods

This course is about using photography, its methods, materials, and processes to make art in alternative forms — forms other than the straight silver gelatin print on the gallery wall. The course surveys alternative methods of presentation including the book, projection or computer screen, photo-sculpture, installation, and altered environment. Students also explore multiple techniques of direct manipulation of the image as well as the use of photographically derived images combined with other media.

Prerequisites: ARTS 270, 299, 371.

ARTS 481 Advanced Projects 2-D Computer Art

Advanced two-dimensional 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 two-dimensional animation such as multimedia presentations, TV graphics, and brochure layout.

Prerequisites: ARTS 299, 380, 382.

ARTS 483 Interactive Online Media

This course introduces beginners to the aesthetics and techniques of creating interactive content for the Web. Using Web and multimedia authoring tools, students create animations and interactive experiences such as games, stories, personal portfolios, presentations, Web toys, etc. Emphasis is on navigation techniques, user-friendly features, interface design, basic programming, creativity, and the history and future of the Internet and multimedia.

Prerequisites: ARTS 280 or ARTS 282, and ARTS 299.

Repeatable once

ARTS 484 Interactive Multimedia DVD

This course introduces beginners to the aesthetics and techniques of creating interactive content for output to DVD. Using multimedia authoring tools, students can create DVDs, multi-user environments, Web games, interactive video, virtual environments, as well as projected art installations. Emphasis is on navigation techniques, user-friendly features, interface design, basic programming, creativity, and the history and future of multimedia.

Prerequisites: ARTS 280 or ARTS 282, and ARTS 299.

Repeatable once

ARTS 486 Character Animation I

An introduction to character animation, the course covers the fundamental principles, concepts and processes used to develop character and create computer-animated sequences. Skills and knowledge gained in Advanced 3-D Computer Graphics are applied to the animation processes. Class work includes the production of several short computer-animated pieces that are output to videotape.

Prerequisites: ARTS 299, 385

ARTS 487 Advanced Character Animation

A continued exploration character animation, this course reviews the fundamental principles, concepts, and processes used to create computer-animated sequences, combining them with pre- and post-production skills acquired, and applies them to the planning and execution of advanced animated pieces. Skills and knowledge gained in Character Animation I are applied to animation process.

Prerequisites: ARTS 299, 486. Repeatable two times

ARTS 488 Advanced Cell Animation

Develops an advanced understanding of the concepts and techniques used in the art of traditional cell animation. In-depth study and practical use of the methods of kinetic motion and physics with an emphasis on the development of the ability to articulate and communicate a character's personality, motivation, and psychological expression.

Prerequisites: ARTS 287, 299. Repeatable once

ARTS 493 BA Studio Senior Seminar

This course directs the BA Studio student to prepare visual, written, and oral presentations to showcase their acquired skills through the assembly of a hard copy and digital portfolio of visual and written work as well as supervised research in the development of career goals and career opportunities. Covers selected topics in the areas of art history, art criticism, art technology, art theory, and business practices as they pertain to a professional career in studio art.

Prerequisite: Permission of the instructor or chair

ARTS 494 BFA Studio Senior Seminar

Covers selected topics in the areas of art history, art criticism, art technology, art theory, and business practices as they pertain to a professional career in studio art. This course directs the BFA student to prepare visual, written, and oral presentations to showcase their acquired skills through the assembly of a hard copy and digital portfolio of visual and written work. Research and development of career goals and career opportunities as well as supervised research and planning in preparation for the development of the Senior Thesis Project.

Prerequisite: Senior status, permission of the chair, majors only

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 once

ARTS 499 Independent Study

As approved by department chair and dean, and to be arranged.

1-6 credits

Department of Communication

Professors: J. Akrami, S. Ferris, J. Lee (chair), T. Leshner, J. Ludwig, B. Morganstern, I. Olaye, D. Peck

Associate Professors: R. Bartone, E. Birge, C. Lum, J. Rhodes, E. Stroppel

Assistant Professors: K. Asada, J. Beal, L. Brown, G. Guerrieri, B. Mermelstein, K. Obadike, L. Ramos, S. Rosenfield, C. Williams

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

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

Concentration Programs

The B.A. in communication encompasses an integrated curricular structure leading to a single degree. As of fall 2008, students may choose from the following majors within that degree.

The **Interpersonal Communication** concentration provides students the opportunity to study human interpersonal communication from behavioral, humanistic, and scientific perspectives. This includes instruction in the theory and history of communication, the development and application of intercultural and international communication practices, as well as relational, team, and leadership communication competencies in business, education, and social settings. Enhanced competency in written and oral expression is supported through the examination of oral and nonverbal and current technology-based messaging formats.

The **Journalism/Public Relations** concentration introduces students to the methods and techniques for gathering, processing, and delivering information in print and broadcast media. The major includes instruction in news writing, reporting, editing, media laws/ethics, and public relations principles and practices. Students produce television news shows, publish a campus newspaper, and create public relations campaigns. Upon selection of the major, students may choose from the following tracks to better customize their course of study based on specific interest areas:

- Print Journalism
- Broadcast Journalism
- Public Relations

The **Media Studies and Media Production** concentration introduces students to both the aesthetic and applied methods of communication media. The major offers two tracks: media studies, which examines the cultural, social and ethical dimensions of communication practices, and media production, which encompasses the production of broadcast and film. Upon selection of the major, students may choose from the following tracks to better customize their course of study based on specific interest areas:

- Media Studies
- Media Production

The **Theatre and Comedy** concentration offers students a focus on the arts of theatre and comedy, both academically and experientially. Live performance, writing, research, and collaborative learning are the hallmarks. Students develop skills in presentation and creativity, and learn how to utilize these skills in all media. Students are required to perform in and/or work on theatre productions, in addition to other forms of media. The major also includes the possibility of study at the American Comedy Institute in New York City.

A variety of professional opportunities exist for majors with a B.A. in communication in broadcasting, print journalism, radio, television, and theatre. These include careers in 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 degree also provides an excellent undergraduate background for students intending to pursue advanced degrees in law, business and areas of public service, government, or education.

Honors Societies

Alpha Psi Omega, the National Theatre Honor Society, provides acknowledgement to those students who demonstrate a high standard of accomplishment in theatre. This society is not intended to take the place of any other theatre club or producing group, but as students qualify they may be rewarded by election to membership in this society. APO requires that students participate in on-campus theatre work for a minimum of two semesters and participate in a variety of production tasks (acting, directing, technical theatre, etc.). Students of all disciplines are welcome. For more information, please contact Dr. E. Stoppel, Department of Communication, 973.720.3342.

Lambda Pi Eta, the National Honor Society in communication, is a member of the Association of College Honor Societies and an affiliate of the National Communication Association. *Lambda Pi Eta* recognizes and rewards student excellence in the field of communication. Membership is open to any communication major who has a minimum overall GPA of 3.0, a minimum communication GPA of 3.25, and demonstrates an active commitment to the field of communication. Full members must have 60 credits; associate membership is available to those with fewer than 60 credits. The *Beta Xi* chapter of *Lambda Pi Eta* is a student-run organization, which provides opportunities and support for academically related activities. For more information, please contact Chriss Williams, Department of Communication, 973.720.2431

Internships

The Department of Communication offers two types of internship opportunities for students through COMM 330.

External Internships are open to juniors and seniors with a minimum 2.5 grade point average. Students receive credit for interning at any of a large number of media outlets, including the major news networks and talk shows in Manhattan, as well as public relations agencies, newspapers, film production companies, Fortune 500 corporations, and theatre companies. Permission from the internship coordinator is needed for students to enroll.

Internal Internships offer students credit for working on campus-based media outlets, such as radio and television, and in theatre. Permission from the instructor in charge of the specific area and the internship coordinator is needed for students to enroll.

Curriculum

COMMUNICATION DEGREE

REQUIREMENTS39 CREDITS

Required for all majors6 Credits

COMM 119 Survey of Communication Studies and Practice...3

(Note: COMM 119 must be the first course taken within the department.)

COMM 445 Capstone.....3

(Note: Students must complete COMM 119 and major requirements before taking Capstone. Permission is also required.)

A. INTERPERSONAL COMMUNICATION CONCENTRATION REQUIREMENTS

CORE COURSES18 CREDITS

(These requirements MUST be met for students to qualify for Capstone.)

COMM 121 Communication Theory

COMM 244 Communication Research Foundations

COMM 265 Foundations of Language

COMM 340 Intercultural Communication

COMM 360 Interpersonal Communication

COMM 463 Group Discussion

Required Electives15 Credits

Choose five of the following courses:

COMM 230 Organizational Communication

COMM 263 Public Speaking

COMM 264 Voice and Speech Production

COMM 266 Dynamics of Communication

COMM 330 Communication Internship
(Internal and/or external)

COMM 361 Successful Business and
Professional Communication

COMM 365 Persuasion and Social Change

COMM 420 Nonverbal Communication

COMM 443 Applied Communication

Suggested Free Electives

Students should consider taking additional credits within the Interpersonal concentration, other concentrations within the department, or selected courses outside the department that complement their study focus. It is recommended that students make these decisions through discussions with faculty members from the Interpersonal concentration.

B. JOURNALISM/PUBLIC RELATIONS CONCENTRATION REQUIREMENTS

CORE COURSES15 CREDITS

(These requirements MUST be met for students to qualify for Capstone.)

COMM 120 Media and Society

COMM 210 Media Writing

COMM 249 Research Methods in Applied Communication

COMM 250 Journalism

COMM 350 TV News

Choose one of the following tracks:

BROADCAST JOURNALISM

The **Broadcast Journalism** track gives students an overview of the theory and history of television news, and focuses on the research, writing, and production skills associated with putting together the various parts of a TV network-style news program. Students learn to: write and produce TV news stories, both in the newsroom and also using cameras, editing, and sound equipment; do "live" video reports from remote locations; assemble a news show rundown; supervise preproduction of a TV news program; and supervise the program as it airs. In this way, students are prepared for internships at the major TV news networks and ultimately for TV industry jobs.

CORE REQUIREMENTS.....15 CREDITS

COMM 220 Radio and Television Industries

COMM 227 TV Production (or COMM 102 Acting I)

COMM 355 Broadcast News Production

COMM 452 Advanced Broadcast Journalism

COMM 455 Electronic News Gathering
(or COMM 274 Acting for the Camera)

Recommended Electives.....3 Credits

COMM 222 Media Law and Ethics

COMM 263 Public Speaking

COMM 330 Communication Internship

POL 224 Political Parties

POL 240 International Relations

POL 275 Politics and the Media

PRINT JOURNALISM

The **Print Journalism** track prepares students for professional careers in the newspaper and related industries and for advanced study. The curriculum enables students to become sophisticated consumers of news media and includes instruction in news writing, reporting, editing, and media law/ethics. Emphasis is placed on integrating new media throughout the track's curriculum. Students prepare for internships and entry-level positions at newspapers through writing for the student newspaper.

CORE REQUIREMENTS.....12 CREDITS

(Note: Students must complete 24 credits in department requirements, major requirements, and track requirements before taking the Capstone.)

COMM 222 Media Law and Ethics

COMM 351 Advanced Reporting

COMM 454 News Editing

COMM 459 Journalism Field Studies

Electives6 Credits

Choose two of the following courses:

COMM 223 Press and the Presidency

COMM 224 International Media

COMM 330 Communication Internship

COMM 348 Public Relations

COMM 349	Radio News
COMM 451	Freelance Writing
COMM 455	Electronic News Gathering
POL 120	American Government and Politics
POL 240	International Relations
POL 275	Politics and Media
LAW 120	Introduction to Law and Legal Systems
MGT 202	Introduction to Business

PUBLIC RELATIONS

The **Public Relations** track prepares students for employment in public relations and related industries and for advanced study in the field of public relations, corporate communication, management, or business. The curriculum provides students with an understanding of the broad career opportunities available in the field and explores the various definitions of public relations as a management function. Students who complete the Public Relations track will benefit from course work covering cultural and economic context, public relations theory, and evolution of the practice. Rigorous applied public relations practice includes public relations writing and oral presentation, audience analysis, media outreach, strategic integrated communication, program development, and crisis management. The program encourages participation in an internship or cooperative experience where students gain valuable experience by applying their public relations skills and knowledge in a professional setting.

CORE REQUIREMENTS.....9 CREDITS

COMM 348	Introduction to Public Relations
COMM 449	Public Relations Workshop
COMM 448	Public Relations Case Studies

Electives 9 Credits

Choose three of the following courses:

COMM 222	Media Law and Ethics
COMM 224	International Media
COMM 260	Oral Interpretation
COMM 264	Voice and Speech Production
COMM 330	Communication Internship
COMM 352	Broadcast Advertising
COMM 361	Successful Business and Professional Communication
COMM 451	Freelance Writing
COMM 454	News Editing
COMM 459	Journalism Field Studies
MKT 210	Principles of Marketing
MKT 314	Marketing Communication Strategy
MGT 200	Principles of Management
MGT 202	Introduction to Business
MGT 309	International Management
POL 240	International Relations

C. MEDIA STUDIES AND MEDIA PRODUCTION CONCENTRATION REQUIREMENTS

CORE COURSES9 CREDITS

(These requirements must be met for students to qualify for Capstone.)

COMM 210	Media Writing
COMM 220	Radio and Television Industries (research component)
COMM 234	Film as a Medium

Choose one of the following tracks:

MEDIA STUDIES

The **Media Studies** track takes a generalist approach to understanding the social, economic, political, cultural, aesthetic, legal, and ethical dimensions of communication media. Courses are designed to introduce students to an international and multicultural appreciation of the role of media technologies in a global society. Students have the opportunity to blend their critical studies in media with hands-on creative studies through elective media production courses. Students considering careers in the various media industries would benefit from this broad understanding and the program's emphasis on the critical analysis of the role of media in a society characterized by rapid media change.

CORE REQUIREMENTS.....15 CREDITS

(Note: Students must complete 27 credits in department requirements, major requirements, and track requirements before taking Capstone.)

COMM 120	Media and Society
Choose four of the following courses:	
COMM 222	Media Law and Ethics
COMM 224	International Media
COMM 249	Research Methods in Applied Communication
COMM 320	Media Criticism
COMM 328	Media History

Electives9 Credits

(Only two production courses for a maximum of 6 credits are allowed in this category.)

COMM 235	Film as Crosscultural Communication
COMM 250	Journalism
COMM 318	Forms of Art
COMM 330	Internship
COMM 338	Media in Asia
COMM 421	Broadcast Management
COMM 431	Screenwriting
COMM 452	Advanced Broadcast Journalism
COMM 239	Filmmaking I
COMM 331	Filmmaking II
COMM 332	Filmmaking III

MEDIA PRODUCTION

The **Media Production** track introduces students to the methods and techniques used to create aural/visual messages in a variety of mass media. Sequences of introductory and advanced courses in theory and practice of film, television, and radio provide students with a comprehensive understanding of the aesthetics and techniques of media production and prepare them to function as professionals in different media fields. The production facilities in the track allow students hands-on practice in two television studios, a radio station, a film production lab, a digital audio production lab, and several digital video and audio editing rooms.

CORE COURSES9 CREDITS

(Note: Students must complete 27 credits in department requirements, major requirements, and track requirements before taking Capstone.)

- COMM 225 Audio Production
- COMM 227 TV Studio Production
- COMM 239 Filmmaking I

Required Electives6 Credits

Choose two of the following courses:

- COMM 326 Advanced TV Production
- COMM 331 Filmmaking II
- COMM 332 Filmmaking III
- COMM 353 Advanced Audio Production
- COMM 424 Radio Production Workshop
- COMM 425 Television Workshop

Electives9 Credits

Choose three of the following courses:

- COMM 222 Media Law and Ethics
- COMM 233 Sound as a Medium
- COMM 235 Film as Crosscultural Communication
- COMM 249 Research Methods in Applied Communication
- COMM 320 Media Criticism
- COMM 334 Documentary and Non-Fiction Film
- COMM 434 Current Cinema

Recommended Free Electives

- COMM 102 Acting I
- COMM 224 International Media
- COMM 250 Journalism
- COMM 274 Acting for the Camera
- COMM 318 Forms of Art
- COMM 321 Announcing
- COMM 324 Writing for Radio and Television
- COMM 330 Communication Internship
- COMM 349 Radio News
- COMM 421 Broadcast Management
- COMM 431 Screenwriting
- COMM 452 Advanced Broadcast Journalism

D. THEATRE AND COMEDY CONCENTRATION REQUIREMENTS

CORE COURSES18 CREDITS

(These requirements *MUST* be met for students to qualify for Capstone.)

- COMM 102 Acting I
- COMM 115 Production Lab (2 credits) and
- COMM 117 Performance Lab (1 credit)
- or
- COMM 115 Production Lab (1 credit) and
- COMM 117 Performance Lab (2 credits)
- COMM 274 Acting for the Camera
- COMM 276 Sketch Comedy Writing and Performance
- COMM 283 Playscripts (research component in dramaturgy)
- COMM 377 Directing for Stage and Media

Electives15 Credits

Choose five of the following courses:

- COMM 217 Scenery Construction and Set Design
- COMM 220 Radio and Television Industries
- COMM 234 Film as a Medium
- COMM 260 Oral Interpretation
- COMM 264 Voice and Speech Production
- COMM 270 Acting II
- COMM 272 Acting III
- COMM 273 Fundamentals of Comedy Writing and Performing
- COMM 280 Theatre Workshop
- COMM 285 Musical Theatre
- COMM 290 Theatre Workshop II
- COMM 330 Communication Internship
- COMM 384 Golden Ages of the Theatre
- COMM 388 American Theatre and Drama
- COMM 389 Drama for Children
- COMM 431 Screenwriting
- COMM 456 Playwriting

Note: Students in the Theater and Comedy concentration should take COMM 101 Introduction to Theatre as one of the two required College of Arts and Communication GE courses.

Courses

Unless otherwise noted, all courses are 3 credits.

COMM 101 Introduction to Theatre

An innovative study of the dramatic process covering historical and practical facets of plays and theatrical production. The course is approached from the appreciation point of view. Purchase of tickets to see plays may be required.

COMM 102 Acting I: Improvisation

Use improvisation and monologues to explore individual and group expression on stage. Emphasis is on physicalization, theatre exercises, and the language of acting as it applies to behavioral choices in acting and in life.

COMM 110 Communication in Action

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

COMM 115 Production Laboratory

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

1 credit

COMM 117 Performance Laboratory

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

Prerequisite: Audition. May be repeated.

1 credit

COMM 119 Survey of Communication Studies and Practice

This course offers students an opportunity to learn about the fields of communication as they determine their major area of study. Students will discuss, research, and write about the disciplines of film, interpersonal communication, journalism and public relations, media studies, radio and television, and theatre with faculty from these respective areas and in online study groups.

COMM 120 Media and Society

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

COMM 121 Communication Theory

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

COMM 210 Media Writing

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

Prerequisite: ENG 110

COMM 217 Scenery Construction and Set Design

Fundamentals of theatrical set design and construction are covered in conjunction with current campus productions. Students are introduced to the scene shop and related facilities and equipment, and learn how to execute and produce theatrical design. Lab fee.

COMM 220 Radio and Television Industries

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

Prerequisite: COMM 120

COMM 222 Media Law and Ethics

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

Prerequisite: COMM 120

COMM 223 The Press and the Presidency

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

COMM 224 International Media

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

Prerequisite: COMM 120

COMM 225 Audio Production

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

COMM 226 Video Production and Editing

An introductory course in electronic field production and video editing. In field situations, students create, produce, videotape, and edit video documentaries, public service announcements, and instructional projects for cable and campus use. Extensive use of portable video cameras and video editing systems is required. Lab fee.

COMM 227 Television Studio Production

Practice in writing, producing, directing, performing and crewing television productions and videotape materials. Provides the opportunity to study and practice broadcast program creation under laboratory circumstances that simulate the conditions of on-the-air television broadcasting. Lab fee.

COMM 230 Organizational Communication

In the twenty-first century, organizations are a central fact of human existence. This class provides an introduction to organizational communication, preparing students to understand and effectively participate in organizational life. The course surveys various aspects of organizational communication from an overview of theoretical frameworks to applications. Particular attention will be paid to process, forms, and functions of organizational communication, and to contemporary organizational issues such as diversity, technology, and team work.

COMM 234 Film as a Medium

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

COMM 235 Sound as a Medium

An introduction to the study of sound as a language and as an art. This course offers an historical overview of how recorded sound has affected the arts. Through examples in film, television, theatre, radio, visual art, literature and music, this course examines audio aesthetics and the roles of organized sound in contemporary culture. Over the semester students are introduced to techniques and terminology of sound art and design. This class will consist of close listening sessions, discussions, and the analysis of work by major sound artist and designers.

COMM 239 Filmmaking I

An introduction to cinematography and production techniques that acquaint the student with all aspects of the filmmaking process from initial concept to final exhibition. Using modern film equipment, students focus on self-expression, visual thinking, composition, lighting, camera movement, and editing techniques. Each student explores different approaches to filmmaking through several filmed exercises and has the opportunity to direct, shoot, and edit a final film.

Prerequisite: COMM 234 Lab fee.

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 249 Research Methods in Applied Communication

Designed to fulfill the needs of future journalists and public relations practitioners, this course allows students to focus on a wide selection of topics, including database collection, survey design, assessment, and the use of qualitative versus quantitative research in the newsgathering process. Enrollees also will study recent research about journalism, PR, and allied fields.

COMM 250 Journalism

Practical experience in gathering news and writing the basic journalistic forms, including the straight news story and various types of features. Students undertake reporting assignments designed to develop skills in interviewing, observation and writing, and receive individual evaluation of their work.

Prerequisite: COMM 210

COMM 260 Oral Interpretation

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

COMM 263 Public Speaking

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

COMM 264 Voice and Speech Production

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

COMM 265 Foundations of Language

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

COMM 266 Dynamics of Communication

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

COMM 270 Acting II

A continuation of the emphases of Acting I. Additionally, Acting II focuses on dramatic processes as they formalize into theatrical performance. The creation of dramatic form (plot, character, setting) as it relates to theme (or message, metaphor) is of particular focus. An introduction to improvisation as a formal theatrical mode.

Prerequisite: COMM 102

COMM 271 Theatre Management

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

COMM 272 Acting III: Special Topics

An array of methods to discover and perform characters from drama.

Prerequisite: COMM 270

COMM 273 Fundamentals of Comedy Writing and Performing

This course offers students the opportunity to learn the craft of comedy as written and performed. Students analyze the structure of comedy writing and obtain the skills to create original personas on stage, use audience response to help shape material, and perform stand-up comedy. Lab fee.

COMM 274 Acting for the Camera

A course that introduces students to the theories and principles of on-camera performance. They will enact monologues and scenes for the camera. Lab fee.

Prerequisite: COMM 102

COMM 275 Acting IV: Scene Study

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

Prerequisite: COMM 272

COMM 276 Sketch Comedy Writing and Performing

This course offers students the opportunity to learn the craft of sketch comedy. They will analyze the structure of comic scenes for comedic premise, characters, and dramatic action, and learn how to write, perform, and critique sketches.

COMM 280 Theatre Workshop I

This course focuses on giving students practical knowledge of technical processes involved in putting on a theatrical production. Workshops in lighting/sound, costume/makeup, and scenery/painting, and backstage crew assignments allow students to experience theatre firsthand.

COMM 281 Lighting I

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

COMM 282 Scene Design I

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

COMM 283 Playscripts

A study of playscripts in terms of both their functional, narrative content, and their theatrical, structural function. Investigation of the reasoning process involved in visualizing the transformation of a script on the page into a play on the stage, and the research and practice of dramaturgy. Prerequisite: COMM 101

COMM 284 Scenery Construction II

Advanced problems in set construction are considered in laboratory and practical situations. This course also concerns itself with analysis of various construction problems. Prerequisite: COMM 217

COMM 290 Theatre Workshop II

A continuation of COMM 280 requiring students to actively share in the responsibility for a specific theatrical production.

Prerequisite: COMM 280

COMM 318 Forms of Art

Study of the principles and practices of creating plays, concerts, paintings, and film. Special emphasis is placed on the discovery of the commonalities that link forms of art. Attendance at various events is required.

COMM 320 Media Criticism

Examine critical approaches to the analysis of the production, composition, transmission, and reception of mass media programs. Concentrating on film, TV and radio, this course develops criteria for making aesthetic judgments of media programs as mass art.

Prerequisite: COMM 210

COMM 321 Announcing

Introduction to the responsibilities and skills required of the individual performer in the preparation, announcing, and narration of the various types of material for television, radio, and film.

Prerequisite: COMM 260

COMM 322 Advanced Announcing

An in-depth treatment of the field. Heavy emphasis on narration for television and film. Extended work in the production of news and disc jockey programs, using broadcast-level facilities.

Prerequisite: COMM 321

COMM 324 Writing for Radio and Television

The technique of writing dramatic and non-dramatic material for radio and television. Theory, practice, and analysis of broadcast material, advertising, and continuity are emphasized. Designed to develop skill in expository, narrative, and persuasive writing as it relates to broadcasting.

Prerequisite: COMM 210

COMM 326 Advanced Television Production

Provides an opportunity to work within standard operating procedures similar to those utilized by commercial and educational television. Includes practice and projects in such critical areas as timing, electronic editing, minor equipment maintenance, and color programming. Prerequisite: COMM 227. Lab fee.

COMM 328 Media History

An historical study of the origins, development, diffusion, applications, and impact of pre-literate media, literacy, typography, and electronic media such as telegraphy, the telephone, radio, televisions, and the Internet. Prerequisite: COMM 120

COMM 330 Internship

Students are assigned to on-campus media outlets or external sites for practical experience in communication fields. Prerequisite: Permission is required.

COMM 331 Filmmaking II

This course is an introduction to professional film techniques. Through lectures, demonstrations, and filmed exercises students learn how to use cameras, lenses, 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 short film. Lab fee. Prerequisite: COMM 239

COMM 332 Filmmaking III

An intensive laboratory course in film production in which each student produces a five-ten minute 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 advanced lighting, as well as postproduction work including sound and picture editing. Students are encouraged to work as crew on each other's productions. Lab fee. Prerequisite: COMM 331

COMM 333 Applied Techniques I

An intensive production workshop designed for students of film and video who wish to integrate several media production techniques in individual advanced projects. The purpose of this course is to examine the different production approaches used in the making of diverse products from documentaries to music videos to television commercials to independent dramatic and experimental films. Prerequisite: COMM 331

COMM 334 The Documentary and the Nonfiction Film

Study the development of the documentary and other nonfiction cinemas, incorporating cultural studies notions addressing how otherness, exoticism, and social and political issues that affect culturally distant societies are viewed. Through screenings and discussion seminars, students learn to define the different documentary modes and to analyze their formal production approaches, narrative and rhetorical structures, and the ways in which these construct meaning in the nonfiction film. Issues such as the ethics and politics of representation are addressed, in addition to more abstract questions related to the documentary, such as the real or imagined lines between fact and fiction, relationships between truth and reality, personal experience, and the problems of its representation. Prerequisite: COMM 234

COMM 338 Media in Asia

A case study approach to an in-depth analysis of theories and issues relating to media globalization, regionalization, localization, national development, and international relations in Asia.

COMM 340 Intercultural Communication

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

COMM 348 Public Relations

Defines the functions of public relations method and its historical context. Students are apprised of the basic tools used in varied public relations situations. Prerequisite: COMM 250

COMM 349 Radio News

Instruction and practical experience in the basic techniques of radio news writing are examined, including reporting for radio and producing radio news programs. Also includes the analysis of radio news broadcasts and discussions of the major issues involved in radio journalism. Prerequisite: COMM 210

COMM 350 Television News

Instruction and practical experience in the basic techniques of television news writing. Writing for film and videotape, reporting for television and producing television news programs. Analysis of television news broadcasts and discussion of the major issues involved in television journalism. Lab fee. Prerequisite: COMM 210

COMM 351 Advanced Reporting

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

Prerequisite: COMM 250

COMM 352 Broadcast Advertising

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

Prerequisite: COMM 210

COMM 353 Advanced Audio Production

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

Prerequisite: COMM 225

COMM 355 Broadcast News Production

This course focuses on the production of weekly TV news programs cablecast on campus and into the Wayne/Paterson area. Students are responsible for all editorial and technical aspects of production.

Prerequisite: COMM 210.

COMM 360 Interpersonal Communication

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

COMM 361 Successful Business and Professional Communication

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

COMM 362 Debate

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

Prerequisite: COMM 263

COMM 365 Introduction to Rhetoric

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

Prerequisite: COMM 121

COMM 377 Directing for Stage and Media

Principles and theories for directing plays, from the text to the visual. Practical experience in guiding performers as they create characters for stage and other media.

Prerequisite: COMM 102

COMM 380 Stage Management

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

COMM 381 Scene Painting I

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

COMM 382 Lighting II

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

Prerequisite: COMM 281

COMM 383 Scene Design II

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

Prerequisite: COMM 282

COMM 384 Golden Ages of the Theatre

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

COMM 385 Field Experience in Drama and Theatre

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

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 theatre as a comprehensive art.

Prerequisite: COMM 275

COMM 388 American Theatre and Drama

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

Prerequisite: COMM 101

COMM 389 Drama for Children

Study of the importance of dramatic process in a child's individual and social growth. Investigation of the dynamics of the creative process within formal drama (children's theatre) 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 420 Non-Verbal Communication

This course will examine the different non-verbal communication codes and explore their functions in daily interactions. For example, it will examine the functions that non-verbal codes serve in impression formation, social influence, relationship development, business settings, and negotiations.

Prerequisite: COMM 244

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 program-mable for campus use, cable television, public broadcasting, and other open circuit channels. Lab fee.

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: COMM 234

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.

Prerequisites: COMM 332 and COMM 431

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 digital editing for a sound film. In a workshop environment, the student becomes familiar with editing vocabulary, equipment, and procedures. 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 443 Applied Communication

Applied Communication provides students with a comprehensive analysis of contemporary communication theory and research. Students are nurtured in the application of selected communication theories in their chosen professional area of interest. The impact of communication is examined in a range of contexts, including interpersonal, small group, organizational, cultural, and mass communication.

COMM 445 Communication Capstone

Every communication major is required to complete a capstone experience.

Prerequisites: COMM 119 and major requirements.

Permission also required.

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 Lab fee.

COMM 454 News Editing

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

Prerequisite: COMM 250

COMM 455 Electronic News Gathering

The investigation, preparation, and production of news stories for broadcast. Emphasis on the independent preparation of copy, individual selection of story content, and production and video/audio tape for journalistic

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

Prerequisite: COMM 350

COMM 456 Playwriting

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

Prerequisite: ENG 110

COMM 459 Journalism Field Studies

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

Prerequisite: COMM 250.

Permission required.

COMM 460 Reporting Public Affairs

The nature and law of public affairs on federal, state, and local levels. The rights of working reporters and the public to matters of legitimate record are outlined, as are the practical steps necessary to gather this information.

Prerequisite: COMM 250

COMM 463 Group Discussion

Theory and practice in various types of discussion situations. Consideration of the place of discussion in a democratic society. Integration of traditional principles with recently developed concepts and approaches.

COMM 480 Scene Painting II

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

Prerequisite: COMM 381

COMM 481 Acting for TV Commercials

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

Prerequisite: COMM 102

COMM 482 Acting: Showcase

A directed independent practicum culminating in a public performance.

COMM 483 Children's Theatre

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

COMM 499 Independent Study

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

1-6 credits

Department of Music

Professors: S. Bryant, D. Demsey, D. Falk-Romaine (chair), N. Guptill-Crain, G. Kirkpatrick, J. Kresky, J. Link, S. Marcone

Associate Professors: K. Demsey, R. DeRosa, C. Frierson-Campbell, E. M. Harrington, D. Kerzner, M. Miller, L. Rogers

Assistant Professors: J. C. Davis, P. MacDonald, T. Newman, D. Weisberg

Half-time faculty: P. Jarvis

The Department of Music offers programs leading to a bachelor of music (B.M.) in music with options in classical performance, jazz studies and performance, music education, music management, and sound engineering arts, and a bachelor of arts (B.A.) degree in music with an option in musical studies. These programs are structured to reflect the multifaceted demands on today's and tomorrow's musicians. The department offers minors in music and music management for the 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 of all applicants to the bachelor of music classical performance track. An audio cassette tape or CD is required for the bachelor of arts in musical studies and for all applicants in the bachelor of music jazz performance track.

All applicants for classical track programs and the bachelor of arts in musical studies must complete placement tests in theory, keyboard skills, and pitch discrimination on scheduled audition dates. The complete evaluation of your audition—in-person and recording—by the music faculty is the most important factor in granting admission to the department. Jazz track programs do not require placement tests in the areas listed above.

The deadline for submission of all music department applications for fall matriculation is April 1, with the exception of all undergraduate degrees offered by the Jazz Studies program, Music Management/Jazz Performance track, and Sound Engineering Arts/Jazz Performance track, which is February 1. There are no jazz auditions in the fall for spring matriculation. The deadline for submission of all music department applications for spring matriculation is November 15 for classical programs only. All questions regarding admission procedures to the music department should be addressed to the following:

Cameron MacManus, Director of Music Admissions and Recruitment
William Paterson University
Shea Center for Performing Arts
300 Pompton Road
Wayne, New Jersey 07470-2103
973.720.3466
musicadmissions@wpunj.edu

Audition Requirements

BACHELOR OF ARTS: MUSICAL STUDIES

Auditions for all B.A. programs are by *audio cassette tape or CD only*.

- A. Requirements for all instruments including electric guitar and electric bass (except voice and percussion):
 - Perform the following major scales: C major, G major, D major, F major, B-flat major (keyboard players must perform with two hands simultaneously.)
 - Perform a prepared piece in any style.
- B. Requirements for voice
 - Sing a one-octave scale
 - Perform a prepared piece in any style
- C. Requirements for percussion
 - Demonstrate single, double, and closed rolls on snare drum
 - Perform a prepared piece in any style.

Although all performance auditions for the B.A. music degree are by tape or CD only, on-campus placement tests in music theory, auditory skills, and piano proficiency are required. Please select a test date from the application.

BACHELOR OF MUSIC: CLASSICAL PERFORMANCE TRACK PROGRAMS

(Classical Performance, Music Education, Music Management, and Sound Engineering Arts)

The pieces suggested in this section illustrate the type of music appropriate for an undergraduate audition. Applicants are free to choose a program that best shows their ability, using music from this list or music of comparable quality.

Whenever possible, music from a variety of stylistic periods should be selected. The audition program should consist of four different compositions or, in some cases, three compositions and orchestral excerpts. Instrumentalists should be prepared to play scales in all keys.

Voice The program should be performed from memory with accompaniment and consist of two art songs or arias, if possible, with at least one selection in Italian, French, or German (for example, arias by Handel or Mozart and art songs by European composers such as Schubert, Schumann, Faure, Debussy, etc., or American composers Barber and Copland).

Strings A sonata or concerto of moderate difficulty; scales and arpeggios; orchestral excerpts.

Guitar Segovia scales, major and minor, one etude by Sor (Segovia Ed.), Carcassi or Aguado. Two concert pieces of the student's own choice from pre-baroque (De Visee, Sanz, Milan, etc.) and baroque periods (Bach, Weiss, etc.), or romantic Spanish (Tarrega, Llobet).

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

Organ Background in piano at level of Bach two-part inventions and earlier Mozart or Beethoven sonatas. Performance of a composition by Bach, a romantic work, and a modern work on the organ is desirable.

Flute Two contrasting movements from sonatas by J. S. Bach, Poulenc, Hindemith, Prokofiev, or the Mozart concertos, or comparable repertoire; orchestral excerpts.

Oboe Concertos by Cimarosa, Marcello, Handel, Mozart; sonatas by Telemann, Handel, Hindemith; orchestral excerpts.

Clarinet Concertos by K. Stamitz, Mozart, Weber; sonatas by Brahms, Hindemith, Martinu, Poulenc; orchestral excerpts.

Saxophone Sonatas by Creston, Heiden; concerto by Glazunov; concertino by Ibert or comparable repertoire.

Bassoon Sonatas by Telemann, Eitler, Hindemith; concertos by Vivaldi, Mozart, Weber; orchestral excerpts.

Trumpet Concertos by Haydn, Hummel, Arutunian; sonatas by Hindemith, Kennan, Stevens; etudes by Arban, Brandt, Charlier, etc.; orchestral excerpts.

Horn One or two movements from a Mozart concerto; concertos by Richard Strauss or Franz Strauss; sonatas by Beethoven; one etude each from Kopprasch and Maxime-Alphonse, book two; orchestral excerpts.

Euphonium Fantasia by Gordon Jacob, Introduction and Dance by Barat; choice of numbers 1 through 14 of the Characteristic Etudes in the Arban Complete Conservatory Method for Trumpet or Trombone.

Trombone Sonatas by Marcello, Hindemith; Morceau Symphonique by Guilmant, Andante et Allegro by Barat; etudes by Kopprasch, Rochut; orchestral excerpts.

Tuba Solo literature and etudes demonstrating tone, intonation, range, technical ability: concerto by Vaughan Williams, sonatas by Marcello, Hindemith; orchestral excerpts.

Percussion Demonstration of snare drum rudiments; an ability to read; basic to advanced technical knowledge of mallet instruments and elementary to advanced exercises for timpani; orchestral excerpts.

BACHELOR OF MUSIC: JAZZ STUDIES PERFORMANCE TRACK PROGRAMS

(Jazz Studies Performance, Music Management, and Sound Engineering Arts)

Auditions for all Jazz Studies Track programs are by audio cassette tape or CD only. A recording should follow these requirements:

- The taped performance should demonstrate ability to play within a group as well as demonstrate strengths of the soloist.
- Perform a minimum of three tunes:
 1. One up-tempo tune such as "Cherokee," "Ornithology," "It Could Happen to You," "Just Friends," or a similar selection;
 2. One ballad such as "Body and Soul," "In a Sentimental Mood," "I Can't Get Started," or a similar selection;
 3. One medium tempo such as "All the Things You Are," "Out of Nowhere," "Have You Met Miss Jones?" or a similar selection.

SPECIAL AUDITION NOTES

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

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

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

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

Major Programs

The B.A. degree is designed for students who desire a liberal education with emphasis on music while obtaining a diversified education in the liberal arts. The completion of an academic minor is required, culminating in the capstone experience.

The B.M. in music options are classical performance, jazz studies and performance, music management, music education, and sound engineering arts. The B.M. in music options in music education offers two concentrations: vocal and instrumental.

Honors Track Programs

The Music Honors Track is intended primarily for highly motivated music majors. For further information on this track, consult the coordinator, Dr. J. Kresky, 973.720.3470, or see page 64 or 107 of this catalog. The Performing and Literary Arts Honors Track is intended primarily for motivated English, art, and music majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. P. Cioffari, 973.720.3053, or see page 64 or 107 of this catalog.

Curriculum

B.A. MUSIC (MUSICAL STUDIES) 42 CREDITS

Required Courses.....30 Credits

MUS 000	Recital Hour (eight semesters)	0
MUS 144	Music Fundamentals*	3
MUS 160	Theory I.....	3
MUS 161	Theory II.....	3
MUS 164	Functional Class Piano I.....	1
MUS 165	Functional Class Piano II	1
MUS 180	Ear Training I	1
MUS 181	Ear Training II.....	1
MUS 207	Music History and Literature I.....	3
MUS 208	Music History and Literature II	3
MUS 260	Theory III.....	3
MUS 261	Theory IV.....	3
MUS 280	Ear Training III.....	1
MUS 281	Ear Training IV	1
	Performing Groups	3
MUS 492	Musical Studies Capstone Experience	3

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

Music Department Elective Courses9 Credits

Choose from any 200 level or above 3-credit course (or by advisement)

B.M. MUSIC: CLASSICAL PERFORMANCE OPTION REQUIREMENTS82-91 CREDITS

MUS 000	Recital Hour (eight semesters)	0
MUS 158	Music Technology	3
MUS 160	Theory I.....	3
MUS 161	Theory II.....	3
MUS 180	Ear Training I	1
MUS 181	Ear Training II.....	1
MUS 207	Music History and Literature I.....	3
MUS 208	Music History and Literature II	3
MUS 234	Sophomore Recital Performance.....	0
MUS 260	Theory III.....	3
MUS 261	Theory IV.....	3
MUS 280	Ear Training III.....	1
MUS 281	Ear Training IV	1
MUS 292	Performance Proficiency Exam	0
MUS 307	Basic Conducting	3
	Applied Music Major (eight semesters)	
	MUS 190, 191, 290, 291, 390, 391, 490, 491,	
	(3 credits each)	24

MUS 300	Junior Recital (evening).....	0
MUS 310	Junior Recital Performance I (midday)	0
MUS 380	Ear Training V.....	1
MUS 381	Ear Training VI	1
MUS 400	Senior Recital (evening)	0
MUS 464	Senior Recital Performance (midday)	0
	Performance Seminar (six-eight semesters)	6-8
	Functional Class Piano (four semesters	
	of 1 credit each) (only two semesters	
	for keyboard majors)	2-4
	Performing Groups, including	
	chamber ensembles.....	14-15
	Other music courses	6-10

B.M. MUSIC: JAZZ STUDIES AND PERFORMANCE OPTION REQUIREMENTS105 CREDITS*

MUS 000	Recital Hour (eight semesters).....	0
MUS 137	Jazz Improvisation I.....	3
MUS 138	Jazz Improvisation II	3
MUS 156	Applied Music Major.....	3
MUS 157	Applied Music Major.....	3
MUS 158	Music Technology	3
MUS 160	Theory I.....	3
MUS 161	Theory II	3
MUS 164	Functional Class Piano I.....	1
MUS 165	Functional Class Piano II	1
MUS 180	Ear Training I	1
MUS 181	Ear Training II.....	1
MUS 236	Western Art Music	3
	Jazz Performance Groups	
	(two each semester)	16
MUS 241	Jazz Ear Training I.....	2
MUS 242	Jazz Ear Training II.....	2
MUS 253	Jazz History & Analysis I.....	3
MUS 254	Jazz History & Analysis II.....	3
MUS 255	Jazz Harmony	3
MUS 256	Applied Music Major.....	3
MUS 257	Applied Music Major.....	3
MUS 260	Theory II.....	3
MUS 261	Theory IV.....	3
MUS 268	Functional Class Jazz Piano I.....	1
MUS 269	Functional Class Jazz Piano II	1
MUS 292	Performance Proficiency Exam	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 400	Senior Recital Performance.....	0
MUS 456	Applied Music Major.....	3
MUS 457	Applied Music Major.....	3
MUS 470	Jazz Arranging I	3
MUS 471	Jazz Arranging II	3

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

Vocalists: Two years Jazz Piano minor required (4 credits); two years classical voice required; not required to take Improvisation III (4 credits).

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

Pianists: Two 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 (eight semesters)	0
MUS 158	Music Technology	3
MUS 160	Theory I.....	3
MUS 161	Theory II	3
MUS 162	Applied Music Major.....	2
MUS 163	Applied Music Major.....	2
MUS 180	Ear Training I	1
MUS 181	Ear Training II.....	1
MUS 234	Sophomore Recital Performance.....	0
MUS 236	Western Art Music	3
MUS 260	Theory III.....	3
MUS 261	Theory IV.....	3
MUS 262	Applied Music Major.....	2
MUS 263	Applied Music Major.....	2
MUS 280	Ear Training III.....	1
MUS 281	Ear Training IV	1
MUS 292	Performance Proficiency Exam	0
MUS 310	Junior Recital Performance I.....	0
MUS 311	Junior Recital Performance II	0
MUS 317	History of American Popular Music	3
MUS 362	Applied Music Major.....	2
MUS 363	Applied Music Major.....	2
MUS 462	Applied Music Major.....	2
MUS 464	Senior Recital Performance.....	0
	Performing Groups including chamber ensembles.....	9
	Functional Class Piano (four semesters of 1 credit each) (only 2 semesters for keyboard majors)	2-4
	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
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*B average should be attained to continue in program.

At least 5 credits from:

MUS 303	Music Management Internship.....	1
MUS 403	Music Management Seminar.....	1
MUS 404	Music Management Honors Internship.....	6
MUS 450	Personal Management in Music.....	3

Cotsakos College of Business Co-requisites18 Credits

ACCT 211	Financial Accounting	3
LAW 251	Business Law I	3
MGT 200	Principles of Management	3
MKT 210	Marketing.....	3
	200 level or higher business course	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 (eight semesters)	0
MUS 137	Jazz Improvisation I.....	2
MUS 138	Jazz Improvisation II	2
MUS 158	Music Technology	3
MUS 160	Theory I.....	3
MUS 161	Theory II	3
MUS 162	Applied Music Major.....	2
MUS 163	Applied Music Major.....	2
MUS 180	Ear Training I	1
MUS 181	Ear Training II.....	1
MUS 234	Sophomore Recital Performance.....	0
MUS 236	Western Art Music	3
MUS 241	Jazz Ear Training I.....	2
MUS 242	Jazz Ear Training II.....	2
MUS 260	Theory III.....	3
MUS 261	Theory IV.....	3
MUS 262	Applied Music Major.....	2
MUS 263	Applied Music Major.....	2
MUS 280	Ear Training III.....	1
MUS 281	Ear Training IV	1
MUS 292	Performance Proficiency Exam	0
MUS 307	Basic Conducting	3
MUS 317	History of American Popular Music or music history period course.....	3
MUS 362	Applied Music Major.....	2
MUS 363	Applied Music Major.....	2
MUS 462	Applied Music Major.....	2
MUS 400	Senior Recital Performance.....	0
MUS	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 403	Music Management Seminar.....	1
MUS 404	Music Management Honors Internship.....	6
MUS 450	Personal Management in Music.....	3

Cotsakos College of Business Co-requisites18 Credits

ACCT 211	Financial Accounting.....	3
LAW 251	Business Law I.....	3
MGT 200	Principles of Management.....	3
MKT 210	Marketing.....	3
	200 level or higher business course.....	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 EDUCATION/CLASSICAL PERFORMANCE

Two concentrations are offered in this program. Students admitted as performance majors in keyboard, guitar, or voice ordinarily are placed in the concentration in preparation for teaching vocal/general music in grades K-12. Students whose performance is on a standard band or orchestral instrument are placed in the instrumental concentration. Students are admitted to this program on a probationary status for the freshman and sophomore years. Full status in the program is determined prior to the beginning of the junior year.

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

Vocal Concentration..... 77-81 Credits

MUS 000	Recital Hour (seven semesters).....	0
MUS 101	Woodwinds I.....	1
MUS 103	Brass I.....	1
MUS 105	Strings.....	1

MUS 108	Percussion.....	1
MUS 135	Introduction to Music Education.....	1
MUS 158	Music Technology.....	3
MUS 160	Theory I.....	3
MUS 161	Theory II.....	3
MUS 162	Applied Music Major.....	2
MUS 163	Applied Music Major.....	2
MUS 164	Functional Class Piano I (not required of piano majors)	1
MUS 165	Functional Class Piano II (not required of piano majors)	1
MUS 166	Voice Class I (not required of voice majors).....	1
MUS 167	Voice Class II (not required of voice majors).....	1
MUS 180	Ear Training I.....	1
MUS 181	Ear Training II.....	1
MUS 186, 187	Diction for Singers (four semesters—for voice 286, 287 applied majors only).....	0-4
MUS 205	Applied Music Minor.....	1
MUS 206	Applied Music Minor.....	1
MUS 207	Music History and Literature I.....	3
MUS 208	Music History and Literature II.....	3
MUS 234	Sophomore Recital Performance.....	0
MUS 260	Theory III.....	3
MUS 261	Theory IV.....	3
MUS 262	Applied Music Major.....	2
MUS 263	Applied Music Major.....	2
MUS 264	Functional Class Piano III [or] (for piano majors)	1
MUS 266	Functional Class Piano IV [or] (for piano majors).....	1
MUS 267	Ear Training III.....	1
MUS 280	Ear Training IV.....	1
MUS 281	Performance Proficiency Exam.....	0
MUS 292	Music Analysis [or].....	3
MUS 301	Arranging.....	1
MUS 302	Applied Music Minor.....	1
MUS 305	Applied Music Minor.....	1
MUS 306	Basic Conducting.....	3
MUS 307	Choral Conducting.....	3
MUS 308	Junior Recital Performance I.....	0
MUS 310	Junior Recital Performance II.....	0
MUS 311	Teaching Strategies: General Music.....	2
MUS 325	Teaching Strategies: Choral Music.....	2
MUS 326	Applied Music Major.....	2
MUS 362	Applied Music Major.....	2
MUS 363	Senior Recital: Evening.....	0
MUS 400	Teaching Strategies: Instrumental Music.....	2
MUS 425	Applied Music Major.....	2
MUS 462	Senior Recital Performance.....	0
MUS 464	Performing Groups including chamber ensembles.....	9

Additional Certification Requirements (K-12)29 Credits

Please see director of Music Education or the chairperson of the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

Instrumental Concentration.....	79 Credits
MUS 000	Recital Hour (seven semesters).....0
MUS 101	Woodwinds I.....1
MUS 102	Woodwinds II1
MUS 103	Brass I.....1
MUS 104	Brass II1
MUS 105	Strings1
MUS 108	Percussion1
MUS 158	Music Technology3
MUS 160	Theory I.....3
MUS 161	Theory II3
MUS 162	Applied Music Major.....2
MUS 163	Applied Music Major.....2
MUS 164	Functional Class Piano I.....1
MUS 165	Functional Class Piano II1
MUS 166	Voice Class I1
MUS 167	Voice Class II1
MUS 180	Ear Training I.....1
MUS 181	Ear Training II.....1
MUS 207	Music History and Literature I.....3
MUS 208	Music History and Literature II3
MUS 234	Sophomore Recital Performance.....0
MUS 260	Theory III.....3
MUS 261	Theory IV.....3
MUS 262	Applied Music Major.....2
MUS 263	Applied Music Major.....2
MUS 264	Functional Class Piano III1
MUS 265	Functional Class Piano IV1
MUS 280	Ear Training III.....1
MUS 281	Ear Training IV1
MUS 292	Performance Proficiency Exam0
MUS 301	Form and Analysis [or]
MUS 302	Arranging.....3
MUS 307	Basic Conducting3
MUS 309	Instrumental Conducting.....3
MUS 310	Junior Recital Performance I.....0
MUS 311	Junior Recital Performance II0
MUS 325	Teaching Strategies: General Music.....2
MUS 326	Teaching Strategies: Choral Music.....2
MUS 362	Applied Music Major.....2
MUS 363	Applied Music Major.....2
MUS 400	Senior Recital: Evening0
MUS 425	Teaching Strategies: Instrumental Music.....2
MUS 462	Applied Music Major.....2
MUS 464	Senior Recital Performance.....0
MUS	Performing Groups including chamber ensembles.....13

Additional Certification Requirements (K-12).....29 Credits

Please see the director of Music Education or the chairperson of the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

B.M. MUSIC: MUSIC EDUCATION/ JAZZ PERFORMANCE

OPTION REQUIREMENTS87 CREDITS*

MUS 000	Recital Hour (seven semesters).....0
MUS 137	Jazz Improvisation I.....3
MUS 138	Jazz Improvisation II3
MUS 158	Music Technology3
MUS 160	Theory I.....3
MUS 161	Theory II3
MUS 162	Applied Music Major.....2
MUS 163	Applied Music Major.....2
MUS 164	Functional Class Piano I.....1
MUS 165	Functional Class Piano II1
MUS 180	Ear Training I1
MUS 181	Ear Training II.....1
MUS 234	Sophomore Recital Performance.....0
MUS 236	Western Art Music3
	Jazz Performance Groups (one each semester).....7
	Band or choir (two semesters).....2
MUS 241	Jazz Ear Training I.....2
MUS 242	Jazz Ear Training II.....2
MUS 253	Jazz History and Analysis I3
MUS 254	Jazz History and Analysis II3
MUS 260	Theory II3
MUS 261	Theory IV.....3
MUS 262	Applied Music Major.....2
MUS 263	Applied Music Major.....2
MUS 268	Functional Class Jazz Piano I.....1
MUS 269	Functional Class Jazz Piano II1
MUS 292	Performance Proficiency Exam0
MUS 307	Basic Conducting3
MUS 310, 311	Junior Recital Performances0
MUS 362	Applied Music Major.....2
MUS 363	Applied Music Major.....2
MUS 400, 464	Senior Recital Performances0
MUS 462	Applied Music Major.....2
MUS 470	Jazz Arranging I3
MUS 471	Jazz Arranging II3

Music Education Classes:

MUS 101	Woodwinds I.....1
MUS 102	Woodwinds II (instrumental concentration only)1
MUS 103	Brass I.....1
MUS 104	Brass II (instrumental concentration only)1
MUS 105	Strings1
MUS 108	Percussion1
MUS 135	Introduction to Music Education.....1
MUS 325	Teaching Strategies: General Music.....2
MUS 326	Teaching Strategies: Choral Music.....2
MUS 425	Teaching Strategies: Instrumental Music.....2
MUS 288	Field Experience I.....1
MUS 388	Field Experience II1

Additional Certification Requirements (K-12)21 Credits

Please see the director of Music Education or the chairperson of the Department of Secondary and Middle School Education (Subject Field Specialization [N-12]) for the appropriate certification sequence.

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

Vocalists: Two years jazz piano minor required (4 credits); two years classical voice required; not required to take Improvisation III (4 credits).

Percussionists: Two years jazz piano minor required (4 credits); not required to take Improvisation III.

Pianists: Two 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 — SOUND ENGINEERING ARTS/ CLASSICAL TRACK OPTION REQUIREMENT AND COREQUISITES 100 CREDITS

Students should earn a 3.0 grade point average in MUS 251 Sound Engineering Arts I and MUS 284 Sound Engineering Arts 1 Lab in order to continue in the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses49 Credits

MUS 000	Recital Hour (eight semesters)	0
MUS 125	Survey of Music and Entertainment Industry	3
MUS 160/1	Theory I, II	6
MUS 162/3	Applied Lessons	4
MUS 164/5	Functional Class Piano I, II	2
MUS 180/1	Ear Training I, II	2
MUS 207/8	Music History and Literature I, II	6
MUS 258	Electronic Music I	3
MUS 259	Electronic Music II	3
MUS 260/1	Theory III, IV	6
MUS 262/3	Applied Lessons	4
MUS 280/1	Ear Training III, IV	2
MUS 292	Performance Proficiency Exam	0
MUS	Performing Groups (one in each semester in residence)	8

Additional Music Courses for the**Classical Track(choose 6 Credits)**

MUS 270	Structure and Content of Music Industry	3
MUS 316	Media Use in Music and Entertainment Industry	3
MUS 358	Electronic Music III	3

Sound Engineering Arts Courses26 Credits

MUS 126	Survey of Audio Recording	3
MUS 251	SEA I	3
MUS 252	SEA II	3
MUS 284	SEA I Lab	2
MUS 285	SEA II Lab	2
MUS 351	SEA III	3
MUS 352	SEA III Lab	2
MUS 353	SEA IV	3
MUS 354	SEA IV Lab	2

MUS 480	Seminar in SEA	2
MUS 496	Internship in SEA	1

College of Science and Health, Mathematics and**Science Co-requisites19 Credits**

MATH 145	Quantitative Math II	3
PHYS 190	Acoustics and Sound	4
PHYS 250	Basic Electronics I	4
PHYS 255	College Physics I	4
PHYS 256	College Physics II	4

B.M. MUSIC — SOUND ENGINEERING ARTS/ JAZZ TRACK OPTION REQUIREMENT AND CO-REQUISITES 100 CREDITS

Students should earn a 3.0 grade point average in MUS 251 Sound Engineering Arts I and MUS 284 Sound Engineering Arts 1 Lab in order to continue in the program. They then complete the sequence outlined. A 2.5 grade point average must be maintained in these courses to continue through the sequence.

Core Courses52 Credits

MUS 000	Recital Hour (eight semesters)	0
MUS 125	Survey of Music and Entertainment Industry	3
MUS 137	Jazz Improvisation I	3
MUS 156/7	Applied Lessons	6
MUS 160/1	Theory I, II	6
MUS 164/5	Functional Class Piano I, II	2
MUS 180/1	Ear Training I, II	2
MUS 236	Western Art Music	3
MUS 241/2	Jazz Ear Training I, II	4
MUS 256/7	Applied Lessons	6
MUS 258	Electronic Music I	3
MUS 260/1	Theory III, IV	6
MUS 292	Performance Proficiency Exam	0
MUS	Performing Groups (one in each semester in residence)	8

Additional Music Courses for the**Jazz Track(choose 6 Credits)**

MUS 259	Electronic Music II	3
MUS 270	Structure and Content of Music Industry	3
MUS 316	Media Use in Music and Entertainment Industry	3
MUS 358	Electronic Music III	3

Sound Engineering Arts Courses26 Credits

MUS 126	Survey of Audio Recording	3
MUS 251	SEA I	3
MUS 252	SEA II	3
MUS 284	SEA I Lab	2
MUS 285	SEA II Lab	2
MUS 351	SEA III	3
MUS 352	SEA III Lab	2
MUS 353	SEA IV	3
MUS 354	SEA IV Lab	2
MUS 480	Seminar in SEA	2
MUS 496	Internship	1

College of Science and Health, Mathematics and**Science Co-requisites19 Credits**

MATH 145	Quantitative Math II	3
PHYS 190	Acoustics and Sound	4
PHYS 250	Basic Electronics I	4
PHYS 255	College Physics I	4
PHYS 256	College Physics II	4

MUSIC DEPARTMENT MINOR**(FOR NON-MUSIC MAJORS)18 CREDITS**

MUS 160-161	Theory I and II	6
MUS 164-165	Functional Class Piano I and II	2
MUS 180-181	Ear Training I and II	2
MUS 207-208	Music History and Literature I and II	6
MUS	Performance Ensembles	2

MUSIC MANAGEMENT MINOR**(FOR NON-MUSIC MAJOR OR****B.A. MUSIC MAJOR)24 CREDITS**

Students wishing to minor in music management are admitted to music management courses depending on availability of space. Students must earn a 3.0 GPA in MUS 125 Survey of the Music and Entertainment Industry, and one additional 3-credit music management course in order to be admitted to the program. A 2.5 GPA must be maintained in these courses to continue through the sequence.

MUS 120	Music Appreciation	3
MUS 125	Survey of the Music and Entertainment Industry	3
MUS 270	Structure and Content of the Music and Entertainment Industry	3
MUS 303	Music Management Internship	1
MUS 316	Media Use in the Music and Entertainment Industry	3
MUS 403	Music Management Seminar (two 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 (one credit each)

A placement audition and the permission of the conductor required. General education credit may be given to non-majors for participation in these groups.

MUS 172,3,4,5	Freshman Chamber Jazz I, II, III, IV
MUS 200	Concert Choir
MUS 201	Women's Choral Ensemble
MUS 202	University Chorus
MUS 203	Chamber Singers
MUS 204	Men's Glee Club
MUS 211	Concert Band
MUS 212	Preparatory Band
MUS 213	University Symphony
MUS 214	Brass Ensemble

MUS 215	Brass Quintet
MUS 216	Woodwind Ensemble: Clarinet
MUS 217	Saxophone Quartet
MUS 218	Woodwind Quintet
MUS 219	Percussion Ensemble
MUS 221	William Paterson University-NJ Percussion Ensemble
MUS 222	Jazz Orchestra
MUS 227	Collegium Musicum
MUS 228	Tuba Ensemble
MUS 229	Trombone Ensemble
MUS 230	Classical Guitar Ensemble
MUS 231	New Music Ensemble
MUS 232	Lab Jazz Ensemble
MUS 233	Jazz Vocal Lab
MUS 235	Latin Jazz Ensemble
MUS 239	Jazz Vocal Workshop
MUS 240	New Jazz Ensemble
MUS 247	Jazz Repertory Ensemble
MUS 272,3,4,5	Sophomore Chamber Jazz I, II, III, IV
MUS 282	Opera Workshop
MUS 283	Flute Ensemble
MUS 289	French Horn Ensemble
MUS 294	Chamber Music
MUS 296	Saxophone 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 (one credit each)

Instruction is 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.

MUS 101	Woodwinds I
MUS 102	Woodwinds II
MUS 103	Brass I
MUS 104	Brass II
MUS 105	Strings
MUS 108	Percussion

MUS 000 Recital Hour
0 credits**MUS 120 Music Appreciation**

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

MUS 125 Survey of the Music and Entertainment Industry

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

MUS 126 Survey of Audio Recording

This Internet course is designed to provide an overview of the concepts, practices, history, and equipment used by both home and professional recording studios and audio engineers. Topics include: acoustics fundamentals, microphones, tape recorders, loudspeakers, computers in audio, control room and studio acoustics, amplifiers, MIDI, and audio over the internet.

MUS 130 Symphonic Music

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

MUS 135 Introduction to Music Education

An overview of the music education profession, including history, philosophy, professional organizations and obligations. Students participate in visits to exemplary public school music programs to assess the components of successful music teaching and learning.

1 credit

MUS 137 Jazz Improvisation I

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

MUS 138 Jazz Improvisation II

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

MUS 144 Music Fundamentals

Designed for the beginning student with little or no previous musical training. Through involvement with various tasks and activities, along with guidance from the instructor, students master the basic skills of music reading, sight-singing, and keyboard facility and gain a knowledge of related theoretical concepts. For students who are not going on with formal music training, this course provides a valuable background for the amateur musician and/or theatre, communication, and education major.

MUS 156, 157, Applied Music Major: Jazz

256, 257, 356,
357, 456, 457

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

MUS 158 Music Technology

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

Prerequisite: MUS144 or the ability to read music

MUS 160, 161 Music Theory I and II

The student is prepared to function artistically and intelligently in a variety of musical situations. Focuses on musical literature of all cultures, styles, and historical periods; develops a conceptual understanding of rhythm, melody, harmony, texture, timbre, and form, and their interrelationships as they form the basis for listening, performing, and creating. Includes contrapuntal textures in two and three parts, compositional devices, diatonic harmony in three and four parts, secondary dominants and diminished seventh chords, modulation, and analysis and composition of music in the smaller contrapuntal and homophonic forms for various vocal and instrumental combinations.

Prerequisite: MUS 160 for MUS 161

MUS 162, 163, Applied Music Major

262, 263, 362,
363, 462, 463

Individual instruction in piano, organ, voice, guitar, percussion, band, and orchestral instruments for B.M. majors. 2 credits each

MUS 164, 165 Functional Class Piano I and II

A beginning course for music majors who do not have keyboard facility. Basic technique is emphasized along with a knowledge of chords. Skills of transposition, improvisation, score reading, and accompanying are begun at a simple level.

1 credit each

MUS 166-167 Voice Class I and II

Local fundamentals and practical application in developing and preserving the singing voice. Breath control, resonance, range, diction, vowel formation as related to correct tone production. Method and materials for teaching. Not open to voice majors.

Prerequisite: For MUS 167, MUS 166

1 credit each

MUS 180, 181 Ear Training I and II

An integrated course that includes the development of sight-singing, dictation, and rhythmic skills. Alto and tenor clefs are introduced during the freshman year.

1 credit each

MUS 186 English Diction for Singers

A course for voice majors designed to provide students a working knowledge of English diction for singing and an acquaintance with standard vocal literature.

1 credit

MUS 187 Italian Diction for Singers

A course for voice majors designed to provide students a working knowledge of Italian diction for singing and an acquaintance with standard vocal literature.

1 credit

**MUS 190, 191, Applied Music Major Performance (B.M.)
290, 291, 390,
391, 490, 491**

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

3 credits each

MUS 205, 206, Applied Music Minor

305, 306

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

1 credit each

MUS 207, 208 Music History and Literature I and II

The growth of Western music from its beginnings through the first half of the twentieth century.

Prerequisite: MUS 161

MUS 234 Sophomore Recital Performance

Taken with MUS 263, MUS 291, or MUS 257

0 credits

MUS 236 Western Art Music

Analysis and discussion of Western art music from its origins in ancient Greece up to and including contemporary styles. Emphasis on baroque through twentieth-century music. Serves the needs of jazz majors and liberal studies students with some prior background, offering both an educational experience beyond what can be taught in MUS 120.

Prerequisite: MUS 161

MUS 241 Jazz Ear Training I

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

Prerequisite: MUS 181

2 credits

MUS 242 Jazz Ear Training II

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

Prerequisite: MUS 241

2 credits

MUS 243 World Music

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

MUS 249 Guitar Literature

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

2 credits

**MUS 251 Sound Engineering Arts 1:
Fundamentals and Transducers**

The primary goal of this course is to provide an in-depth discussion of transducers and transducer theory as it relates to audio engineering including: microphone theory and types, magnetic recording principles and applications, mixing console signal flow and design, and loudspeaker theory and design. Primary auditory physiology and theory are presented and principles of wave motion, electricity, and acoustics are introduced.

Prerequisites: MUS 126 and acceptance to the sound engineering arts program

Co-requisite: MUS 284

**MUS 252 Sound Engineering Arts 2:
Signal Processing**

A continuation of MUS 251. Topics include: the theory of equalization, equalization use and misuse, types of equalization, dynamic range, voltage controlled amplifiers, compressor and expander theory and practice, introduction to room acoustics, reverberation theory, the theory and use of analog and digital reverb and delay, modulation effects, and analog noise reduction.

Prerequisites: MUS 251 and MUS 284

Co-requisite: MUS 285

MUS 253 Jazz History and Analysis I

A study of the evolution of jazz from its African and European origins to the early bebop period. The course emphasizes how each period developed both musically and historically, and includes an 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, and includes an in-depth analysis of its major performers, arrangers, and composers.

Prerequisite: MUS 161

MUS 255 Jazz Harmony

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

Prerequisite: MUS 161

MUS 258 Electronic Music I

An introduction to electronic music with hands-on experience in the basics of subtractive, FM, and digital synthesis. Emphasis placed on MIDI and computer applications. No prior experience on synthesizer necessary. Most assignments and projects are to be completed during required lab time. Ability to read music required. Placement test is given at first class meeting.

Prerequisite: MUS 158

MUS 259 Electronic Music II

A continuation of Electronic Music I with hands-on lab experience using subtractive synthesis, frequency modulation synthesis, sampling, digital synthesis, and linear arithmetic synthesis. Emphasis placed on musical applications of MIDI and computers and their place in the music profession. Most assignments and projects are to be completed during the required lab time.

Prerequisite: Music 258 or permission of instructor.

MUS 260, 261 Theory III and IV

The work of the sophomore year continues with the comprehensive development of musicianship by the study of literature in the larger contrapuntal and homophonic forms. Specific areas include chromatic harmony and contemporary harmonic and compositional techniques. Considerable analysis of romantic and twentieth-century literature, as well as correlated written projects, forms the nucleus of this course.

Prerequisite: MUS 260 for 261

MUS 264, 265 Functional Class Piano III and IV

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

Prerequisite: Music Majors only
1 credit each

MUS 266, 267 Functional Class Piano: Advanced I, II

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 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 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 280, 281 Ear Training III, IV

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

Prerequisite: MUS 181
1 credit each

MUS 284 Sound Engineering Arts 1 Lab

This course is designed to familiarize the student with basic audio studio recording practices. Topics mainly parallel the material in SEA 1. This is a course which requires time in the recording studio. Topics include: introduction to policies and procedures of the Sound Engineering Arts program, introduction to microphone technique, monophonic recording, stereo recording, analog tape editing, tape recording maintenance, the use of DAT recorders, and introduction to multitrack recording.

Prerequisites: MUS 126 and acceptance to the sound engineering arts program
Corequisite: MUS 251

MUS 285 Sound Engineering Arts 2 Lab

Topics mainly parallel the material in MUS 252. Multi-track theory and practice, popular music recording and mixing, and deconstruction of popular selections for the purpose of illustration and critique. Assignments gradually lead the student to feel confident to effectively administer an 8-track recording session, overdub sessions, and mix sessions. Use of signal processing is introduced. Emphasis placed on process and not the product. Students are required to record a number of student recitals. Prerequisites: MUS 251 and MUS 284
Corequisite: MUS 252

MUS 286 German Diction for Singers

A course for voice majors designed to provide students a working knowledge of German diction for singing and an acquaintance with standard vocal literature.
1 credit

MUS 287 French Diction for Singers

A course for voice majors designed to provide students a working knowledge of French diction for singing and an acquaintance with standard vocal literature.
1 credit

MUS 288 Field Experience I: Music Education

A field experience at the elementary school level in which students observe and assist a practicing music educator one day per week.
1 credit

MUS 293 Understanding Jazz: History and Appreciation

A study of jazz history and the development of jazz styles including examining the ties of jazz to economic, political, and social dimensions of American society and history. Significant jazz recordings and musicians are surveyed including a study of how improvisation, instrumentation, repertoire, and style function in jazz performance.

MUS 297 Percussion Literature

A study of standard and contemporary Western music for percussion ensemble, solo performance, and mixed chamber ensemble, as well as orchestral repertoire.
2 credits

MUS 298 Tabla Drumming/North Indian Classical Music

A study of the history, development, and theory of Northern Indian classical music, including group lessons on tabla resulting in the ability to perform basic compositions.

MUS 299 Sacred Music Seminar

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

MUS 300 Junior Recital B.M. Performance (evening)
B.M. performance majors take this concurrently with MUS 391.
0 credits

MUS 301 Music Analysis

Intensive formal, harmonic, rhythmic, melodic, and textural analysis of compositions from the Renaissance to the present. Traditional terminology is covered, but the emphasis is on empirical analysis.
Prerequisite: MUS 261

MUS 302 Arranging

A practical approach to arranging for choral and instrumental groups. Deals with the problems teachers encounter as directors of musical organizations. Voice leading, part distribution, range, transpositions, and musical styles are studied.
Prerequisite: MUS 261

MUS 303 Music Management Internship

Designed to provide practical experience for students in that program. Interns experience actual industry functioning. For music management majors only.
1 credit

MUS 304 Studies in Music

An introduction to musicology in a very broad sense of the term. Readings, library projects, and research papers are assigned on the history and sociology of music, music theory, ethnomusicology, musical acoustics, and the aesthetics of music. Basically interdisciplinary, the course deals with the relationships among these areas and their connections with composition, performance, criticism, and pedagogy. Extensive training in the techniques of scholarship, preparation of papers and dissertations, and the use of the library.
Prerequisite: Music majors only

MUS 307 Basic Conducting

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

MUS 308 Choral Conducting

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

MUS 309 Instrumental Conducting

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

Prerequisite: MUS 307

MUS 310 Junior Recital Performance I (midday)

Taken with MUS 356, 362, 390

Prerequisite: MUS 234

0 credits

MUS 311 Junior Recital Performance II (midday)

Taken with MUS 357, 363

Prerequisite: MUS 234, MUS 310

0 credits

MUS 312 Studio Supervision

The purpose of this course is to familiarize the sound engineering arts student with the basics of recording studio management. To this end each student enrolled in this course – a maximum of four – form a team which manages and supervises the SEA program's recording facilities as outlined in the SEA Survival Guide.

Prerequisite: Permission of the instructor.

MUS 313 Piano Literature I

A review of piano literature from the Baroque and Classical periods for beginning through advanced students. Required for Classical Performance piano majors.

2 credits

MUS 314 Piano Literature II

A review of piano literature from the Romantic and Contemporary periods for beginning through advanced students. Required for Classical Performance piano majors.

2 credits

MUS 316 Media Use in the Music and Entertainment Industry

Articles, press kits, promotional materials, advertising, and the media in industry relations. Roles of artist, public relations representative, advertising company, and recording company. Application of communication skills to professional tasks.

Prerequisite: MUS 125

MUS 317 History of American Popular Music Since 1950

Chronological survey including sociological implications, current trends, and new directions.

MUS 318 Forms of Art

Study of the principles and practices of critiquing plays, concerts, paintings, and film. The student can expect to analyze selected works of art, to study the historical and cultural background of a work of art, and to read critical theories of art. Special emphasis is placed on the discovery of the commonalities that link forms of art. Attendance at concerts, plays, exhibits, and media viewings is required.

MUS 319 Vocal Literature I

An introduction to the song repertoires of German Lieder and French Melodie through performance, listening, analysis, and attending concerts. Required of Classical Performance voice majors.

2 credits

MUS 320 Vocal Literature II

An introduction to the opera and oratorio arias and nationalistic songs through performance, listening, analysis, and attending concerts. Required of Classical Performance voice majors.

2 credits

MUS 322 Jazz Improvisation III

Continuation of Improvisation II. One- or two-week units featuring guest lectures on a variety of advanced topics.

Prerequisites: MUS 161, 137, and 138 or permission of the instructor

2 credits

MUS 323 Jazz Seminar

Weekly seminars with subjects ranging from the practical to the philosophical, including medical concerns of musicians, jazz criticism, the aesthetics of jazz, life inside the recording studio, advanced improvisational concepts, professional goals and objectives, and the business of music (publishing, management, contracts and booking). Each seminar is conducted by a specialist in the field.

MUS 325 Teaching Strategies: General Music

This course is designed to provide a basic understanding of the methods and materials necessary for teaching general music to students in grades K-12. Traditional techniques of presenting a variety of musical activities are examined as well as the more contemporary systems of Orff, Kodaly, Gordon, and Dalcroze.

2 credits

MUS 326 Teaching Strategies: Choral Music

This course is designed to provide a basic understanding of the methods and materials necessary for teaching choral music to students in grades three-twelve.

2 credits

MUS 328 Brass Literature

A study of solo, chamber, and orchestral music for brass ensembles and performers.

2 credits

MUS 329 Jazz for Music Educators

Study of the core elements of jazz, repertoire, and the teaching of jazz history, improvisation, and jazz ensembles in the public schools.

1 credits

MUS 331 Western Music Through Josquin

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

Prerequisite: MUS 120 or music major

MUS 332 Music in the Late Renaissance and Baroque Periods

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

Prerequisite: MUS 120 or music major

MUS 333 Music in the Rococo and Classical Periods

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

Prerequisite: MUS 120 or music major

MUS 334 Music in the Romantic Period

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

Prerequisite: MUS 120 or music major

MUS 335 Choral Literature

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

Prerequisite: Permission of the instructor

MUS 336 Accompanying

Provides opportunities for upper-class students and advanced piano majors to study the art of accompanying and to develop potential in this area of piano performance.

Prerequisite: Permission of the instructor

1 credit

MUS 340 Masterworks of Opera

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

MUS 341 Composition Class I

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

Prerequisites: MUS 161 and permission of the instructor

MUS 342 Composition Class II

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

Prerequisites: MUS 341 and permission of the instructor

MUS 343 Jazz Ear Training III

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

2 credits

MUS 344 Jazz Ear Training IV

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

2 credits

MUS 351 Sound Engineering Arts 3: Current Practices and Techniques of the Audio Industry

A continuation of MUS 252. Topics include: advanced microphone techniques, in-line audio console signal flow, surround sound theory and practice, audio post-production, AC wiring, interconnection principles, synchronization in the studio, audio amplifier design, and album mastering.

Prerequisites: MUS 252 and MUS 285

Co-requisite: MUS 352

MUS 352 Sound Engineering Arts 3 Lab

Topics mainly parallel the material in SEA 3. Students are introduced to the 24-track studio. Topics include tape recorder alignment, in-line console signal flow, patch-bay operations, recording session protocol, microphone techniques, and mixing principles. Assignments gradually lead the student to feel confident to effectively administer an 24-track recording session, overdub sessions, and mix sessions. The creative use of signal processing is expanded. Introduction to digital editing and CD recording. Emphasis placed on process and not the product. Students are required to record a number of student recitals.

Prerequisites: MUS 252 and MUS 285

Co-requisite: MUS 351

MUS 353 Sound Engineering Arts 4: Digital Audio Principles and Techniques

An in depth exploration of digital audio as it relates to the audio professional. Topics include: the Nyquist theorem, analog to digital conversion, digital to analog conversion, oversampling, noise shaping, digital recording media, digital recording devices, digital editing systems, error correction/detection, simple digital signal processing, digital delivery systems, the Internet, fiber optics, the compact disc, DVD, film sound formats, high bit and sample rates, and data compression.

Prerequisites: MUS 351 and MUS 352

Co-requisite: MUS 354

MUS 354 Sound Engineering Arts 4 Lab

Topics include: a comparison of sample rates/word lengths, digital editing assignments, introduction to the digital console, multi-track recording and editing projects, and integration of the analog and digital control rooms. Students are required to record a number of ensemble performances. Students are required to successfully complete a junior practical exam in order to advance to the Sound Engineering Arts Seminar.

Prerequisites: MUS 351 and MUS 352

Co-requisite: MUS 353

MUS 358 Electronic Music III

A continuation of Electronic Music I and II with hands-on experience using subtractive synthesis, frequency modulation synthesis, linear arithmetic synthesis, and sampling. Emphasis is placed on creativity, practical music applications, and regularly assigned projects producing music for various types of media including dance, film, video, and radio.

Prerequisites: MUS 258 and/or MUS 259 or permission of instructor

MUS 376 Composition III

Individual student composition projects in a succession of predominant twentieth-century styles and techniques: serialism-free atonality, pandiatonicism, quartal harmony, etc.

Prerequisite: MUS 277 or permission of instructor

MUS 377 Composition IV

A continuation of composition Workshop III.

Prerequisite: MUS 376 or permission of instructor

MUS 380, 381 Ear Training V and VI

Advanced third-year ear training work, including sight-singing, dictation, and rhythmic skills, with special emphasis on the techniques required to perform twentieth-century music.

1 credit each

MUS 382 Piano Pedagogy I

An overview of teaching methods and materials for private and group piano instruction. Appropriate literature and techniques for music reading and skill development are included. Required for Classical Performance piano majors.

2 credits

MUS 383 Piano Pedagogy II

A continuation of MUS 382 consisting of more advanced concepts for private and group piano instruction. Required for Classical Performance piano majors.

2 credits

MUS 384 Vocal Pedagogy

An overview of teaching methods and material for private and group voice instruction. Appropriate literature and physiology are included. Required for Classical Performance voice majors.

2 credits

MUS 388 Field Experience II: Music Education

A field experience at the middle school or secondary level in which students will observe and assist a practicing music educator one day per week.

1 credit

MUS 389 Masterpieces of Western Concert Music for the Jazz Musician

A detailed study of major compositions from the standard repertory of Western concert music from the Medieval Period through the Contemporary Period. Each work is examined utilizing its score and representative recording to gain understanding of its expressive content, historical importance, and technical language.

MUS 399 Selected Topics

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

Prerequisite: Permission of the department chairperson

1-6 credits

MUS 400 Senior Recital B.M. (evening)

B.M. Performance majors take this with MUS 491. Other B.M. majors take this with MUS 456, MUS 457, MUS 462, or MUS 463.

MUS 401 Twentieth-Century Music

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

Prerequisite: MUS 160

MUS 403 Music Management Seminar

Lectures by industry experts. Attendance is mandatory.

1 credit

MUS 404 Music Management Honors Internship

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

6 credits

MUS 407 Sacred Music Internship

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

1 credit

MUS 408 Advanced Choral Conducting

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

2 credits

MUS 409 Counterpoint

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

Prerequisite: MUS 261

MUS 410 Maintenance and Repair of Music Instruments

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

MUS 411 Piano Tuning

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

MUS 412 Music Graphics

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

MUS 425 Teaching Strategies: Instrumental Music

This course is designed to provide a basic understanding of the methods and materials necessary for teaching instrumental music to students in grades 3-12.
2 credits

MUS 450 Personal Management in Music

Contemporary performers, changing trends in consumer practices, and evaluation criteria for musical performances. Field experiences followed by critiques. Systems approach to personal management. For music management majors and minors only.

Prerequisite: MUS 125

MUS 452 Law and Ethics in the Music and Entertainment Industry

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

Prerequisite: MUS 125

MUS 464 Senior Recital Performance (midday)

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

0 credits

MUS 470 Jazz Arranging I

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

Prerequisites: MUS 261 and/or permission of the instructor

MUS 471 Jazz Arranging II

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

Prerequisites: MUS 470 or permission of the instructor

MUS 476 Composition V

Individual student composition projects in a succession of predominant twentieth-century styles and techniques.

Prerequisite: MUS 377 or permission of instructor

MUS 477 Composition VI

A continuation of Composition V.

Prerequisite: MUS 476 or permission of instructor

MUS 480 Senior Seminar in Sound Engineering Arts

A capstone course for Sound Engineering Arts majors. This course is designed to give Sound Engineering Arts majors the chance to pursue advanced levels of research and to complete a large-scale recording project that is submitted as part of a complete portfolio. Each student presents one audio related research paper to the class and additionally submits the work in formal document form. The instructor, to insure adequate progress on the part of the student, monitors the recording project. A document detailing the recording and mixing process is submitted. This document includes a self-critique of the project.
Prerequisites: MUS 353 and 354

MUS 496 Internship in Sound Engineering Arts

Provides the student with the opportunity to gain experience in the professional audio field, and typically takes place in the following facilities: music production studios, new media production studios, audio post-production studios, film post-production studios, live sound concerns, television production studios, radio stations, and equipment manufacturers. Open to Sound Engineering Arts majors only.

Prerequisite: Permission of the department

MUS 497 Music Honors Seminar

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

1 credit

MUS 498 Music Honors Project

This is the culminating experience in the Music Honors track of the University Honors Program. It consists of a recital, lecture, paper, report of research, or a combination of these to be determined in consultation with the music honors track coordinator.

2 credits

MUS 499 Independent Study

As approved and to be arranged.

1-6 credits

University Honors College

Music Track

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

The track is open to qualified music majors of all levels, although transfer and upper level students may need extra semesters beyond the usual eight to complete the track. Students meet with the track coordinator to map out their curriculum, which consists of three components. The first component is a series of four one-credit music honors seminars. The second component is a set of music courses the student would normally take, which have been 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.

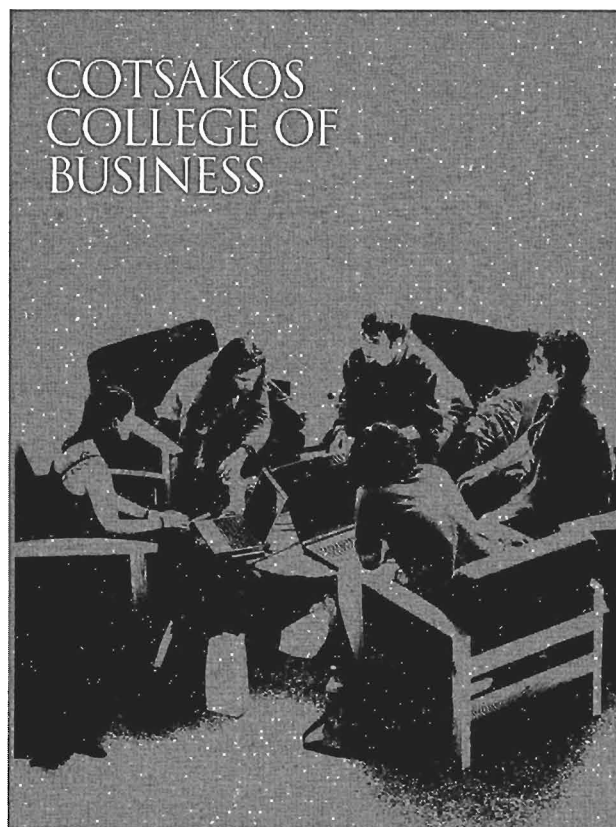
For further information, consult Dr. Jeffrey Kresky, music track coordinator, Department of Music.

Performing and Literary Arts

Sponsored jointly by the College of Humanities and Social Sciences and the College of the Arts and Communication, the Performing and Literary Arts Honors track is a cross-disciplinary program for students 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 track coordinator, the student selects five courses that assist in the preparation of a public performance. The outcome of the program is the public performance itself — a play or solo performance — held on campus and open to the University community and the community-at-large. As is true for the other tracks in the University Honors programs, the Performing Arts Honors track is not a major, but a distinctive set of courses that adds breadth to and reinforces a student's chosen major.

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

For further information, consult Dr. Phillip Cioffari, performing arts track coordinator, Department of English.



Dean: Sam Basu, Ph.D., CMA
1600 Valley Road, Room 4049; 973.720.2964

Interim Associate Dean: Rajiv Kashyap, Ph.D.
1600 Valley Road, Room 4050; 973.720.3850

Degrees Offered:

Accounting (B.S.)
Business Administration (B.S.)
Economics (B.A.)
Professional Sales (B.S.)

Introduction

Message from Dean Sam Basu

The Cotsakos College of Business, accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB), is undergoing rapid growth and change. These characteristics parallel similar types of growth that are present in some emerging global markets, as well as change that technology has imbued on organizations and the manner in which they conduct business.

Numerous initiatives that the College is pursuing reflect this change and continual growth, including:

- developing an improved and increasingly contemporary curriculum;
- implementing practical outcomes assessment procedures;
- encouraging cultural diversity through recruitment of both students and academically qualified faculty;
- increasing scholarship to support strong teaching;
- incorporating technology into the curriculum; and,
- invigorating the interaction between the College and its business constituencies.

These initiatives are designed to provide our students with a more rigorous and meaningful academic program so that they may secure and retain competitive professional positions and provide value-adding contributions to the community and their organization.

The Global Financial Services Institute Financial Learning Center, one of the few trading rooms found in academic institutions, is the hub of all electronic business information exchange and analysis for the College and its partners. Every student, through curricular requirements, will have exposure to, and hands-on training with, software, databases, and data feeds that form the backbone of modern day, practitioner-driven information dissemination and analysis tools.

Additionally, the interactive, high-tech Russ Berrie Professional Sales Lab is utilized for presentations in simulated real-world sales and negotiation settings. Both facilities are used extensively in numerous business courses and provide Cotsakos College of Business students with a distinct edge in a competitive job market.

Enrolling in the Cotsakos College of Business undergraduate business program provides students with the opportunity to become active participants in an increasingly diversified program of study aimed at preparing graduates for advanced academic study or professional careers in either the public or private sector. Undergraduate majors/concentrations include accounting, economics, finance, global business, management, marketing, and professional sales.

The Russ Berrie Institute's coursework utilizes a state-of-the-art, professional sales laboratory, where students engage in active hands-on learning opportunities and the refinement of essential communications skills.

Students who enroll in the Cotsakos College of Business join the multitude of graduates who have utilized their business degrees to obtain careers in their professions of choice. It is an exciting time for the College, and I hope you will join us in sharing many of the new developments and dynamic changes we are implementing as we continue to serve our students, stakeholders, and the community.

Mission Statement

The mission of the Cotsakos College of Business is to provide quality education in the area of business for our diversified student body. The College is committed to continuous improvement as it concerns

- teaching;
- intellectual contributions; and
- service, to the extent that it enhances the educational environment.

Goals and Objectives

Each of the College's three undergraduate bachelor of science business degree programs—B.S. in business administration, B.S. in accounting, and B.S. in professional sales—adhere to the following four principles of business education: academic excellence, professional enrichment, technological competency, and the development of communication skills and contemporary perspectives. In addition, the College offers a bachelor of arts (B.A.) degree in economics.

Academic Excellence

The Cotsakos College of Business continually updates and revises its curriculum so that it is both competitive and contemporary. Outcomes assessment is regularly performed, and input from students and other stakeholders is utilized to continually improve both course content and program/curricular offerings.

Professional Enrichment

The College integrates co-curricular and extra-curricular activities into its academic programs for the purposes of (a) increasing student awareness concerning the future impact of their professional development; (b) enhancing the students' appreciation for and development of requisite skill sets as they apply to respective job markets; and (c) providing networking opportunities between students and leading business professionals in the field. Students are strongly encouraged to participate in professional enrichment programs. Bonus points are earned by students in any business course where professional enrichment is incorporated as component.

Technological Competency

The College enhances its academic offerings by integrating technology throughout the curriculum. Students are expected to be both familiar and facile with Microsoft Office upon admission. Students will also be exposed to proprietary software packages across the business curriculum in order to increase familiarity and provide hands-on experience with the type of technology and decision support tools that are utilized in the professional business arena. All business students, regardless of their major or concentration, are exposed to software tools, data streams, and databases for the purpose of conducting financial data analyses in the Global Financial Services Institute Financial Learning Center. Students may also enhance their communications skills via the technology available in the professional sales laboratory.

Communication Skills and Contemporary Perspectives

The College integrates reading, writing, and speaking throughout the curriculum. While all three components are not necessarily addressed in every class, the natural progression through the business curriculum exposes the student to each of these components with a continuity that merges the three for the purposes of (a) enhancing information acquisition skills through reading and listening; (b) providing opportunities to learn, practice, and enhance communication skills through writing and speaking requirements; and (c) remaining contemporary in the field through required readings that are exclusive of textbook reading assignments.

Triple-Crown Courses

In order to ensure that business majors have the opportunity to synthesize their skill knowledge in the areas of reading, writing, and speaking, all business administration and accounting majors must take, as part of their degree requirements, one course that integrates all three aforementioned soft skills. These Triple Crown courses encourage the type of requisite communication skills that are essential in order for graduates to be competitive in an increasingly diverse and international marketplace, in addition to addressing knowledge acquisition, and the communication of such knowledge through both written and oral media. Course requirements include external reading assignments from contemporary sources, the preparation of a scholarly research paper based on this reading, and an oral presentation in support of the written matter. The following Triple Crown courses are:

ACCT 370	Auditing
FIN 400	International Finance
MGT 306	Organizational Behavior
MKT 482	Marketing Management

Academic Programs

The Cotsakos College of Business undergraduate academic programs leading to the B.S. degree feature a curriculum that is balanced between general education, the major/concentration, and other related business courses. The program

- requires the completion of core courses in the major/area of concentration, thus preparing students to pursue careers in the area of study;
- mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and
- stresses a well-diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

Degree Programs

Students enrolled in the Cotsakos College of Business pursue the B.S. degree in business administration, accounting, or professional sales or a B.A. degree in economics. Bachelor of science students in business administration must choose a concentration in either finance, global business, management, or marketing. Students of all majors throughout the University may also choose to simultaneously pursue a minor in the area of accounting, economics, or professional sales.

All degree programs adhere to the general education requirements of the University. In addition, undergraduate business majors will pursue a curriculum that provides coverage in those perspectives and areas that form the context for business. These perspectives include:

- ethical and global issues; and
- the influence of demographic diversity and political, social, legal, regulatory, environmental, and technological issues on organizations.

The College's degree programs require all students to obtain foundation knowledge in the areas of behavioral sciences, mathematics, statistics, and economics.

All undergraduate business majors must complete the general education core, the common business program core, specified directed elective business degree credit requirements, and the additional credit hour requirements of the concentration and/or major chosen.

Academic Policies

Admission

Students admitted to the University with no college credit attempted may enroll in the Cotsakos College of Business upon entry. Continuing or transfer students who are not admitted upon entry may apply for admission upon the successful completion of 12 credits of college coursework at William Paterson University. Students will be admitted to the College only if they adhere to each of the following academic standards:

- an overall grade point average (GPA) of 2.0 or greater for all college-level credit attempted, based on transfer credit and/or courses taken at William Paterson University;
- a GPA of 2.0 or greater for all business credit hours attempted in the common business program core, major/concentration, and credit hours applied towards the directed elective course requirements; and,
- no more than two grades below C- for all business courses attempted.

Transfer students who are admitted to the University but do not meet these requirements may be admitted on probationary status. Additional details may be obtained from the Office of Admissions or the Cotsakos College of Business.

Retention

Undergraduate business majors who are found to be in violation of the aforementioned standards are placed on probation within the College for one full semester. Upon completion of this one full academic semester (fall or spring), students who are still found to be in violation of any of the aforementioned standards are dismissed from the Cotsakos College of Business and must eventually declare another major. Dismissal from the College does not imply dismissal from the University. Students dismissed from the College who subsequently demonstrate improvement to the extent that their grades adhere to the aforementioned standards may apply for readmission to the Cotsakos College of Business. Policies concerning the course repeat policy adhere to University standards. Students who have been dismissed from the College and are readmitted and who subsequently violate the aforementioned standards (for a second time) are dismissed from the College immediately and will not be considered for readmission.

Degree Residency Requirements

1. At least 50 percent of all business credit hours required for the B.S. degree must be earned through completed coursework at the Cotsakos College of Business. This implies that no more than 24 credit hours may be transferred from another institution for students pursuing the B.S. in business administration or the B.S. in professional sales, and no more than 28 credit hours for students pursuing the B.S. in accounting.

2. At least 50 percent of all business credit hours that satisfy the major/concentration business credit-hour requirement must be earned through completed coursework at the Cotsakos College of Business. This implies that no more than 9 credits may be transferred into the "major" requirements for students pursuing concentrations in finance, global business, management, or marketing or for students pursuing the B.S. in professional sales, and no more than 13 credit hours may be transferred into the major requirements for students pursuing the B.S. in accounting.
3. No business course may be taken for credit (other than as a free elective) at another institution once a student is enrolled in the Cotsakos College of Business.
4. No courses may be taken for credit by an undergraduate business major at a community/two-year institution once 70 credits have been earned and applied towards the B.S. degree in accounting, business administration, or professional sales.
5. No course credit for coursework completed at a community/two-year institution may be applied to, or transferred in, as 300 or 400 level business courses within the Cotsakos College of Business programs.
6. Any 300- and 400-level business course taken at another institution is transferable into the undergraduate business curriculum only (a) if the credit hours have been earned at an AACSB-accredited business program from a four-year college/university; and (b) upon approval from the department chair in the student's degree program. Two specific courses, ACCT 311 (Intermediate Accounting) and FIN 320 (Corporate Finance) further require a grade of B or better to be transferable into the undergraduate business curriculum.
7. Undergraduate business majors pursuing dual concentrations or two-degree programs within the University must complete the full complement of major credit-hour requirements in each area of study. No credit may be applied to two disparate requirements.
8. Students pursuing the B.S. degree as a second bachelor's degree must complete a minimum of 30 credits in residence at William Paterson University, and must fulfill, either through credit hours earned or transferred, all common business program core requirements, major/concentration requirements, and required directed elective coursework.

Pass/Fail

Undergraduate business majors may not take courses offered within the College on a pass/fail basis.

Independent Study

Independent study may be pursued in an area of study not embodied within the catalog's listed set of course offerings provided by the Cotsakos College of Business. Eligible students must have a GPA of 3.0 (overall and in the major) and have attained junior status. Students should contact their department chair for specific details concerning the procedure to be followed, additional eligibility requirements, and the appropriate application of credit hours to the major.

In Order to Graduate

Graduating seniors must meet the aforementioned academic standards in addition to other University graduation requirements. Internship and practicum experiences earn credit hours; job shadowing is counted as professional enrichment activity.

Students interested in gaining professional work experience should consider participating in the internship, practicum, or job shadowing alternatives.

Internships are individualized, structured work experiences where a student is placed in an organization for the purpose of working under a supervisor and gaining hands-on experience in the area of interest.

A **practicum** is a guided work experience conducted within a group framework, where groups provide consultation to businesses and other organizations, under the mentorship of a faculty sponsor.

Job shadowing entails a one-to-one linkage between a student and a business leader in the area of interest. The student meets with the business leader on-site and "shadows" the business leader at the workplace for one day. This provides the student with an inside glimpse of what the profession of choice entails, and an opportunity to spend one day in the company of a professional in the workplace.

Students may attend numerous, professionally oriented activities that the College sponsors and/or co-sponsors. These activities promote the professional development of the student, and many of these activities earn enrichment points. These activities include: Careers in Accounting, Finance, Global Business, Management, Marketing, and Professional Sales; the Business Leaders' Symposium; the Finance Symposium; Resume Writing Seminars; and Internship Seminars, among others.

Global Financial Services Institute Financial Learning Center

The Global Financial Services Institute Financial Learning Center at the Cotsakos College of Business is a realization of state-of-the-art, technology-enhanced education at its finest. As one of only a handful of technology-equipped learning facilities that function as a trading room while simultaneously enabling cutting-edge pedagogical and community outreach initiatives, the Global Financial Services Institute Financial Learning Center is the hub of all electronic business information exchange and analysis for the Cotsakos College of Business and its partners.

The primary objective of the Global Financial Services Institute Financial Learning Center is consonant with both the College and University objectives concerning:

- the provision of service to students and the community;
- the continued pursuit of academic excellence; and,
- progress and maintenance of the AACSB-driven outcomes initiative, entitled Assurance of Learning.

To this extent, the Global Financial Services Institute Financial Learning Center functions as a pedagogical support resource that all undergraduate business majors, regardless of major or concentration, experience. Every student, through curricular requirements, has exposure to, and hands-on training with, software, databases, and data feeds that form the backbone of modern-day, practitioner-driven information dissemination and analysis tools.

Student Oriented

The College's business curriculum requirements are designed to train students to use financial software packages involving asset pricing and other analytical models and option models. Faculty members help conduct simulation games using real-time data feeds, and use contemporary corporate case studies as additional teaching tools. All investment courses, both at the graduate and undergraduate level, are being taught out of the Learning Center. "Corporate Finance" (FIN 320), a required core course, holds sessions at the Global Financial Services Institute Financial Learning Center. Thus, every undergraduate business major becomes familiar with the University's trading room environment. Additionally, students who pursue advanced coursework in finance benefit from utilizing the Global Financial Services Institute Financial Learning Center to assist in the analysis and valuation of equity securities, efficient market analysis, fixed income and leveraged securities, derivative products, mutual funds, real assets, and international securities markets, among other things.

Finance students are most extensively exposed to the workings of a trading room. Here they develop decision-making skills by working on research projects analyzing live data feeds from, for example, Reuters and Thompsons, and employ several statistical and econometric software packages. This unique, real-world, hands-on curriculum, which transforms theory into practice, gives undergraduate business majors a distinct edge over their competitors upon graduation.

The Active Pursuit of Knowledge

The Global Financial Services Institute Financial Learning Center also functions as a laboratory for academic research and scholarship. Business college faculty across all disciplines—from accounting to marketing, economics to management—have the opportunity to access real-time data to conduct cutting-edge empirical research in the areas of investment strategies, global capital markets, auditing, financial intermediation, experimental economics, market microstructure, treasury management, and corporate governance.

Diversified Utilization

The Global Financial Services Institute Financial Learning Center serves as a significant, curricular, integrated, decision-support-system; forms the basis for the development of student-oriented technological training programs; and provides exposure to contemporary, data-gathering, review, and analysis tools that support decision-making. However, the strengths and utilization of the room extend beyond the integration of technology with business curriculum. For example, the Global Financial Services Institute Financial Learning Center development team is exploring alternative applications of the Center's ample data acquisition and analysis capabilities, including:

- interactive television (ITV) learning initiatives;
- training seminars and forums for community business leaders, corporate partners, and students from around the globe;
- simulated financial market analysis, with varying/static economic inputs;
- small-market game theoretic cross-institutional competitive simulations;
- the identification and analysis of alternative behavioral-driven risk assessment models;
- global markets and dynamic heuristic approaches to handling well diversified, data-intensive information sets subject to strict time constraints;
- cooperative-versus-competitive decision-making strategies and equilibrium conditions; and
- the development of a virtual, faculty-supported online research center for the purpose of "pushing the envelope" concerning cutting-edge, business research and inquiry.

The Whole Package

In summary, the Cotsakos College of Business offers both its students and partners—whether local, national, or international—the utilization of the Global Financial Services Institute Financial Learning Center for the purpose of academic inquiry and the pursuit of knowledge. Moreover, the Center provides all users with the opportunity to understand, realize, and witness first-hand the significant impact that cutting-edge, global information, data systems can have on efficient and effective practitioner-oriented decision-making through the integration of established theoretical models, strategic objectives, data intensive information streams, technology, and leading application software.

Russ Berrie Institute for Professional Sales

This Institute, housed within the Cotsakos College of Business, is dedicated to advancing the field of professional sales by providing high-quality educational opportunities, consulting, and professional development activities for both students and practicing business people.

Students may enroll in coursework offered through the Institute for the purpose of either (a) enhancing their exposure to issues associated with professional sales; or (b) pursuing the bachelor of science in the professional sales degree program. Courses offered in the Department of Professional Sales utilize the state-of-the-art Professional Sales Laboratory, which features digital video technology for the purpose of supplementing classroom experience, providing active hands-on learning opportunities, and enhancing communication skills.

Working sales professionals are also served through the three centers within the Institute. Each center focuses on the needs of specific disciplines within the sales profession. The centers for (a) sales education, (b) sales management, and (c) strategic account management provide opportunities for participants at all professional levels, ranging from new or aspiring sales representatives to sales executives accountable for business-to-business account management, for the purpose of refining their skills through participation in continuing or executive education workshops and certificate programs.

Both the Institute's academic and professional program designs are based on the merger of scholarly academic theory and professional practice, and focus on the provision of skills that represent requisite competencies for highly effective performance in sales and sales management positions. Faculty at the Russ Berrie Institute, in addition to holding advanced degrees in the discipline, possess professional sales experience and thus provide programs that reflect real-world applications and hands-on learning approaches.

Small Business Development Center

As part of a statewide and national system, the University's Small Business Development Center implements efficient and effective business practices that bolster New Jersey's emerging small businesses, and constantly develops and refines the tools and resources small businesses need to succeed in today's increasingly diverse and competitive environment. In cooperation with the Cotsakos College of Business, the Center sponsors symposia, seminars, and forums that address numerous issues related to small business development. Topics include, but are not limited to:

- business start-ups;
- strategic planning;
- financial management;
- e-commerce;
- accounting/bookkeeping;
- global/international markets;
- marketing research and strategy; and
- women in business.

Many of these activities contribute to the professional enrichment point requirement for all undergraduate business majors, and address topics of interest for students interested in understanding entrepreneurship.

The Small Business Development Center also co-sponsors practicum learning experiences, where small groups of students provide consultation to managers of small businesses. These credit-earning experiences familiarize students with the actual decision-making issues faced by organizations, employ group dynamics, and provide the opportunity to integrate academic theory and technology with business practice. For additional information, contact the Director of the Small Business Development Center, Kathleen Muldoon, at 973.754.8695, or via e-mail at muldoonk@wpunj.edu.

Curriculum Requirements

The Cotsakos College of Business majors may pursue a B.S. in accounting, a B.S. in business administration, a B.S. in professional sales, or a B.A. in economics. Business administration students must declare an area of concentration in finance, global business, management, or marketing. Each program requires the completion of 128 credit hours. *Please note that the following curriculum requirements only apply to the B.S. degrees in accounting, business administration, and professional sales.*

GENERAL EDUCATION (GE) CORE AND UPPER-LEVEL ELECTIVES68-69 CREDITS

All undergraduate business majors must complete the general education core (as specified in the undergraduate catalog) and the following specific coursework:

Macroeconomics

ECON 201 Macroeconomic Principles

Provides foundation business knowledge concerning the economy as a whole, or with the basic subdivisions or aggregates, such as government, household, and business sectors, which make up the economy.

Behavioral Science (select one)

PSY 110 General Psychology

SOC 101 Principles of Sociology

Social Science (select one)

POL 110 Introduction to Politics

POL 120 American Government

Addresses the College's initiative to provide an understanding of an important perspective that forms the context for business.

Note: The specified macroeconomics, behavioral science, and social science courses may be applied towards the social science requirement of the GE core.

Communication

COMM110 Communication in Action

Specifically addresses the College's initiative to promote communication skills and strengthen the speaking skills of students.

Note: This course may be applied towards the arts and communication requirement of the GE core.

Mathematics

MATH 140 Quantitative Mathematics I

Focuses on those mathematical topics that form the basis through which quantitative approaches may be employed to assist in decision-making within a business context.

Note: This course may be applied towards the math and science requirement of the GE core.

COMMON BUSINESS

PROGRAM CORE.....33 CREDITS

All undergraduate business majors, regardless of their major or concentration, must complete the common business program core. This set of courses exposes students to the fundamental areas of core competency in business. Completion of this core provides the foundation from which upper-level courses in the chosen major or area of concentration may be pursued. The courses that must be completed in the common business program core are:

ACCT 211	Financial Accounting
ACCT 212	Managerial Accounting
LAW 201	Legal Environment of Business
ECON202	Microeconomic Principles
ECON210	Business Statistics
FIN 320	Corporate Finance
MKT 210	Principles of Marketing
MGT 200	Principles of Management
MGT 305	Management Information Systems
MGT 431	Production and Operations Management
MGT 460	Business Strategy and Policy

Exceptions: (a) Accounting students should substitute LAW 251 (Business Law I) for LAW 201. (b) Accounting majors may substitute ACCT 320 (Accounting Information Systems) for MGT 305. (c) Professional Sales majors may substitute RPS 320 (Sales Information Systems and Technology) for MGT 305.

MAJOR/CONCENTRATION

REQUIREMENTS18-21 CREDITS

Undergraduate business majors must complete either the 18-credit-hour requirement for the B.S. in business administration, or the 21-credit-hour requirement for the B.S. in accounting. These courses build upon the common business program core and offer an in-depth exposure to advanced material related to the area of study. Interested students should contact the appropriate department chairperson, or reference the appropriate catalog section or Web page, for additional details.

ADDITIONAL DIRECTED ELECTIVE COURSE

REQUIREMENTS6-9 CREDITS

These courses are directed elective courses, and are periodically updated to reflect current trends in business education. The designated courses are chosen by the appropriate department and may be either business courses or courses from related areas.

Department of Accounting and Law

Professors: R. Bing, M. Mwaura, L. Xu

Associate Professors: E. Ekmekjian, F. Grippo, A. Medinets, S. Nassiripour (chair), A. Nyaboga, M. Rudnick, J. Wilkerson

Assistant Professor: H. Wong

Bachelor of Science in Accounting

Consistent with the Cotsakos College of Business undergraduate program objectives, the accounting program: (1) strives for academic excellence in helping students understand the skill sets requisite to either meeting the complex demands of the accounting profession or continuing with an advanced degree in the area of study; (2) familiarizes students with issues related to dynamic and contemporary financial institutions and government regulations through coursework and professional enrichment; (3) increases students' problem recognition and analysis, as well as technological proficiency; and, (4) encourages the enhancement of presentation and communication skills.

The accounting program offers students the opportunity to work with technology both in laboratories and the Financial Learning Center, where data feeds, databases, and software commonly utilized by the business professional are leveraged to the benefit of the student's academic learning objectives. Students are also exposed to software specific to the accounting profession and accounting specific information systems.

Finally, the department guides students who may wish to pursue professional certification as a certified public accountant (CPA), certified management accountant (CMA), and certified internal auditor (CIA). Students should note that even though requirements to qualify for the CPA examination vary from state to state, the American Institute of Certified Public Accountants (AICPA) has mandated that an individual who wishes to become a CPA must complete 150 credit hours. This credit-hour requirement can be satisfied at William Paterson University either through enrollment in an advanced degree program (M.B.A.) or the completion of additional undergraduate-level courses. If planned properly, the 150-credit undergraduate program may still be completed in four years by attending summer sessions.

MAJOR REQUIREMENTS21 CREDITS

The following requirements for the accounting major are in addition to William Paterson University general education requirements for undergraduate students and common business program core requirements for bachelor of science degree candidates.

ACCT311	Intermediate Accounting I
ACCT312	Intermediate Accounting II
ACCT340	Cost Accounting I
ACCT370	Auditing
ACCT410	Taxation I
ACCT411	Taxation II
ACCT420	Advanced Accounting I

DIRECTED ELECTIVE COURSE

REQUIREMENTS6 CREDITS

LAW 252	Business Law II (requires Law 251 Business Law I)
ACCT 430	Advanced Accounting II

Additional Requirements

ECON 355	Diversity in Organizations 1.5 credits
MGT 350	Ethics and Business 1.5 credits

Note: Accounting majors utilize this course in partial fulfillment of the upper-level general education elective requirements, and not towards the directed elective course requirements.

MATH 145.....Quantitative Mathematics II

This course builds upon MATH 140 and strengthens the students' exposure to analytical approaches to decision making, with a focus on the role of optimization in business contexts.

Note: Accounting majors utilize this course in partial fulfillment of the general education elective requirement, and not towards the directed elective course requirements.

Professional Enrichment Requirements and Opportunities

All Cotsakos College of Business majors are strongly urged to attend professional enrichment events. Bonus points may be awarded for attendance at such events, or attendance may be part of the final grade for certain courses.

Minor in Accounting

MINOR REQUIREMENTS18 CREDITS

ACCT211	Financial Accounting
ACCT212	Managerial Accounting
ACCT311	Intermediate Accounting
ACCT320	Accounting Information System
ACCT410	Taxation I
LAW201	Legal Environment of Business

Courses

Unless otherwise noted, all courses are 3 credits

ACCOUNTING

ACCT 211 Financial Accounting

Introductory course in the fundamental principles of accounting, the theory of debit and credit, account classification, preparation of working papers, adjusting, closing, reversing entries, and preparation of basic financial statements. Use of spreadsheet and word processing computer applications.

ACCT 212 Managerial Accounting

Introduces basic concepts of cost accounting and the use of accounting as a decision-making tool for management.
Prerequisite: ACCT 211

ACCT 311 Intermediate Accounting I

Review basic financial statements and in-depth study of accounting principles advanced by responsible professional organizations in the classification, presentation, and disclosure of assets required for external users of financial information.
Prerequisites: ACCT 212, ACCT 211

ACCT 312 Intermediate Accounting II

An in-depth study of accounting principles advanced by responsible professional organizations in the classification, presentation, and disclosure of liabilities and stockholders' equity required for external users of financial information.
Prerequisites: ACCT 311, ACCT 212, ACCT 211

ACCT 320 Accounting Information Systems

This course takes a transition cycles approach to AIS that focuses conceptually on the primary sources of data, data flows, logical tasks, accounting records, and internal control and EDP auditing. It also teaches students how to use full-fledged commercial accounting software such as Peachtree or QuickBooks.
Prerequisites: ACCT 311, ACCT 212, ACCT 211

ACCT 340 Cost Accounting

Cost accounting and its contribution to management, the cost accounting cycle, cost data accumulation, job order costing, process cost accounting procedures, materials, labor and overhead costing and control, costing of by-products, co-products, and joint products.
Prerequisite: ACCT 212

ACCT 370 Auditing

Reviews the procedures and practices used in auditing the financial transactions and statements of an organization. Internal control, test of transactions and audit standards employed are discussed and demonstrated by actually doing an audit of a practice company.
Prerequisites: ACCT 312, ACCT 311, ACCT 212, ACCT 211

ACCT 399 Selected Topics

A topic not covered by an existing course.
Prerequisite: Permission of the department chair and the Dean
1-6 credits

ACCT 410 Taxation I (also listed as FIN 410)

A study of the U.S. Internal Revenue Code with emphasis on income taxation of individuals. Provides practice in the preparation of tax returns and solution of case problems. Concentrates on the problems of the U.S. individual income tax. Also examines taxation of corporations and partnerships.
Prerequisites: ACCT 212, ACCT 211

ACCT 411 Taxation II (also listed as FIN 411)

A study of the U.S. Internal Revenue Code with emphasis on the taxation of corporations, partnerships, estates, and trusts. Federal payroll, gift and estate, and New Jersey taxes are also covered.
Prerequisites: (1) FIN 410 or ACCT 410, (2) ACCT 212, and (3) ACCT 211

ACCT 420 Advanced Accounting I

An in-depth study of principles used in accounting for parent and subsidiary companies, partnerships, and other specialized areas of accounting.
Prerequisites: ACCT 312, ACCT 311, ACCT 212, ACCT 211

ACCT 430 Advanced Accounting II

Intensive review and analysis of basic and advanced concepts, skills, and principles. Imperative for students who intend to apply for a certifying examination.
Prerequisites: ACCT 312, ACCT 311, ACCT 212, ACCT 211

ACCT 440 Government and Not-for-Profit Accounting (also listed as FIN 440)

This course covers accounting and financial reporting for governmental and not-for-profit entities. The emphasis is on teaching students the significance of reported information and how both users and preparers can interpret and analyze governmental and not-for-profit accounting information.
Prerequisite: ACCT 212

ACCT 485 Practicum in Accounting

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.
Prerequisites: (1) ACCT 312, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, (4) permission of the department chair and the Dean

ACCT 490 Internship in Accounting

This is a cooperative education/field work experience. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.
Prerequisites: (1) ACCT 312, (2) junior status, (3) minimum GPA of 2.5 overall and in the major, (4) permission of the department chair and the Dean

ACCT 499 Independent Study

A special project, supervised by a faculty advisor.
Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean
1-6 credits

LAW**LAW 201 Legal Environment of Business**

Designed to familiarize students with the legal system with particular emphasis on the court system and administrative agents. Also includes examination of substantive areas such as antitrust, bankruptcy, corporate law, partnership, and securities regulations.

LAW 251 Business Law I: Contracts

Designed to acquaint students with the laws of contracts. Examines concepts such as offer, acceptance, consideration, competent parties, legal subject matter, assignments, and third party beneficiaries. Scrutinizes defenses such as statute of fraud, infancy, insanity, and parole evidence.

LAW 252 Business Law II: Sales and Negotiable Instruments

Acquaints students with Articles II, III, IV, and IX of the U.C.C. Critically examines concepts such as warranty, risky loss, bona fide purchases for value, products liability, negotiability, checks, notes, holder in due course, and secure transactions.

Prerequisite: LAW 251

LAW 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the Dean

1-6 credits

LAW 499 Independent Study

A special project, supervised by a faculty advisor.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

Department of Economics, Finance, and Global Business

Professors: G. Andreopoulos, S. Basu, F. Cai, H. Chen, R. Fosberg, B. Haroian

Associate Professors: M. Dey, M. Gritsch, A. Panayides (chair), T. Ramin, T. Snyder, P. Swanson

Assistant Professors: L. Dean

Bachelor of Science in Business Administration

Concentration in Finance

The Cotsakos College of Business academic program leading to the bachelor of science degree (B.S.) in business administration with a concentration in finance features a curriculum that is balanced between general education, finance, and other, related, business courses. The program (a) requires the completion of core courses in the concentration of finance, thus preparing students to pursue careers in either banking, government, or other financial institutions; (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and, (c) stresses a well-diversified general education core, including specific courses that enhance analytical and critical thinking skills, public speaking skills, introduce behavioral sciences, increase competency in mathematical sciences, and address issues of ethics and diversity in organizations.

The department also works closely with the Global Financial Services Institute and its Financial Learning Center, which houses one of the largest trading floors located within an academic institution in the nation. Coursework, as well as related seminars, are conducted from the Center, where data feeds, databases, and software commonly utilized by the professionals on Wall Street, are leveraged to the benefit of the student's academic learning objectives. Finance majors will receive hands-on training and in-depth exposure to high visibility and widely used, technologically driven, financial analyses tools.

The contemporary graduate of the finance program is prepared for an entry-level career in any of the following fields: personal finance, corporate finance, investments, financial institutions, and international finance. The state-of-the-art program exposes graduates to capital markets, investment evaluation, efficient allocation of resources, and international financial management. Students are

well equipped with cutting-edge technological and analytical skills; are trained in efficient portfolio management using simulation investment games with real-time data of stocks, bonds, and derivatives; are well-versed in using financial software packages involving asset pricing models, options models, etc.; and are familiar with databases like Compustat. This unique, real-world-oriented, hands-on curriculum gives graduates a distinct edge over their competitors.

CONCENTRATION

REQUIREMENTS18 CREDITS

The following requirements for the finance concentration are in addition to William Paterson University general education requirements for undergraduate students and common business program core requirements.

Required Course

FIN400 International Financial Management

In addition, five courses must be chosen from: 300- or 400-level Cotsakos College of Business finance courses, or those approved by the department chair.

Note: Students pursuing the dual major in accounting and business administration with a finance concentration may not utilize FIN 410 and FIN 411 to simultaneously satisfy requirements in both majors.

DIRECTED ELECTIVE COURSE

REQUIREMENTS9 CREDITS

MATH 145 Quantitative Mathematics II
ECON 355 Diversity in Organizations..... 1.5 credits
MGT 350 Ethics and Business 1.5 credits

In addition, one 3-credit course must be completed, chosen with the assistance of the student's departmental advisor. This can be any 200-plus level course from the Cotsakos College of Business. Internships and practicum credit hours may be considered with the approval of the department chair and the dean.

Finance majors can take six personal financial planning courses, which are registered with Certified Planner Board of Standards, Inc. After successfully completing the courses, students can sit for the CFP® certification examination. The six courses include:

FIN 360 Personal Financial Planning,
FIN 409 Income Tax Analysis and Planning
FIN 435 Investment Analysis and Planning
FIN 450 Estate Planning
FIN 455 Retirement Planning
FIN 460 Insurance Analysis and Planning.

Professional Enrichment Requirements and Opportunities

All Cotsakos College of Business majors are strongly encouraged to attend professional enrichment events. Bonus points may be awarded for attendance at such events or it may be part of the final grade for certain courses.

Courses

Unless otherwise noted, all courses are 3 credits

FIN 310 Money and Banking (also listed as ECON 310)

A study of the key concepts, theories, processes, and interrelationships that link money and banking to the workings of the U.S. economy. This course analyzes how banks and other depository institutions serve as a conduit for the implementation of monetary policy. The structure, functions, powers, and monetary tools of the Federal Reserve are also examined.

Prerequisite: ECON 201

FIN 320 Corporate Finance

A study of the basic principles and practices of the financial management of private business corporations. The course provides an operational framework for financial analysis, planning and forecasting, along with profit analysis and financial control for today's business world.

Prerequisites: ACCT 211, ECON 202

FIN 350 Financial Markets and Institutions

This course is an introduction to the dynamic structure of the financial markets' environment in which financial institutions as well as other participants operate. The course explores the concepts and measurement of risk and return, explains how market interest rates are determined, analyzes the spread between various rates across major capital markets' participants, and analyzes strategies to manage and modify return and risk in an uncertain environment. The emphasis is on identifying the characteristics of participants that give rise to basic similarities and/or differences in their behavior, rather than on their detailed operating business activities.

Prerequisites: FIN 320

FIN 360 Personal Financial Planning

Personal Finance is an introductory course that surveys the financial planning process, client interactions, time value of money applications, personal financial statements, cash flow and debt management, asset acquisition, education planning, overview of risk management investment planning and retirement planning, special circumstances, plan integration, ethics, and the business of financial planning.

Prerequisites: ACCT 211, ECON 202

FIN 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the Dean

1-6 credits

FIN 400 International Financial Management

Financial management of a multinational enterprise. Topics include foreign exchange risk, political risk, long-run investment and financing decisions, working capital management, and valuation of operations and taxation. Prerequisites: FIN 320

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 409 Income Tax Analysis and Planning

The course focuses on principles and current law and practice of income taxation and its impact on financial planning for individuals, couples and families in their roles as investors, employees, and business owners. Prerequisites: ACCT 212, ACCT 211

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, ACCT 211

FIN 411 Taxation II (also listed as ACCT 411)

A study of the U.S. Internal Revenue Code with emphasis on the taxation of corporations, partnerships, estates, and trusts. Federal payroll, gift and estate, and New Jersey taxes are also covered. Prerequisites: (1) FIN 410 or ACCT 410, (2) ACCT 212, and (3) ACCT 211

**FIN 415 Managerial Economics
(also listed as ECON 415)**

The application of economic analysis to the solution of individual business problems. Among the primary areas covered are demand forecasting, cost and profit analysis, and capital budgeting. Prerequisites: ECON 210, ECON 201, ECON 202, MATH 140

FIN 430 Advanced Managerial Finance

Presents an in-depth overview of the most recent developments in the field of finance and its applications. The topics include optimal capital structure and dividend policy, option valuation models and the application of option pricing theory to the theory of corporate finance, valuation of risky debt and term structure of interest rates, warrants and convertibles, and the analysis of mergers and acquisitions. Prerequisites: FIN 320

FIN 435 Investment Analysis and Planning

This course provides the student with an understanding of the various types of securities traded in financial markets, investment theory and practice, portfolio construction and management, and investment strategies and tactics. Prerequisites: FIN 320, ECON 210, MATH 140

**FIN 440 Government and Not-for-Profit Accounting
(also listed as ACCT 440)**

This course covers accounting and financial reporting for governmental and not-for-profit entities. The emphasis is on teaching students the significance of reported information and how both users and preparers can interpret and analyze governmental and not-for-profit accounting information. Prerequisite: ACCT 212

FIN 450 Estate Planning

Estate planning focuses on the efficient conservation and transfer of wealth, consistent with the client's goals. It is a study of the legal, tax, financial and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers, and related taxes. Prerequisites: FIN 320 or FIN360

FIN 455 Retirement Planning

The intent of the retirement planning course is to provide individuals with knowledge of both public and private retirement plans. The public plans include Social Security, Medicare and Medicaid. The private plans include both defined benefit and defined contribution plans and their regulatory provisions. The specifics of the various plans are analyzed as well as non-qualified deferred compensation plans. Finally, issues that individuals face in retirement, such as lifestyle choices and medical issues are discussed. Prerequisites: FIN 320 or FIN360

FIN 460 Insurance Analysis and Planning

This course introduces students to risk management and insurance decisions in personal financial planning. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care. Prerequisites: FIN 320 or FIN360

FIN 485 Practicum in Finance

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization. Prerequisites: (1) FIN 320, (2) ACCT 211, (3) ECON 202, (4) junior status, (5) minimum GPA of 3.0 overall and in the major, and (6) permission of the department chair and the Dean

FIN 490 Internship in Finance

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

Prerequisites: (1) FIN 320, (2) ACCT 211, (3) ECON 202, (4) junior status, (5) minimum GPA of 2.5 overall and in the major, and (6) permission of the department chair and the Dean

FIN 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the Dean

1-6 credits

Concentration in Global Business

The Cotsakos College of Business academic program leading to the bachelor of science (B.S.) degree in business administration with a concentration in global business features a curriculum that is balanced between general education, global business, and other related business courses. The program (a) requires the completion of core courses in the concentration area of global business, where the successful graduate will have the requisite skill sets to compete effectively in diversified global markets or internationally oriented enterprises, (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency, and (c) stresses a well diversified general education core, including specific courses that enhance analytical and critical thinking skills, public speaking skills, introduce behavioral sciences, increase competency in mathematical sciences, and address issues of ethics and diversity in organizations.

Global business students have the opportunity to utilize the Global Financial Services Institute and its Financial Learning Center and other computer laboratories for the purpose of integrating area specific software and technology into relevant core business learning areas. Multipurpose software is integrated into coursework for the purpose of conducting analyses that are facilitated through the use of technology.

The contemporary graduate of the global business program is familiar with the processes and culture present within organizations that are either entering or currently existing within international markets. Graduates are familiar with exporting, licensing, direct investment, joint ventures, and currency translation. Organizational issues and unique multinational marketing and management perspectives are explored. Moreover, graduates understand the social, ethical, political, and economic complexities of foreign environments, and their implications concerning the financial, organizational, technological, and human resources practices of business firms.

CONCENTRATION REQUIREMENTS18 CREDITS

The following requirements for the global business concentration are in addition to William Paterson University general education requirements for undergraduate students and common business program core requirements.

Required Courses

ECON 360	Economic Growth and Development
ECON 370	International Economics
FIN 400	International Financial Management
MGT 309	International Management
MKT 316	Global Marketing
MKT 475	Supply Chain Management

DIRECTED ELECTIVE COURSE**REQUIREMENTS9 CREDITS**

MATH 145	Quantitative Mathematics II	
ECON 355	Diversity in Organizations:	1.5 credits
MGT 350	Ethics and Business:	1.5 credits

In addition, one 3-credit course must be completed, chosen with the assistance of the student's departmental advisor. This can be any 200-plus level course from the Cotsakos College of Business or any course from the specified list below. Internships and practicum credit hours may be considered with the approval of the department chair and the Dean.

GEO 150	World Regional Geography
PHIL 334	Business and Ethics (requires PHIL 110: Introduction to Philosophy and PHIL 200: Ethics)
POL 240	International Relations
POL 342	International Political Economy

GENERAL EDUCATION (GE) UPPER-LEVEL**ELECTIVE REQUIREMENTS.....9 CREDITS**

Students with a global business concentration must satisfy their 9-credit GE upper-level directed elective requirement by choosing three courses from the following list. No more than two courses may be chosen from any one discipline. Credit hours in fulfillment of this requirement may be earned abroad.

AACS 304	African Caribbean History
AACS 338	African Politics (same as POL 339)
AACS 341	Contemporary Caribbean Societies
ANTH 342	The Ethnology of East Asia: China
ANTH 359	Cultural Change in Latin America
ECON 303	International Finance
GEO 300	Geopolitics
GEO 310	Trade and Transportation Geography
GEO 331	Geography of Asia
GEO 332	Geography of the Middle East
GEO 333	Geography of Europe
GEO 334	Geography of Africa
GEO 335	Geography of Latin America
HIST 327	America as a World Power
HIST 338	Europe Since 1914
HIST 361	Modern Japan
HIST 371	Modern China

HIST 381	Modern Latin America
HIST 392	Contemporary Middle East
POL 332	Eastern Political Systems
POL 333	Politics of the Third World
POL 336	Politics of Asia, India, and China
POL 337	Politics of Latin America
POL 338	Caribbean Political Systems
POL 339	African Politics
POL 342	International Political Economy
POL 345	United States Foreign Policy
POL 347	The Middle East in World Politics

Professional Enrichment Requirements and Opportunities

All Cotsakos College of Business majors are strongly encouraged to attend professional enrichment events. Bonus points may be awarded for attendance at such events or it may be part of the final grade for certain courses.

Courses

All courses are 3 credit hours unless otherwise noted.

GLBS 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the dean

1-6 credits

GLBS 485 Practicum in Global Business

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: (1) either FIN 400, ECON 370, MKT 316, or MGT 309, (2) junior status, (3) minimum GPA of 3.0 overall and in the major, and (4) permission of the department chair and the dean

GLBS 490 Internship in Global Business

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

Prerequisites: (1) either FIN 400, ECON 370, MKT 316, or MGT 309, (2) junior status, (3) minimum GPA of 2.5 overall and in the major, (4) permission of the department chair and the dean

GLBS 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the dean

1-6 credits

Bachelor of Arts in Economics

The major in economics provides students with a broad conceptual framework for understanding the social interrelations of consumers, business, workers, and government. Students majoring in economics develop an understanding of the factors behind conditions such as growth, development, inflation, unemployment, consumption, production, market structure, monetary and fiscal policy. In addition, economics now examines issues such as AIDS, obesity, terrorism, crime, and neuroeconomics.

Familiarity and literacy in economics can assist in guiding the development of policy to address contemporary issues such as:

- the impact of globalization, economic unions, and increased international trade on the economy;
- the effect of budget deficits on the future growth of a national economy and the welfare of its citizens;
- pricing and positioning of products given fluctuating market demand and quality assurance expectations; and
- the introduction of competition and its impact on the provision of services and the quality of those services provided.

The study of economics lends insight to many major fields of study—including history, political science, law, biology, and sociology—by providing an understanding of how economic forces often influence the social and political structures of nations.

MAJOR REQUIREMENTS 30 CREDITS

The following requirements for the economics major are in addition to William Paterson University general education requirements for undergraduate students.

Economics Program Core Courses12 CREDITS

ECON 201	Macroeconomic Principles
ECON 202	Microeconomic Principles
ECON 301	The National Economy
ECON 370	International Economics

Required Economics Courses18 CREDITS

Students majoring in Economics must take six courses from the following list:

ECON 210	Economic Statistics
ECON 230	Economics of the Environment
ECON 302	Prices and the Markets
ECON 303	International Finance
ECON 305	Current Economic Issues
ECON 310	Money and Banking
ECON 320	History of Economic Thought
ECON 321	Public Finance
ECON 328	History of the United States
ECON 340	Labor and Management in the American Economy

ECON 360	Economic Growth and Development
ECON 380	Economic Analysis for Special Issues
ECON 390	Comparative Economic Systems
ECON 399	Selected Topics
ECON 415	Managerial Economics
ECON 430	Econometrics
ECON 450	Business Economics of Latin America
ECON 490	Internship in Economics
ECON 499	Independent Study

Minor in Economics

MINOR REQUIREMENTS18 CREDITS

Required Courses

ECON 201	Macroeconomic Principles
ECON 202	Microeconomic Principles

Elective courses

Students must complete 12-credit hours of elective courses in economics.

Note: The completion of the economics minor requires a GPA of 2.0 for all economics courses taken towards completion of the 18-credit hour requirement.

Courses

All courses are 3 credit hours unless otherwise noted.

ECON 101 Economics of the Contemporary World

The course takes an issue approach to introductory economics. In particular, it deals with the main economic issues of the contemporary world such as globalization; growth and development, market and government intervention; poverty; unemployment; inflation; protectionism and financial instability. Particular emphasis will be placed on the connection between economic concepts and real world phenomena coming from both developed and developing countries' experiences.

ECON 201 Macroeconomic Principles

Concentrates on the basic economic principles relevant to the resource utilization problems of the economy as a whole. Theories and policies that relate to the economy's total level of output, total income, total level of unemployment, total expenditure, and the general level of prices are treated at an introductory level.

ECON 202 Microeconomic Principles

Concentrates on the basic economic principles relevant to resource allocation. Demand and supply analysis is used to explain at an introductory level two major topics: (1) price determination in competitive as well as imperfectly competitive markets such as monopoly, oligopoly, and monopolistic competition and (2) distribution of income among resources.

ECON 210 Business Statistics

Descriptive statistics (collection and presentation of data, frequency distributions, measures of central tendency, dispersion, and skewness); index numbers' simple correlation and regression; curve fitting; introduction to statistical inference; sampling and probability.

Prerequisite: MATH 140

ECON 230 Economics of the Environment

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

ECON 301 The National Economy

A systematic treatment, at an advanced level, of the factors determining the level of output, income, and employment of the economy as a whole.

Prerequisites: ECON 202, ECON 201

ECON 302 Prices and the Markets

An analytic treatment, on an advanced level, of theories and techniques of price determination. Theories of income distribution and general equilibrium are also considered.

Prerequisites: ECON 202, ECON 201

ECON 303 International Finance

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

Prerequisites: ECON 202, ECON 201

ECON 305 Current Economic Issues

This course covers economic problems such as unemployment, inflation, government regulation, health care, environmental quality, budget deficit, and the national debt. Real-world observation of the problems; analysis and alternative solutions are presented.

Prerequisite: ECON 201

ECON 310 Money and Banking (also listed as FIN 310)

A study of the key concepts, theories, processes, and interrelationships that link money and banking to the workings of the U.S. economy. This course analyzes how banks and other depository institutions serve as a conduit for the implementation of monetary policy. The structure, functions, powers, and monetary tools of the Federal Reserve are also examined.

Prerequisite: ECON 201

ECON 320 History of Economic Thought

A study of the history of economic theory beginning with Greco-Roman economics and concentrating on the eighteenth, nineteenth, and twentieth centuries. The relationship between the evolution of economic thought and socio-political forces is developed.

Prerequisite: ECON 201

ECON 321 Public Finance

A study of the economic principles that are most useful in analyzing the government's role in the economy; the economic principles to be stressed are those that are particularly helpful in the micro-economic analysis of tax and expenditure policies. Sources of revenues, as well as expenditures for health, defense, education, social security, and welfare programs, are analyzed.

Prerequisites: ECON 202, ECON 201

ECON 328 Economic History of the United States

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

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

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

Prerequisites: ECON 202, ECON 201

ECON 355 Diversity in Organizations

An examination of how different demographic groups affect various types of organizations. Diversity is defined and the legal environment of diversity is explored.

Particular emphasis is given to how organizations can acknowledge and respect the differences in their members, and how this will enhance the likelihood of achieving institutional goals.

1.5 credits

ECON 360 Economic Growth and Development

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

Prerequisites: ECON 202, ECON 201

ECON 370 International Economics

A study of the theoretical and empirical bases for international economic transactions among nations. Emphasis is placed on understanding various theories of trade, costs and benefits of international specialization, protectionism, quotas, tariffs, and trade policy.

Prerequisites: ECON 202, ECON 201

ECON 380 Economic Analysis for Special Issues

A course designed to integrate economics theory, quantitative tools, and institutional knowledge in a series of applied issues. The course covers topics such as economics of health care, economics of education, economics of entertainment, or economics of sports.

Prerequisites: ECON 202, ECON 201

ECON 390 Comparative Economic Systems

A study of the actual operations of various economic systems as they seek the optimum use of the human and natural resources available to them. The ideological, technological, and organizational features of each system are stressed.

Prerequisite: ECON 201

ECON 395 Elements of Small Business

This course prepares students for self-employment, provides fundamental knowledge in the area of entrepreneurship, and addresses issues pertinent to business start-up. Topics covered include marketing and sales, the management of human resources, and financial management as they apply to small business development. Students will also engage in hands-on active learning through work experience conducted on site at the Small Business Development Center.

Prerequisites: (1) ECON201, (2) ECON202, (3) MGT200, and (4) MKT210.

1 credit

ECON 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: Permission of the department chair and the dean

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 210, ECON 202, ECON 201, MATH 140

ECON 430 Econometrics

The ordinary least squares criterion is scrutinized. The problems of estimating demand, supply, consumption, production, and cost functions are treated in depth.

Prerequisites: ECON 210, ECON 202, ECON 201, MATH 140

ECON 450 Business Economics of Latin America (also listed as LAS 310)

Economic issues arising in the transition to more democratic and market oriented institutions and how these issues challenge business practices in private sector firms and organizations in Latin America.

Prerequisites: ECON 201 and/or LAS 201

ECON 490 Internship in Economics

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: ECON 201 and ECON202, junior status, minimum GPA of 2.5 overall and in the major, and permission of department chair and dean

ECON 499 Independent Study (1-6 credit hours)

A special project supervised by faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the dean

Department of Marketing and Management Sciences

Professors: S. Godar, R. Kashyap, K. H. Kim, W. E. Matthews, A. Mir, L. Presby, J. Teng,

Associate Professors: S. Betts, R. Laud, F. Li, R. Mir, V. Taylor

Assistant Professors: E. Knaus, C. Perez (chair), P. Shum

Bachelor Of Science In Business Administration

Concentration in Management

The Cotsakos College of Business academic program leading to the bachelor of science in business administration with a concentration in management features a curriculum that is balanced between general education, management, and other related business courses. The program (a) requires the completion of core courses in the concentration area of management, thus preparing students to pursue careers in the areas of human resources, operations, or strategic/other related organizational planning positions, (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency, and (c) stresses a well diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The graduate of the contemporary management program understands and recognizes how to effectively apply management theories within the firm, utilizes skills concerning individual and organizational behavior

to enhance welfare and profitability, and integrates effective decision-making skills and support systems, including analytical models and technology, into the organization's decision making processes. Graduates are prepared to utilize well developed and rational decision making methodologies in managing human resources; plan, coordinate, and execute those activities that support the creation of goods and services; and develop and implement strategic and tactical level plans in support of organizational goals and objectives. Graduates are also cognizant of quality maintenance and its impact on both the manufacturing and service sectors, and are well qualified to pursue managerial professions in areas that include health care, sales, banking, education, government, and production/manufacturing.

The management concentration offers students the opportunity to work with technology both in laboratories and the Financial Learning Center, where data feeds, databases, and software commonly utilized by the business professional are leveraged to the benefit of the student's academic learning objectives.

CONCENTRATION REQUIREMENTS.....18 CREDITS

The following requirements for the concentration in management are in addition to William Paterson University graduation and general education requirements for undergraduate students and the common business program core requirements.

Required Courses

MGT 306	Organizational Behavior
MGT 309	International Management
MGT 480	Seminar in Management

In addition, three courses must be chosen from:

MGT 308	Organizational Theory and Design
MGT 315	Human Resources Management
MGT 320	Business Technology Applications
MGT 340	Labor and Management in the American Economy
MGT 399	Selected Topics
MGT 450	Small Business Management
MGT 451	Management Planning and Control
MGT 470	Introduction to Operations Research
MGT 485	Practicum in Management
MGT 490	Internship in Management
MGT 495	Seminar in International Business
MGT 499	Independent Study
MKT 475	Supply Chain Management

DIRECTED ELECTIVE COURSE REQUIREMENTS9 CREDITS

MATH 145	Quantitative Mathematics II
ECON 355	Diversity in Organizations (1.5 credits)
MGT 350	Ethics and Business (1.5 credits)

In addition, one 3-credit course at level 200 or higher outside the concentration must be completed, chosen with the assistance of the student's departmental advisor. Students are encouraged to consider coursework that segues well with their specific area of interest.

Courses

All courses are 3 credit hours unless otherwise noted.

MGT 200 Principles of Management

Introduces basic principles, policies, problems, and successful methods of business organization and management. Emphasizes management's ability to analyze, plan, coordinate, and control the varied activities of production, personnel, finance, and marketing. Also examines social responsibility and environmental factors affecting business policy and operation.

MGT 305 Management Information Systems

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

Prerequisite: MGT 200

MGT 306 Organizational Behavior

Introduces the "micro" theories of organization. It focuses on human behavior and action within the organizational setting. Case studies and experiential exercises are emphasized in the class.

Prerequisite: MGT 200

MGT 308 Organizational Theory and Design

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 emphasized.

Prerequisite: MGT 200

MGT 309 International Management

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

Prerequisite: MGT 200

MGT 315 Human Resources Management

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

Prerequisite: MGT 200

MGT 320 Business Technology Applications

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

Prerequisite: MGT 200

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

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

Prerequisites: MGT 200, ECON 202, ECON 201

MGT 350 Ethics and Business

Introduces the student to the complexities of ethical behavior within the business environment. Building on a definition of business ethics, the course considers the role of social responsibility in organizations. It provides a framework for understanding ethical decision making in business and the conflicts that occur (in terms of both domestic and global operations). The course emphasizes the development of an effective corporate ethics program.

Prerequisite: MGT 200

1.5 credits

MGT 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: MGT 200

1-6 credits

MGT 431 Production and Operations Management

Techniques and methods employed by managers to plan and control manufacturing and other operating systems are emphasized. Application of quantitative methods and various analytical techniques are stressed for operating system design, planning, control, problem solutions, productivity, inventory, scheduling, quality and capacity management, control system development, new technology evaluation, and transportation problems.

Prerequisites: ECON 210, MGT 200, MATH 145, MATH 140.

MGT 450 Small Business Management

A senior-level seminar course in the practical aspects of designing and operating a small business firm. Urban and inner-city minority group and poverty problems are highlighted where appropriate.

Prerequisites: MKT 210, MGT 200

MGT 451 Management Planning and Control

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

Prerequisites: FIN 320, MGT 306, ACCT 211, MKT 210, ECON 202, MGT 200

MGT 460 Business Strategy and Policy

The capstone experience in all of the College of Business programs. Taken in the final semester, this course integrates a case study approach to business decision making that integrates functional and organizational disciplines. Examines, in depth, a series of complex industrial situations to determine in each instance the strategy and policies a firm should follow for its long-run survival.

Prerequisites: FIN 320, ACCT 212, ACCT 211, MKT 210, ECON 210, MGT 200

MGT 470 Introduction to Operations Research

The scientific methodology of operations research and logic is applied to the decision-making process. Introduces the concepts of linear and mathematical programming and inventory, and statistical decision theories.

Prerequisites: MGT 200, ECON 210, MATH 145, MATH 140

MGT 480 Seminar in Management

Explores, in depth, selected theoretical aspects of management theories and/or the major areas within management. Each student is expected to take a major area and prepare a paper that may include decision-making processes, strategy formulation, perceptions of environmental factors, managerial values, organizational crises, and other current management topics. Students have the opportunity to write a paper based on their studies of real-world situations.

Prerequisites: MGT 200, MGT 306, MGT 309

MGT 485 Practicum in Management

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: MGT 200; junior status; minimum GPA of 3.0 overall and in the major; permission of the department chair and the dean

MGT 490 Internship in Management

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

Prerequisites: MGT 200; junior status; minimum GPA of 2.5 overall and in the major; permission of the department chair and the dean

MGT 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the dean

1-6 credits

Bachelor of Science in Business Administration

Concentration in Marketing

The Cotsakos College of Business academic program leading to the bachelor of science degree (B.S.) in business administration with a concentration in marketing features a curriculum that is balanced between general education, marketing, and other related business courses. The program (a) requires the completion of core courses in the concentration of marketing, thus preparing students to effectively manage the delivery and provision of goods through the multifaceted logistics and distribution channels that have become increasingly complex with recent advances in technology and globalization; (b) mandates the successful completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and (c) stresses a well diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The contemporary graduate of the marketing program is exposed to innovative and entrepreneurial marketing concepts. This is embraced through the delivery of a curriculum that provides students with analytical and critical reasoning skills that focus on customer needs and the dynamics of buyer behavior. Students also gain an appreciation of cultural differences, quality concerns, ethical issues, and explosive changes in technology as they impact on a global marketplace. Graduates are prepared to pursue a broad range of international and domestic careers, including jobs in advertising, retailing, marketing management, marketing research, and multinational marketing, and are well qualified to make decisions concerning product design, pricing, promotion, and distribution, in support of organizational goals.

The marketing concentration offers students the opportunity to work with technology both in laboratories and the Financial Learning Center, where area-specific software is utilized to facilitate the analysis of data for the purpose of market research and statistical analysis, among other things.

CONCENTRATION REQUIREMENTS.....18 CREDITS

The following requirements for the concentration in marketing are in addition to William Paterson University graduation and general education requirements for undergraduate students and the common business program core requirements.

Required courses

MKT 316	Global Marketing
MKT 320	Consumer Behavior
MKT 465	Marketing Research
MKT 482	Marketing Management

Elective courses (select two)

RPS 205	Negotiations
RPS 210	Sales Management
MKT 314	Advertising
MKT 332	E-Marketing
MKT 342	Retail Management
MKT 399	Special Topics
MKT 475	Supply Chain Management
MKT 485	Practicum in Marketing
MKT 490	Internship in Marketing
MKT 499	Independent Study

**DIRECTED ELECTIVE COURSE
REQUIREMENTS9 CREDITS**

MATH 145	Quantitative Mathematics II
ECON 355	Diversity in Organizations (1.5 credits)
MGT 350	Ethics and Business (1.5 credits)

In addition, one 3-credit course at level 200 or higher outside the concentration must be completed, chosen with the assistance of the student's departmental advisor. Students are encouraged to consider coursework that segues well with their specific area of interest.

Courses

All courses are 3 credit hours unless otherwise noted.

MKT 210 Principles of Marketing

Major emphasis on techniques for solving business problems, the development of marketing policies, and the sale of consumer and industrial products. Various marketing decisions are examined with respect to product planning, channels of distribution, promotion activity, selling and sales management, pricing, and international marketing.

MKT 314 Marketing Communication Strategy

Covers the theory and management of the different elements of the integrated marketing communication mix of firms. Includes an introduction to the marketing communication process and an overview of customer psychology including models of motivation, persuasion, learning, and behavior modification. Communication issues relating to brand building and corporate image building are discussed. Each of the elements of the promotion mix—advertising, sales promotion, public relations, personal selling, and direct marketing (including communications on the Web)—are examined.

Prerequisite: MKT 210

MKT 316 Global Marketing

A comprehensive examination of the problems and opportunities of international marketing. Provides for in-depth study of international marketing decision requirements, including strategic planning, cultural analysis, and other related topics.

Prerequisite: MKT 210

MKT 320 Consumer Behavior

Provides an understanding of how people function as consumers. This knowledge is indispensable to marketing managers as they make decisions concerning what products to offer, how to distribute them, and how to communicate with consumers. The major focus of the course is on consumers' psychological processes. In addition, the broader social, cultural, and sub-cultural influences on behavior are considered.

Prerequisite: MKT 210

MKT 332 E-Marketing

Analyzes the growing use of electronic marketing techniques, specifically those involving computer-based technologies. The four P's of marketing—product, price, promotion, and place—are investigated, as well as the Internet, the Web, and geographic information systems by business-to-business and consumer marketers. It is not a Web design course, but a strategic marketing course.

Prerequisite: MKT 210

MKT 342 Retail Management

Provides students with a basic understanding of the strategic planning, operation, and management of the retail enterprise. Topics to be covered include classification of both store and non-store retailing businesses, with special attention paid to electronic retailing (e-tailing); retail customer behavior; retail marketing strategy; financial strategy; store location analysis; merchandising planning and buying; retail pricing and promotion strategies; human resource issues; store design; and service quality.

Prerequisite: MKT 210

MKT 399 Selected Topics

A topic not covered by an existing course.

Prerequisite: MKT 210

1-6 credits

MKT 465 Marketing Research

Marketing research as a tool of marketing management, emphasizing the role of research in planning, organizing, and controlling marketing activities. Various analytical tools for marketing research are examined and their application to practical marketing problems is illustrated.

Prerequisites: ECON 210, MKT 210, MATH 140

MKT 475 Supply Chain Management

Covers the theory, techniques, and management of physical supply and distribution. Emphasis is placed on organization, route structure, equipment management, scheduling, control operations, inventory management, and other macro- and micro-logistics. Students must deal with U.S. government regulations, industry trends and relations, technological development, and corporate strategy.

Prerequisite: MKT 210

MKT 482 Marketing Management

Integrates marketing theories to develop solutions to marketing problems. Topics include the identification and selection of marketing opportunities, analysis of market potential, preparation of demand forecasts, formulation of competitive strategy, design and evaluation of marketing plans and programs, and decision analysis with the aid of simulation. Context includes services, not-for profit sector, and global and emerging markets.
Prerequisite: MKT 210, MKT 316, MKT 320, and an upper-level marketing course (300 or higher).

MKT 485 Practicum in Marketing

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.
Prerequisites: MKT 210; junior status; minimum GPA of 3.0 overall and in the major; permission of the department chair and the dean

MKT 490 Internship in Marketing

This is a cooperative education/field work experience in the field of marketing. The mission of the internship program is to provide students with a valuable employment experience by working, uninterrupted for a significant amount of time, with a public, private, or governmental entity in the student's geographical area.
Prerequisites: MKT 210; junior status; minimum GPA of 2.5 overall and in the major; permission of the department chair and the dean

MKT 499 Independent Study

A special project supervised by a faculty adviser.
Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the dean
1-6 credits

Department of Professional Sales

Associate Professors: R. Peterson (chair), J. Williams

Executives in Residence: J. DeVine, W. Healy, T. Werkley

Bachelor of Science in Professional Sales

The Russ Berrie Institute for Professional Sales at the Cotsakos College of Business offers a bachelor of science degree (B.S.) in professional sales featuring a curriculum that is balanced between general education, sales, and other related business courses. The program requires (a) the completion of core courses in the area of professional sales, thus preparing students to effectively manage the customer contact, negotiate, and generate revenue in a business environment that has become increasingly complex with recent advances in technology and globalization; (b) completion of related coursework that provides coverage in all areas that form the basis of fundamental business core competency; and (c) completion of a well-diversified general education core, including specific courses that enhance public speaking skills, introduce behavioral sciences, increase competency in analytical and mathematical sciences, and address issues of ethics and diversity in organizations.

The graduate of the contemporary professional sales program is exposed to innovative and entrepreneurial sales concepts. This is embraced through the delivery of a curriculum that provides students with both academic theory and professional practice, as well as analytical and critical reasoning skills that focus on customer needs and the dynamics of client interaction. Students also gain an appreciation of cultural differences, quality concerns, ethical issues, and explosive changes in technology as they impact on a global marketplace. Graduates are prepared to pursue a broad range of international and domestic careers, including jobs in manufacturing and trade sales, pharmaceutical sales, and financial sales, and are well qualified to make decisions concerning customer needs, providing customized solutions, and effective territory management.

The professional sales major offers students the opportunity to work with technology in the Russ Berrie Professional Sales Laboratory, where cutting-edge technology is utilized to support and enhance the development of effective communication and sales skills.

MAJOR REQUIREMENTS18 CREDITS

The following requirements for the professional sales major are in addition to William Paterson University general education requirements for undergraduate students and the common business program core requirements.

Required Courses

RPS 205	Professional Selling
RPS 210	Negotiations
RPS 300	Global Perspectives in Sales
RPS 400	Sales Management
RPS 410	Key Account and Customer Relationship Building
RPS 450	Advanced Sales

DIRECTED ELECTIVE COURSE REQUIREMENTS9 CREDITS

MATH 145	Quantitative Mathematics II.....	3
ECON 355	Diversity in Organizations.....	1.5
MGT 350	Ethics and Business.....	1.5

In addition, one 3-credit course from the list below must be completed. Internships and practicum credit hours may be considered with the approval of the department chair and the dean.

MKT 475	Supply Chain Management
RPS 399	Selected Topics
RPS 420	Financial Services Selling
RPS 430	Sales Forecasting
RPS 440	Medical and Pharmaceutical Selling
RPS 485	Practicum
RPS 490	Internship Professional Sales
RPS 499	Independent Study

Courses

All courses are 3 credit hours unless otherwise noted.

RPS 205 Professional Selling

Introduces the basic concepts and skills of professional selling, including customer analysis, communication skills, effective openings and closings, and customer relations. Selling skills and concepts are developed through the extensive use of sales exercises, role-plays and presentations.

RPS 210 Negotiations

Explores the basic concepts and key critical skills involved in between the organizational representative and the client, including the psychology of bargaining. Applies negotiation strategies and tactics in a variety of business environments, with an emphasis on collaborative and competitive styles of negotiating. Seminar-style course with multiple bargaining simulations throughout the semester.

RPS 300 Global Perspective in Sales

An analysis of the sales function across national borders is stressed, including the impact of strategic, economic, political, legal and cultural factors on sales activities, factors that influence the globalization of selling, and the impact of cultural differences on global selling and buying.

Prerequisites: RPS 205

RPS 320 Sales Information and Technology

This hands-on "how-to" course focuses on sales force information systems, automation, and customer relationship management (CRM). Students will learn CRM concepts and functionality, develop proficiency in contact management of prospects and clients throughout the sales cycle, demonstrate mastery of CRM strategy, tools, and practices, and build a personal database.

Prerequisite: RPS 205

RPS 399 Selected Topics

Courses offered to cover a topic or topics not covered by an existing course. Includes varying subject matter deemed appropriate for fostering students' sales education.

Prerequisite: Permission of the department chair and the dean

1-6 credit hours

RPS 400 Sales Management

This course focuses on helping students understand first-line sales management issues including territory management, hiring, selection and training, motivating and rewarding the sales force, coaching, and sales planning.

Prerequisites: RPS 205 and RPS 210

RPS 410 Key Account Management and Customer Relationship Building

Key Account Management (KAM) prepares students to implement major account strategy and conduct "Key Account Sales Presentations." Course focuses on KAM as the business development, planning and thought process required to identify strategic opportunities, gain entry, broaden revenue bases, increase account penetration, improve customer retention, and grow account revenue.

Prerequisites: RPS 205 and RPS 210

RPS 420 Financial Services Selling

Develops understanding of financial service markets, competitive issues, trends, and client acquisition strategies. Students learn and practice individual and institutional needs based selling skills and market strategies used among banking, securities, insurance, and diversified professional services. Targeting, initiating and acquiring client relationships, expanding business opportunities, and maintaining long-term client relationships are the course's focal points.

Prerequisites: FIN 320, RPS 205, and RPS 210

RPS 430 Sales Forecasting

Introduces various aspects of sales forecasting using both quantitative and qualitative analysis, including applications specific to the sales profession, such as setting sales quotas for territory assignments and target markets, estimating future sales, and determining sales potential.

Prerequisites: MATH 140, RPS 205, and RPS 320.

RPS 440 Medical and Pharmaceutical Selling

Students are exposed to the selling process in the pharmaceutical, medical devices, and medical services area. They learn specific selling skills unique to these industries through role-playing, and gain an in-depth knowledge of the field by doing working with industry sales representatives.

Prerequisites: RPS 205

RPS 444 Creating World Class Salespeople

Introduces the skills, knowledge, and attitude a successful sales executive must grasp to launch and maintain a prosperous sales career. Coverage of conceptual and pragmatic sales skills, plus the mindset needed to sell in a globally competitive market. Students formulate not only a personal sales plan to help them succeed in their careers, but also become sales scholars who devise today's solutions for tomorrow's sales challenges.

Prerequisites: RPS 205, RPS 210, RPS 300, and open only to sales leaders with prior permission from the department chair.

RPS 445 International Sales Encounter

Prepares students to conduct international sales by comparing and contrasting the business practices of commerce across borders. Students will perform a global best practices business trip with travel outside the United States to experience how sales are conducted abroad. Students will learn and practice selling across national borders with the goal of increasing cultural expertise and effectiveness.

Prerequisites: RPS 205, RPS 210, RPS 300, and open only to sales leaders with prior permission from the department chair.

RPS 450 Advanced Sales

The Advanced Sales class is the capstone course in the Professional Sales program. Students are challenged to apply the knowledge gained from their previous classes in a variety of different experiential activities including in-class exercises and role plays, shadowing sales professionals, and actual field sales. Its focus is to provide students with the opportunity to understand more complex buyer – seller relationships, develop analytical and sales presentation skills, and improve proposal writing and interpersonal capabilities.

Prerequisites: RPS 205, RPS 210, RPS 300, and senior status

RPS 485 Practicum in Professional Sales

A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Prerequisites: RPS 205; junior status; minimum GPA of 3.0 overall and in the major; and permission of the department chair and the dean.

RPS 490 Internship in Professional Sales

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

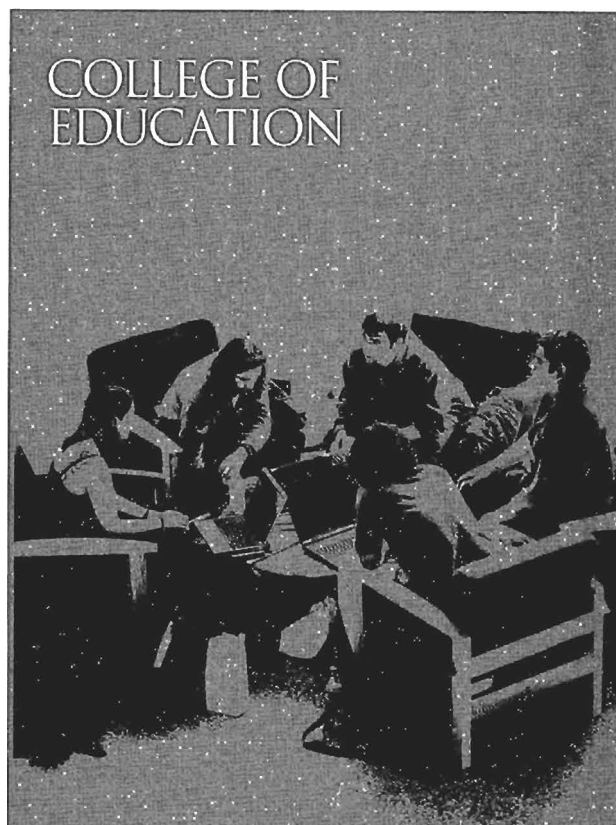
Prerequisites: RPS 205; junior status; minimum GPA of 2.75 overall and in the major; and permission of the department chair and the dean.

RPS 499 Independent Study

A special project supervised by a faculty adviser.

Prerequisites: minimum GPA of 3.0 overall and in the major, with the approval of the department chair and the dean

1-6 credit hours



Interim Dean: Ana Maria Schuhmann, Ed.D.
Valley Road 4119, 973.720.2137

Associate Dean: Dorothy Feola, Ph.D.
Valley Road 4118, 973.720.2138

Degrees Offered:

Early Childhood Education (B.A.)
Elementary Education (B.A.)
Secondary Education (B.A.)

Certification Programs:

Early Childhood Education (P-3)
Early Childhood Education (P-3) and
Elementary Education (K-5)
Elementary Education (K-5)
Elementary Education (K-5) and Subject Field
Endorsement (5-8)
Elementary Education (K-5) and Teacher of
Students with Disabilities Endorsement
Secondary Education (K-12)

Introduction

The College of Education is dedicated to preparing teachers of pre-kindergarten through high school to be reflective decision-makers and inquiring educators. The College, which has continuously been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954, 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 major in one of the following areas: early childhood (P-3 or P-3 and K-5); elementary education (K-5, K-5 with 5-8 subject field specialization, or K-5 with teacher of students with disabilities endorsement); or secondary education (K-12 subject field). Students are also required to major in a content area and maintain a minimum 2.75 grade point average (GPA).

Honors Societies

Pi Lambda Theta, the Honor Society in Education

Pi Lambda Theta is both an honor society and a professional association in education. As an honor society, its purpose is to recognize individuals of superior scholastic achievement and high potential for professional leadership. As a professional association, the purpose is to stimulate independent-thinking educators who can ask critical questions. The organization supports university functions as well as university scholars on campus. Admission to *Pi Lambda Theta* requires an overall GPA of 3.0. For more information, please contact Dr. Marion Turkish, 973.720.2469; Dr. Mildred Dougherty, 973.720.3141; or Dr. Alyce Bolander, 973.891.8268, who are all members of the Department of Elementary and Early Childhood Education.

Kappa Delta Pi, *Zeta Alpha Chapter*, the International Honor Society in Education

Kappa Delta Pi, *Zeta Alpha* chapter, an international honor society in education, fosters the ideals of fidelity to humanity, science, service, and toil, which serve as guidelines for its members in the field of education. *Kappa Delta Pi* provides students with opportunities to volunteer in the community and on campus and to learn more about education through its professional publications. Membership requirements include having a commitment to the field of education and a minimum GPA of 3.45 for sophomores, 3.35 for juniors, and 3.30 for seniors. Graduate

students must have a grade point average of 3.50. Initiation requirements are published in *The Beacon*. For more information, please contact Dr. Janis Strasser, Department of Elementary and Early Education, at 973.720.3140.

Office of Field Experiences

Nancy Norris-Bauer, Director

The Office of Field Experiences (Valley Road 3108) coordinates practica, which are preliminary observational and teaching experiences in the schools, as well as student teaching. Applications for practicum must be submitted to the Office of Field Experiences by the posted deadline, which is a year in advance of the actual experience. Applications for practicum and student teaching must be submitted to the Office of Field Experiences by March 15 for spring placement the following spring semester, and October 15 for fall placement the following fall semester. Students must have an overall cumulative GPA of 2.75 at the time of application.

Office of Certification

Stephanie Koprowski-McGowan, Director

How to File for a Teaching Certificate

A student completing the final semester of a program to meet the requirements for an initial teaching certificate must obtain, complete, and submit a form entitled application for certification, which is available on the Office of Certification Web page. The submission of this form prompts a record review, and, once program completion is verified, a certification recommendation is forwarded to the New Jersey State Department of Education.

Please note: 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 receives a "certificate of eligibility with advanced standing."

A "provisional certificate" is issued to a student who receives and accepts a documented offer of employment.

A "standard certificate" is issued to an individual who serves for one year under the provisional certificate and is recommended as "approved."

Praxis Resource Center

The Praxis Resource Center, located at Valley Road, Room V3096, is available free of charge for students preparing to take the Praxis exams. The Center is open during the fall and spring semesters from 8:30 a.m. to 4:30 p.m., Monday to Friday. During the summer, the center is open Monday to Thursday, 8:00 a.m. to 5:15 p.m. Study guide materials are available for all Praxis II exams required for licensure in New Jersey. Please be sure to have a student or picture identification available in order to utilize the resource center.

Policies for Field Experiences

1. All students will have at least one urban and one suburban/rural school experience during practicum and/or student teaching. Students will have a variety of grade level placements during practicum and/or student teaching.
2. Students may not be assigned to a cooperating school or district that a) they have attended; b) they and/or a relative have been employed or attends; or c) to one 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 student's major field in a public (or approved private) school district.
5. Placements are typically made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex, Union, and additional counties in southern New Jersey when appropriate.

Prerequisites for Practicum

In order to be eligible for practicum (CIEC 200, CIEC 300, CIEE 301, CISE 352, MUS 288, MUS 388, SPED 355, PETC 397 or 398 [Science and Health]), a student must have the following prerequisites:

1. Admission to the appropriate education major.
For information regarding admission and to check on admission status, students should contact the Director of Certification, Stephanie Koprowski-McGowan, at 973.720.2206.
2. Approval of the individual applicant by their education advisor based on the following criteria.
 - a. An overall cumulative GPA of 2.75;
 - b. A cumulative GPA of 2.75 in the academic major as required by individual majors;
 - c. Satisfactory completion of admission assessments and required courses;
 - d. A minimum of 60 credits completed at the time of application for practicum;
 - e. Consideration of additional departmental criteria 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 four copies of the biographical data form, to the Office of Field Experiences no later than March 15 for the following spring semester or October 15 for the following fall semester.
5. Obtaining a substitute license.

Prerequisites for Student Teaching

In order to be eligible for student teaching (EDUC 414, 415, or 419), a student must have the following prerequisites:

1. Admission to the appropriate education major.
For information regarding admission and to check on admission status, students should contact the Director of Certification, Stephanie Koprowski-McGowan, at 973.720.2206.
2. Approval of the individual applicant by their education advisor based on the following criteria.
 - a. An overall cumulative GPA of 2.75;
 - b. A cumulative GPA of 2.75 in the academic major as required by individual majors;
 - c. Satisfactory completion of admission assessments, required courses, and all preliminary field experiences;
 - d. A minimum of 96 credits completed at the time of application for student teaching;
 - e. Consideration of additional departmental criteria 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 four copies of the biographical data form, to the Office of Field Experiences no later than March 15 for the following spring semester or October 15 for the following fall semester. Students must pay a student teaching fee, currently \$225, in addition to tuition and fees prior to the student teaching semester.
5. A substitute license.
6. Passing the required Praxis exam(s).

Practicum Courses*

CIEC 200	Early Childhood (P-3) Practicum I
CIEC 300	Early Childhood (P-3) Practicum II
CIEE 301	Elementary (K-5) Practicum
CISE 352	Secondary Subject Field (K-12) Practicum
MUS 288	Field Experience I: Music Education
MUS 388	Field Experience II: Music Education
PETC 397	PE Practicum I: Elementary School Education
PETC 398	PE Practicum II: Secondary School Education
SPC 355	Special Education Practicum I

*See various departments for description of the above courses.

Student Teaching Courses*

EDUC 414	Elementary and Special Education Student Teaching and Seminar
EDUC 415	PE Student Teaching and Seminar
EDUC 419	Secondary Student Teaching

*See various departments for description of the above courses.

Department of Elementary and Early Childhood Education

Professors: A. Coletta, M. Dougherty, H. Seplocha, J. Strasser, M. Turkish, S. Wollock

Associate Professors: R. Verdicchio, L. Weiland (chair)

Assistant Professors: H. An, A. Dobrick, J. Rosenthal

Instructors: A. Bencivenga, S. Leathers, S. Mankiw

The Department of Elementary and Early Childhood Education offers teacher education programs leading to eligibility for initial state certification in (a) early childhood education (P-3 program); (b) elementary education (K-5 program); (c) dual certification in P-3 and K-5; and (d) elementary education with middle school endorsement (K-5/5-8 program). In addition, the department works with the Department of Special Education and Counseling to provide certification in elementary education with the teacher of students with disabilities endorsement (see Department of Special Education and Counseling for a description of this program).

All students seeking any of the above teacher certification(s) are required to have a dual major—one in either elementary or early childhood education **and** one in a liberal arts or science area offered by other colleges within the University. Lists of majors offered by the University and the corresponding teaching certificates appear below.

Requirements

General Education All students must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor. It is suggested that General Education courses be completed prior to the practicum semester, which is generally the first semester of the senior year.

Liberal Arts or Science Dual Majors All students must complete a dual major in an appropriate liberal arts or science area (listed below), in addition to their education major. Once the dual majors are declared, students obtain advisement from both the education department and the liberal arts or science department. For students seeking early childhood (P-3) and/or elementary education certification (K-5), the following liberal arts or science majors are acceptable:

African, African-American, and Caribbean Studies

Anthropology

Art: History, Studio, Fine (ceramics, painting, photography, sculpture, or graphic arts)

Communication: Interpersonal, Journalism

English: Literature, Writing

Latin American Studies

Liberal Studies in Science and Math

Mathematics, Applied Mathematics

Philosophy

Psychology

Science: Biology, Chemistry, Earth, Environmental

Social Studies: Geography, History, Political Science

Sociology: General Studies

Women's Studies

World Languages: French, Spanish, Chinese

For students seeking the middle school endorsement (5-8 on the K-5 certificate), the following academic majors are acceptable:

English (literature, writing)

Liberal Studies in Science and Math

Mathematics, Applied Mathematics

Sciences (biology, chemistry, earth, environmental)

Social Studies (geography, history, political science)

World Languages (French, Spanish, Chinese)

Certification To be eligible for certification in early childhood and elementary education, candidates must complete a prescribed teacher education major. 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.

All certification candidates must take and pass the appropriate PRAXIS II exam before entering the student teaching semester. Information regarding this examination is available from the Office of Certification, 1600 Valley Road, room 3104. For the K-5 certificate, the Praxis II for Elementary Content Knowledge is required. For the P-3 certificate, the Praxis II exam in Early Childhood Content Knowledge is required. The Praxis II for the middle school subject specialization is required in addition for the 5-8 endorsement.

Please note that pursuant to N.J.A.C. 6:11-5.1, candidates successfully completing one of the professional program sequences as well as passing the appropriate Praxis II Examination are issued Certificates of Eligibility with Advanced Standing that permit them to seek employment in positions in New Jersey requiring instructional certification. Subsequently, a provisional certificate is issued to a student who receives and accepts a documented offer of employment. The standard (permanent) certificate will later be issued to an individual who serves for one year under the provisional certificate and is recommended as "approved" by the hiring district.

Each of the major programs in the Department of Elementary and Early Childhood Education is a 30-36 credit sequence of courses that qualifies the candidate to become eligible for certification as a teacher. The four options in the department are:

- K-5. This program prepares candidates to teach all of the core curriculum content in the elementary school, kindergarten through grade 5.

- K-5 with 5-8 endorsement. This program prepares candidates to teach all the core curriculum content in kindergarten through grade 5, and a subject field specialization in grades 5-8.
- P-3. This program prepares candidates to teach all of the core curriculum content in the preschool through Grade 3.
- P-3 and K-5. This dual certification program prepares candidates to teach all the core curriculum content in the preschool through grade 5.

Suggested Sequence of Courses

The practicum package and student teaching should be the last two semesters before graduation. The appropriate PRAXIS exam must be successfully passed before entering EDUC 414 Student Teaching. Information and registration is available online at www.ets.org. The test codes and required pass scores can be found at www.wpunj.edu/coe/Departments/Cert/PRC/NJ_Licensure_And_Praxis_Exam_Information_page.htm. All general education courses, including GE electives, should be completed before the Practicum semester.

Steps to Formal Consideration as a Teacher Education Candidate and Continuance in the Undergraduate P-3, K-5, P-3 and K-5 dual, and K-5 with Subject Specialization in 5-8 Majors

- Enroll in an appropriate liberal arts or science dual major as indicated by the state (see above list).
- Achieve and maintain a cumulative 2.75 GPA or higher.
- Attend a pre-candidacy workshop and complete an application for candidacy. The College of Education candidacy admissions is housed in the Office of Certification, Suite 3108, 1600 Valley Road; 973.720.3685.
- Successfully complete ANTH 202 Anthropology of Education, CS 215 Computer Technology for Educators (or take a computer proficiency exam), and PSY 110 General Psychology prior to acceptance as a candidate.
- Pass the writing assessment and complete the speech and hearing assessment prior to acceptance as a candidate.
- Successfully complete Math 110 and Math 111 and all General Education courses before beginning the practicum semester.
- Satisfactorily complete PSY 210 Developmental Psychology.
- Satisfactorily complete the required introductory education course (CIED 203 or CIED 204).
- After acceptance as a candidate, initiate the creation of an E-Portfolio as part of CIEE 213 or CIEC 213.
- Take and pass the appropriate Praxis II before student teaching.

Field Experience Application Deadlines For both the Practicum and Student Teaching, candidates should apply to the Office of Field Experiences by October 15 for placement the following fall, and by March 15 for placement the following spring. A New Jersey substitute license is required.

The Elementary (K-5) Major

In addition to requirements for general education and the dual liberal arts or science major, students majoring in elementary education must 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 generally not accepted for courses taken toward an associates degree, unless a specific articulation agreement has been reached with the two-year college. 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.

REQUIREMENTS 30 CREDITS

CIED 203	Teaching as a Profession*	3
	(twenty hours of field experience required)	
CIEE 213	Teaching in a Global, Technological World*	2
CIEE 229	Literacy and Learning in Inclusive Classrooms*...3	
	(twenty hours of supervised field experience required)	
CIEE 311	Inclusion, Second Language Learners, and Differentiated Instruction*	2
CIEE 301	Practicum+	1
CIEE 322	Language Arts and Social Studies Methods**	3
CIEE 329	Mathematics Methods and Assessment**	2
CIEE 323	Arts and Creativity Methods**	2
CIEE 326	Science Methods**	2
EDUC 414	Student Teaching Internship/Seminar and Portfolio Assessment+	10

*These courses are taken before the practicum semester and after initial acceptance to the program. **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.

REQUIREMENTS FOR THE 5-8 SUBJECT SPECIALIZATION

Take CIMS 329 Reading and Writing across the Curriculum and one of the following methods courses, depending on liberal arts or science major: CIMS 332 Language Arts, CIMS 333 Social Studies, CIMS 334 Math or CIMS 335 Science; CIMS 336 World Languages. Methods courses offered by the Department of Secondary Education can be substituted for the content-specific middle school methods courses.

Courses

Unless otherwise noted, all courses are 3 credits.

CIED 203 Teaching as a Profession

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools, and the roles of local, state, and federal governments in funding public education. Students conduct twenty hours of observations in P-3 (early childhood), K-5 (elementary), 5-8 (middle schools), or 9-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Students are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy.

Prerequisite: Admission to K-5 program

CIEE 213 Teaching in a Global, Technological World

This is an introductory course in the use of educational and assistive technology in the teaching and learning process. Students learn how to infuse technology into the curriculum to address NJCCCS and technology literacy standards as well as meet the needs of learners from diverse backgrounds (e.g., differences in social class, gender, race, ethnicity, language, sexual orientation, age, and special needs). Students will also explore the use of technology for their own professional development. Students develop an e-portfolio.

Prerequisites: Admission to K-5

2 credits

CIEE 229 Literacy and Learning in Inclusive Classrooms

This course provides a comprehensive overview of major theories and instructional approaches related to (1) the understanding of language and literacy development, and (2) the teaching of literacy to children in inclusive elementary classrooms. To achieve this goal, students will be expected to actively apply theories to classroom practice in their field experience. They will also be expected to critically examine and reflect on ways in which teachers can provide the environment and experiences needed to promote literacy development and learning of diverse children in inclusive classrooms. Part of the course requirement is a within-course supervised field experience. Fingerprinting is required.

Prerequisites: CIED 203

CIEE 301 Practicum and Seminar

The practicum is a two-day per week, full-semester experience, including two full weeks at the end of the semester. It is designed to provide K-5 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, as well as humanistic and reflective practices. Students are assisted in identifying and meeting major goals: small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a weekly seminar in which they discuss classroom issues and work on reflective statements and artifacts for their e-portfolios. Students are formally observed twice during the semester by a University supervisor who requires the writing of journals. By advanced application in Office of Field Experiences.

Prerequisites: CIEE 229; co-requisites: CIEE 322, CIEE 329, CIEE 323, CIEE 326

1 credit

CIEE 311 Inclusion, Second Language Learners, and Differentiated Instruction

This course focuses on developmentally appropriate methods of differentiating instruction for all students. This class presents theory and strategies to teach students who are English language learners. This course also presents theory and strategies to identify and teach elementary students who may have mild to moderate disabilities. Connections are made between various instructional models and individual student needs. Topics include core content curriculum methodology, second language acquisition, using the curriculum to facilitate second language learning, adaptation and modification strategies to address academic, behavioral, social, and emotional needs, methods to incorporate assessment results to IEP goals and objectives, and ways to develop and implement evaluation procedures to assess student progress.

Prerequisites: CIED 203 or CIED 204

2 credits

CIEE 322 Language Arts and Social Studies

This integrated language arts and social studies course is designed for pre-service teachers who are working with or will be working with students in a K-5 setting. The course focuses on curricula and methods that weave together language arts, literature, and social studies and that foster the development of critical thinking skills. Students examine a variety of children's literature and experiment with lesson plans, unit plans, and assessment techniques that incorporate reading, writing, and social studies skills. Students also practice a variety of teaching methods that reflect multiple intelligences and respect diversity. Finally, students develop and demonstrate thematic units that utilize a multicultural approach to language arts, literature, and social studies and that include real-world social problem-solving projects.

Prerequisite: CIEE 229; co-requisites: CIEE 301, CIEE 329, CIEE 323, CIEE 326

CIEE 329 Mathematics Methods and Assessment for Teaching K-5

The purpose of this course is to develop pre-service teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from kindergarten through fifth grade. The course makes extensive use of direct observation and video lab experiences of diverse children, in addition to relevant readings, to enable teachers to interpret children's mathematical behavior in meaningful ways. It considers mathematical thinking as part of a developmental process and explores the origins of elementary students' mathematical ideas in preschool and natural as well as formal school settings. The content of the course follows the recommendations for mathematics standards in the New Jersey Core Curriculum Content Standards for Mathematics (NJCCCS, 2004), principles and standards for school mathematics developed by the National Council of Teachers of Mathematics (NCTM, 2000, NCTM, 2002), and reflects performance expectations for K-5 students on statewide and other standardized assessments. This course is part of the practicum semester package and is coordinated with a field experience in which students apply their learning in a K-5 classroom.

Prerequisites: CIEE 229; completion of two, approved, General Education mathematics courses; co-requisites: CIEE 301, CIEE 322, CIEE 323, CIEE 326
2 credits

CIEE 323 Arts and Creativity Methods and Assessment for K-5

In this course, students explore and discover the arts, movement, sound, and other expressive media that contribute to influencing the creative forces in children. Future teachers are provided with an understanding of the creative and aesthetic potential in children. They are given opportunities to experiment with appropriate media, and they consider programmatic possibilities for implementation in a school setting.

Prerequisites: CIEE 229; co-requisites: CIEE 301, CIEE 322, CIEE 329, CIEE 326
2 credits

CIEE 326 Science Methods and Assessment for K-5

The course develops students' abilities to help elementary children acquire the knowledge, skills, and attitudes essential for scientific literacy in a learning environment that is healthy, respectful, supportive, and challenging for all children. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life while promoting positive development and growth of children. The course includes the planning of elementary school science curriculum and the

use of pedagogy consistent with the nature of science and sensitive to the needs of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence will be emphasized through the mapping of science concepts and skills across the elementary grades and the introduction of ideas for science-based interdisciplinary, thematic instruction. Prerequisites: CIEE 229 and 8 general education science credits; co-requisites: CIEE 301, CIEE 322, CIEE 329, CIEE 323
2 credits

EDUC 414 Student Teaching Internship, Seminar, and Portfolio Assessment

The internship is a full-semester teaching experience in a field placement. It is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by a University supervisor who regularly reviews student journals. A once a week, one hour and forty minute seminar accompanies the internship and has three goals: 1) discussion and reflection of current issues and students' teaching experiences, while brainstorming solutions to classroom problems; 2) creation of an e-portfolio; for K-5, students link artifacts to the ten New Jersey Teaching Standards and are guided in writing reflective statements for each standard; for P-3, students link artifacts to the NAEYC teaching standards; the Seminar instructor provides evaluates and provides feedback on each portfolio using a rubric; and 3) career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Prerequisites: CIEE 301, 322, 329, 323, 326; passing the Elementary Content Knowledge Praxis II and other required Praxis II tests, as required for 5-8 endorsement.
10 credits

GRADE 5-8 SUBJECT SPECIALIZATION COURSES**CIMS 329 Reading and Writing across the Grades 5-8 Curriculum**

This course is designed for pre-service teachers who are planning to teach students in grades 5-8. The course helps prospective teachers construct a theoretical knowledge base and a practical conceptual understanding of content area reading and writing instruction. Specifically, students will learn different teaching and learning strategies in the grade 5-8 content areas and will select, plan, and design materials for content area instruction. Prerequisite or co-requisite: CIEE 229
2 credits

**CIMS 332 Language Arts Methods/Assessment
for Teaching 5-8**

This course is a required course for students seeking K-5 certification with a 5-8 endorsement in English. It gives prospective middle school English teachers a theoretical knowledge base and conceptual understanding of language arts literacy. Students will learn different teaching and learning strategies in analysis of literature, content area text, and other genres, and will select plan and design materials for language arts instruction.

Prerequisite: CIEE 229; pre- or co-requisite: CIEE 322 and appropriate field experience
2 credits

**CIMS 333 Social Studies Methods/Assessment
for Teaching 5-8**

This course examines methods and materials for teaching grade 5-8 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 diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction, and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisites: CIEE 229; pre- or co-requisite: CIEE 322 and appropriate field experience
2 credits

**CIMS 334 Methods/Assessment for Teaching
Mathematics in Grades 5-8**

The purpose of this course is to prepare beginning teachers as specialists in the learning and assessment of mathematics at the middle school level (grades 5-8). The course extends students' professional knowledge for teaching and assessing mathematics learned in CIEE 322 for grades K-5 and emphasizes the appreciation of mathematics from the point of view of the cognitive and social changes that occur in early adolescence. Consistent with the principles, standards, and pedagogical techniques in the New Jersey *Core Curriculum Content Standards for Mathematics* (NJDOE, 2004) and the National Council of Teachers of Mathematics *Principles and Standards for School Mathematics* (NCTM, 2000), students explore learning in algebra and geometry that go beyond concerns with number. The course places special emphasis on issues of equity, working with diverse student populations, the importance of peer relations in middle school learning, inquiry-based learning, and meeting expectations for standardized state assessments.

Prerequisites: CIEE 229; pre-or co-requisite: CIEE 329 and appropriate field experience
2 credits

**CIMS 335 Science Methods/ Assessment
for Teaching 5-8**

Students will develop their abilities to help learners acquire knowledge, skills, and attitudes essential for scientific literacy in grades 5-8. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life. The course includes the planning of middle school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs and interests of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence across the grades will be emphasized, with references to elementary skills and content on which the middle school curriculum builds, and references to secondary science skills and content for which the middle school curriculum should prepare learners.

Prerequisites: CIEE 229; pre- or co-requisite: CIEE 326 and appropriate field experience
2 credits

**CIMS 336 World Languages Methods/Assessment
for Teaching 5-8**

This course is designed to inform pre-service teachers of the current theories and practices of teaching a World Language in grades 5-8. Students will gain in-depth pedagogical knowledge and understanding of language acquisition, literacy development, and assessment in a second language. Specifically, students will apply their theoretical understanding and pedagogical knowledge to classroom situations. They will analyze and critique curricula, engage in inquiry-driven discussions about theory and methodology, and plan innovative instruction.

Prerequisite: CIEE 229; co-requisite: appropriate field experience
2 credits

**Early Childhood, Preschool-Grade 3
(P-3) Major**

In addition to completion of the general education requirements and a dual liberal arts or science 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 taken toward an associate's degree are accepted on a limited basis, based on articulation agreements with specific community colleges. Transfers or substitutions of professional courses from other NCATE accredited institutions are reviewed on a case-by-case basis by the department chairperson for approval.

REQUIREMENTS 30 CREDITS

CIED 204	Teaching as a Profession in ECE3 (twenty hours of field experience required) (CIED 203 can substitute)
CIEC 200	Early Childhood Field Experience I*** 1
CIEC 210	The Early Childhood Classroom Environment* 2
CIEC 213	Technology in ECE 2
CIEC 220	Emergent Literacy in EC Education* 2
CIEC 300	Practicum in EC Education*** 1
CIEC 310	Inclusion, Second Language Learners, and Differentiated Instruction 2
CIEC 330	Curriculum I: Language Arts, Social Studies Integration, and Assessment** 3
CIEC 351	Math and Science in Early Childhood Education** 2
CIEC 365	Creative Arts and Children's Literature in EC Education** 2
EDUC 414	Student Teaching Internship and Seminar*** 10

*These courses are taken in conjunction with CIEC 200.

**These courses are taken in conjunction with CIEC 300.

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

Courses

Unless otherwise noted, all courses are 3 credits.

CIEC 200 Early Childhood Field Experience I

This one-day-per-week, semester-long, early childhood practicum is designed to provide P-3 certification students with the opportunity to work with an experienced, certified teacher in an accredited preschool-to-grade-three classroom. Students are assisted in understanding and implementing developmentally appropriate teaching practices: individual and small group instruction; teaching lessons in each subject area; teaching the class for a full morning or day; and demonstrating progress in classroom management skills. Students meet in frequent seminars and are observed by a college supervisor who reads weekly student journals. Application needs to be completed through the Office of Field Experiences.

Prerequisites: CIED 204 or CIED 203.

1 credit (pass/fail)

CIEC 210 The Early Childhood Classroom Environment

This course focuses on preparing and maintaining the early childhood learning environment in various settings from preschool through third grade. Arranging space and materials, scheduling, and organization of time within the context of developmentally appropriate curriculum

are the components of the classroom climate. Students explore ways in which to ensure that the environment reflects and supports the child's home environment, diversity, special needs, constructivism, cooperative learning, emergent literacy, play, and various learning styles. Additionally, students examine formal and informal tools for observing, assessing, and evaluating learning in early childhood settings.

Prerequisite: CIED 204 or CIED 203

2 credits

CIEC 213 Technology in Early Childhood Education

This course explores the integration of computers and other technology into the developmentally appropriate early childhood classroom. Students learn how to select and evaluate software, introduce children to technology, integrate computers across the curriculum, and utilize computers to promote an anti-bias curriculum and to communicate with families. Additionally, students use computers to plan curriculum and connect with the broader professional community.

Prerequisite: Admission to the P-3 Program

2 credits

CIEC 220 Emergent Literacy in Early Childhood Education

This course focuses on developing literacy (speaking, listening, reading, writing, and viewing) in young children. Theories, materials, and methods that develop literacy in developmentally appropriate environments from preschool through grade three are discussed. Family involvement, cultural and linguistic differences, integrating play, language, and literacy; performance assessments; and adaptations for special needs children are explored.

Prerequisite: CIED 204 or CIED 203

2 credits

CIEC 300 Practicum in Early Childhood

This two-day-per-week, semester-long, early childhood practicum is designed to provide P-3 certification students with the opportunity to work with an experienced, certified teacher in a preschool-grade 3 setting. Students are assisted in understanding and implementing developmentally appropriate teaching practices, individual and small group instruction, teaching lessons in each subject area, teaching the class for a full morning or day, and demonstrating progress in classroom management skills. Students meet in frequent seminars and are observed by a college supervisor who reads weekly student journals. An application needs to be completed through the Office of Field Experiences.

Prerequisites: CIEC 200

1 credit

CIEC 310 Inclusion, Second Language Learners, and Differentiated Instruction

This course will focus on developmentally appropriate methods of differentiating instruction for all students. This class will present theory and strategies to teach students who are English language learners. This course will also present theory and strategies to identify and teach preschool and elementary students who may have mild to moderate disabilities. Connections will be made between various instructional models and individual student needs. Topics include core content curriculum methodology; second language acquisition; using the curriculum to facilitate second language learning; adaptation and modification strategies to address academic, behavioral, social, and emotional needs; methods to incorporate assessment results to IEP goals and objectives; and ways to develop and implement evaluation procedures to assess student progress.

Prerequisite: CIED 204 or CIED 203

2 credits

CIEC 330 Curriculum I: Language Arts, Social Studies Integration, and Assessment

This course examines the thematic approach to curriculum development and integration through social studies concepts. The research on developmentally appropriate curriculum and authentic (performance-based) assessment are presented and discussed. Students design integrated curriculum around social studies concepts and math and reading/language arts skills, connected to NJ Core Curriculum Content Standards and Preschool Teaching and Learning Expectations. Students construct pre-K to grade 3 curriculum and performance-based assessment by utilizing children's literature, divergent questions, conceptual themes, brain research, learning styles, and multiple intelligences.

Prerequisites: CIEC 200

CIEC 351 Math and Science in Early Childhood Education

This course examines teaching and learning in mathematics and science in early childhood (birth through age eight). Students learn how children construct knowledge and develop logical thinking in mathematics and science, with emphasis on creating developmentally appropriate curriculum integrating these experiences with children's developing language and literacy skills. Students utilize the NCTM (National Council of Teachers of Mathematics) Standards and New Jersey Core Curriculum Standards to explore socio-linguistic and constructivist ways of enriching children's math and science experiences in settings from preschool through grade three.

Prerequisites: CIEC 200

2 credits

CIEC 365 Creative Arts and Children's Literature in Early Childhood Education

This course focuses on the exploration of methods of curriculum development that weave children's literature and the arts (fine arts, dramatic play, and music/movement) in programs for young children (preschool-grade 3). A thematic, multicultural approach is stressed. Students will learn to choose and evaluate literature for children and to plan and implement developmentally appropriate music, dramatic play, and art experiences that extend exemplary literature (folktales, fairytales, contemporary picture books, poetry, etc.) into the child's world.

Prerequisites: CIEC 200

2 credits

CIEC 368 Curriculum Planning and Assessment in Early Childhood Education

This course examines the thematic approach to curriculum development and integration across content domains and specifically geared to curriculum planning in the preschool classroom. The research on developmentally appropriate curriculum and authentic (performance-based) assessment are presented and discussed. Students design integrated curriculum around social studies and science concepts and math and reading/language arts skills connected to Preschool Teaching and Learning Expectations. Students construct pre-k curriculum and performance-based assessment by utilizing children's literature, divergent questions, conceptual themes, brain research, learning styles, and multiple intelligences.

Prerequisites: CIEC 200

CIED 204 Teaching As a Profession in ECE

This course examines the roles of a teacher within the context of historical and philosophical foundations of education. Content includes the roles of a teacher, classroom management, generic teaching methods, lesson planning, learning styles, mainstreaming, child development, legal issues, a code of ethics, alternative models of education, multicultural education, and the role of reflection in teaching. Students are placed in public schools and conduct a minimum of twenty hours of guided observations in P-3 (early childhood), K-8 (elementary), and K-12 (subject field) classrooms. Students' speaking and writing skills are also to be assessed.

Prerequisite: Admission to P-3 Program (CIED 203 can substitute)

EDUC 414 . Student Teaching Internship and Seminar

This seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching experiences. Students brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Each student develops a portfolio demonstrating his/her teaching abilities.

Prerequisites: (P-3): CIEC 300; Passing the Praxis II in Early Childhood Content Knowledge

Prerequisites: (P-3/K-5): CIEC 300; CIEE 322; CIEE 329; CIEE 326; Passing the Praxis II in Elementary Content Knowledge and in Early Childhood Content Knowledge. 10 credits (pass/fail)

Early Childhood, Preschool-Grade 3, and Kindergarten-Grade 5 (P-3/K-5) Dual Certification Major

In addition to completing the general education requirements and a dual liberal arts or science major, students must also complete the following professional preparation program to be recommended for teaching certification in both K-5 and P-3. It is expected that all courses and field experiences in the professional preparation program will be completed at the University. Transfer credits in education taken toward an associate's degree are accepted on a limited basis, based on articulation agreements with specific community colleges. Transfers or substitutions of professional courses from other NCATE accredited institutions are reviewed on a case-by-case basis by the department chairperson for approval. Courses for this dual certification major are described above under K-5 and P-3 majors.

REQUIREMENTS36 CREDITS

CIED 204	Teaching as a Profession in ECE	3
	or	
CIED 203	Teaching as a Profession.....	3
	(twenty hours of field experience required)	
CIEC 213	Technology in ECE.....	2
	or	
CIEE 213	Teaching in a Global, Technological World	2
CIEC 200	Early Childhood Field Experience I***	1
CIEC 210	The Early Childhood Classroom Environment*.....	2
CIEC 220	Emergent Literacy in EC Education*.....	2
CIEC 300	Practicum in EC Education***	1
CIEC 310	Inclusion, Second Language Learners, and Differentiated Instruction	2
	or	
CIEE 311	Inclusion, Second Language Learners, and Differentiated Instruction*.....	2
CIEC 351	Math and Science in Early Childhood Education**	2
CIEC 365	Creative Arts and Children's Literature in EC Education**.....	2
CIEC 368	Curriculum Planning and Assessment in ECE.....	2
CIEE 322	Language Arts and Social Studies Methods**	3
CIEE 329	Mathematics Methods and Assessment**	2
CIEE 326	Science Methods**	2
EDUC 414	Student Teaching Internship and Seminar***	10

*These courses are taken in conjunction with CIEC 200.

**These courses are taken in conjunction with CIEC 300.

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

Department of Secondary and Middle School Education

Professor: D. Feola

Associate Professors: D. Hill (chair), A. Hylton-Lindsay, K. Malu, B. Weltman

Assistant Professors: S. Akins, S. Lawrence, K. McNeal, C. Northington, D. Russell, M. Yildiz

The Department of Secondary and Middle School Education offers a teacher education program leading to eligibility for initial state certification in secondary education (subject field specializations, K-12 program). All students seeking teacher certification in any subject field specialization are required to have a dual major, one in secondary education and one in a liberal arts or science area offered by other Colleges within the University. Lists of approved majors offered by the University and the corresponding teaching certificates appear below.

Requirements

General Education All teacher candidates must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. Selection of specific courses should be made with your advisor. It is suggested that General Education courses be completed prior to the practicum semester, which is generally the first semester of the senior year.

Liberal Arts or Science Dual Majors and Subject Field Specialization/K-12 All teacher candidates must complete a dual major in an appropriate liberal arts or science area (listed below) in addition to their secondary education major. Once the dual majors are declared, teacher candidates obtain advisement from both the secondary education department and the liberal arts or science department.

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

Liberal Arts or Science Dual Majors

Art (fine arts, history, studio)
Biology
Chemistry
Chinese
Earth Science
English* (literature, writing)
French
Geography*
History*
Mathematics
Music (instrumental, vocal, jazz studies, performance)
Physical Education
Physical Education and Health
Political Science*
Spanish

Subject Field Specialization

Art
Biological Science
Physical Science
Chinese
Earth Science
English
French
Social Studies
Social Studies
Mathematics
Music

Physical Education
Health and Physical Education
Social Studies
Spanish

*These liberal arts or science majors are required to be carefully supervised to ensure that state certification requirements for these subject field specializations are met. Specific requirements and course descriptions for each major can be found in this catalog under the appropriate department.

Certification Requirements To be eligible for certification in secondary education, teacher candidates must complete a prescribed secondary education major. 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.

All teacher candidates must take and pass the appropriate PRAXIS II exam before entering the student teaching semester. Information regarding this examination is available from the Office of Certification, 1600 Valley Road 3104.

Please note that pursuant to N.J.A.C. 6:11-5.1, teacher candidates successfully completing one of the professional secondary program sequences as well as passing the appropriate Praxis II Examination are issued Certificates of Eligibility with Advanced Standing that permit them to seek employment in positions in New Jersey requiring instructional certification. Subsequently, a provisional certificate is issued to a graduate who receives and accepts a documented offer of employment. The standard (permanent) certificate will later be issued to an individual who serves for one year under the provisional certificate and is recommended as "approved" by the hiring district.

The subject field specialization/K-12 program in the Department of Secondary/Middle School Education is a 30 credit sequence of courses that qualifies the candidate to become eligible for content area certification.

Suggested Sequence of Courses

The practicum package and student teaching experiences should be the last two semesters before graduation. *The appropriate PRAXIS II exam must be successfully passed before entering EDUC 419 Student Teaching.* Information and registration is available online at www.ets.org. The test codes and required pass scores can be found at the following Web site: www.wpunj.edu/coe/Departments/Cert/PRC/NJ_Licensure_And_Praxis_Exam_Information_page.htm

All general education courses, including GE electives, should be completed before the Practicum semester.

Steps to Formal Consideration as a Teacher Education Candidate and Continuance in the Undergraduate K-12 Major

- Enroll in an appropriate liberal arts or science dual major as indicated by the state (see above list).
- Achieve and maintain a cumulative 2.75 GPA or higher.
- Attend a pre-candidacy workshop and complete an application for candidacy. The College of Education candidacy admissions is housed in the Office of Certification, Suite 3108, 1600 Valley Road; 973.720.3685.
- Successfully complete ANTH 202 Anthropology of Education and PSY 110 General Psychology prior to acceptance as a candidate.
- Pass the writing assessment and complete the speech and hearing assessment prior to acceptance as a candidate.
- Successfully complete Math 110 and all General Education courses before beginning the practicum semester.
- Satisfactorily complete the required introductory education course (CIED 203).
- Take and pass the appropriate Praxis II before student teaching.

Field Experience Application Deadlines For both the practicum and student teaching, candidates should apply to the Office of Field Experiences by October 15 for placement the following fall, and by March 15 for placement the following spring. A New Jersey substitute license is required.

The Secondary Education/Subject Field Certification (K-12) Major

In addition to the general education requirements and the dual liberal arts or science major, teacher candidates must also complete the following professional preparation program to be recommended for K-12 teaching certification. It is expected that all courses and field experiences in the professional preparation program are completed at the University. Transfer credits in education are not accepted for courses taken toward an associate's degree, unless a specific articulation agreement has been reached with

the two-year college. 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 (twenty-hour field experience required)
CISE 295	Educational Psychology and Classroom Management*3
CISE 325	Teaching As Learning**2
CISE 335	Working Within Schools: Schools as Institutions and Communities**2
CISE 352	K-12 Subject Field Experience +2
CIRL 335	Literacy, Technology, and Instruction*3 (twenty-hour field experience required)

Select one of the following according to liberal arts or science major

CISE 411	Methods for Teaching Secondary Social Studies/Seminar**3
CISE 412	Methods for Teaching Secondary English/Language Arts/Seminar**3
CISE 413	Methods of Teaching Secondary Math/Seminar**3
CISE 414	Methods of Teaching Secondary Creative Arts/Seminar**3
CISE 417	Methods of Teaching Secondary Science/Seminar**3
CISE 419	Methods of Teaching a Second Language in Elementary and Secondary Schools/Seminar**3
CISE 450	Reckoning with the Past and Preparing for a Future in Education2
EDUC 419	Senior Teaching Internship+10

*These courses are taken before the practicum semester and after initial acceptance to the program.

**These courses must be taken in conjunction with CISE 352 (K-12 Subject Field Practicum Experience).

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

Courses

Unless otherwise noted, all courses are 3 credits.

CIED 203 Teaching as a Profession

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools, and the roles of local, state, and federal governments in funding public education. Teacher candidates conduct 20 hours of observations in P-3 (early childhood), K-5 (elementary),

6-8 (middle schools), or 9-12 (subject field) classrooms and assess their own abilities in relation to professional teaching standards. Teacher candidates are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy.

Prerequisite: Admission to K-12 program

CIRL 335 Literacy, Technology, and Instruction

This course is an introductory course in the use of new media and technologies as tools to foster critical and creative thinking in the context of hands-on exploration. Its purpose is to provide teacher candidates with a broad understanding of professional issues related to literacy, technology, and instruction. This course focuses on infusing technology and media literacy skills into the classroom across grades and curricula in consonant with the NJCCCS. The course uses a hands-on approach to enable teacher candidates to have practical applications for their learning and to integrate pedagogy with their respective liberal arts or science subject matter during twenty hours of tutoring. Teacher candidates will explore, investigate, evaluate, and analyze educational software and online resources relevant to the curriculum of their assigned students and develop and implement cooperative, technology-based learning experiences. Teacher candidates will discuss contemporary technology issues, read relevant literature, and use technology appropriately in an interdisciplinary lesson plan.

Prerequisite: CIED 203; co-requisite: CISE 295

CISE 295 Educational Psychology and Classroom Management

This course provides prospective teachers with an understanding of psychological theories and their behavioral implications in the classroom. Methods for adapting instruction to diverse learners needs are explored. An exploration of many perspectives of classroom management enable teacher candidates to reflectively construct a well organized learning environment for all students.

Prerequisite: CIED 203; co-requisite: CIRL335

CISE 325 Teaching As Learning

This is a course in curriculum – in what teachers teach. The course is taken in conjunction with a subject-specific methods course in how teachers teach and a practicum/ CISE 352 in which teacher candidates spend two days in a school. The purpose of the course is to help teacher candidates devise strategies for translating their liberal arts or science knowledge into teachable materials, design curricula that are consonant with the New Jersey Core Curriculum Standards and the National Standards for their liberal arts or science disciplines, and incorporate their own and their student's life experiences into their curricula. The goal is for teacher candidates to become teachers who are life-long learners, learning more about themselves, their students, and their liberal arts or science disciplines while they are teaching, and teaching

creatively and critically within the state and national standards. Toward this end, teacher candidates identify core concepts from courses in the liberal arts or science majors and review curricula and unit plans based on those concepts in order to analyze and critique the curricula of their practicum schools.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 335, CISE 352, and CISE content methods course 411, 412, 413, 414, 417, or 419

2 credits

CISE 335 Working Within Schools: Schools as Institutions and Communities

This course deals with schools as social institutions that teachers must learn to negotiate in order to be successful. The course is taken in conjunction with CISE 352/Practicum in which teacher candidates work two days per week in a school and teacher candidates in this course use their practicum as social institutions. The goal of the course is for students to gain an understanding of teaching as a social activity conducted within political, social, and cultural systems and on terrain that is often contested by competing social groups. Students explore the legal, economic, and institutional constraints on schools, and the intellectual, cultural, and social possibilities of schools. Students examine schools as complex systems to which they must adapt but which they can also change in order to be effective teachers.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, CISE 352, and CISE content methods course 411, 412, 413, 414, 417, or 419

2 credits

CISE 352 K-12 Subject Field Experience

The K-12 subject field experience is a two-day per week practicum with an experienced cooperating teacher under the supervision of an education professor. Teacher candidates are expected initially to observe the classroom and work one-on-one with students, then to work with the classroom teacher and gradually take on whole class responsibilities. Teacher candidates must take this course concurrently with the subject-specific methods course, CISE 411, et seq. Teacher candidates will meet periodically in seminar to discuss their field experiences. It is recommended that teacher candidates take the Praxis exam in their respective content area during the semester of this field experience.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, and CISE content methods course 411, 412, 413, 414, 417, or 419

2 credits

CISE 399 Selected Topics

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

Prerequisites: Permission of the department chairperson
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 which 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, and of using knowledge of other times and places to solve current social problems. The course examines the history of social studies, various opinions of the goals and methods of social studies, and various approaches to teaching social studies. Teacher candidates experiment in the course with a variety of social studies curricula and teaching methods – designing, developing, demonstrating, and evaluating lesson plans that utilize primary and secondary sources, involve library, internet, and field research, and teach social studies through engaging in civic action.

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

CISE 412 Methods for Teaching Secondary English/Language Arts Seminar

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

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

CISE 413 Methods of Teaching Secondary Math Seminar

Learning and assessment of mathematics at the high school and middle school levels is understood and applied according to the 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.

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

CISE 414 Methods of Creative Arts (K-12) Seminar

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

Prerequisites: CISE 295, CIRL335; co-requisites: CISE 325, CISE 335, CISE 352

CISE 417 Methods of Teaching Secondary Science Seminar

The emerging professional will organize experiences that include inquiry processes and knowledge construction fundamental to learning science. Developing concepts through concrete experience, appreciation for relationships among science, technology, and society, and issues of equity and diversity are stressed. Teacher candidates are required to demonstrate competence in planning and applying learning cycles, authentic assessment, thematic integration, the use of technology to teach and assess resources, and the maintenance of a safe, effective classroom.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, CISE 352

CISE 419 Methods of Teaching a Second Language in Elementary and Secondary Schools Seminar

This course is designed to inform subject field K-12 teacher candidates of current theories and practices of teaching a world language in elementary and secondary schools. Teacher candidates will gain in-depth pedagogical knowledge and understanding of language acquisition and literacy development in a second language. Specifically, teacher candidates will apply their theoretical understanding and pedagogical knowledge to classroom situations. They will analyze and critique curricula, engaging in inquiry driven discussions about theory and methodology, and plan innovative instruction.

Prerequisites: CISE 295, CIRL 335; co-requisites: CISE 325, CISE 335, CISE 352

CISE 499 Independent Study

As approved and to be arranged.

Prerequisites: Permission of the department chairperson
1-6 credits

EDUC 419 Student Teaching Internship

This 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. Teacher candidates are observed eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and

meets on a weekly basis for discussion and reflection of the teacher candidates' teaching experiences, and teacher candidates brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files). Each student develops a portfolio that demonstrates his/her teaching abilities. Five days a week. Prerequisites: CISE 295, CIRE 335, CISE 325, CISE 335, CISE 352, the CISE content methods course 411, 412, 413, 414, 417, or 419, and passing Praxis II in the respective content area (subject field); co-requisite: CISE 450 10 credits

CISE 450 Reckoning with the Past and Preparing for a Future in Education

This course is the student teaching capstone seminar. Teacher candidates examine their educational experience at William Paterson with specific focus on the secondary certification program. Teacher candidates will also explore their future plans. Teachers from local schools will be invited to discuss the job selection process and how to live as a teacher. This capstone course complements student teaching and requires teacher candidates to collect samples of student work. Teacher candidates also reflect on their lives at and after William Paterson.

Prerequisites: CISE 295, CIRE 335, CISE 325, CISE 335, CISE 352, and the CISE content methods course 411, 412, 413, 414, 417, or 419; co-requisite: EDUC 419

Courses Meeting the National Council for the Social Studies (NCSS) Ten Themes for K-12 Social Studies Teachers

REQUIRED COURSES

Culture and Cultural Diversity

Choose one:

- AACS/WS150 Racism and Sexism
- WS 110 Women's Changing Roles
- AACS 155 Racism and Justice
- ANTH 130 Intro to Anthropology

Some GE courses may fulfill this requirement, including: Approaches to Art; Intro to Theater; Music Appreciation; Communication in Action; and Intro to Literature. Two semesters of foreign language study integrating cultural studies with language training also fulfill the requirement.

Time, Continuity, and Change

- HIST 101 Foundations of Western Civilization
- HIST 102 The West and the World
- HIST 205 History of the U.S. Through Reconstruction
- HIST 206 History of the U.S. Since Reconstruction

History majors may have other courses that fulfill this theme requirement. Consult advisor.

People, Places, and Environment

- GEO 150 World Regional Geography

Individual Development and Identity

- PSY 110 General Psychology
- CISE 295 Educational Psychology and Classroom Management

Individual, Groups, and Institutions

- SOC 101 Intro to Sociology
- or
- SOC 102 Social Problems

Power, Authority, and Governance

- POL 120 U.S. Government and Politics

Production, Distribution, and Consumption

Choose one:

- ECON 201 Macroeconomics
- HIST 328 Economic History
- POL 225 Political Economy
- POL 342 International Political Economy
- GEO 321 Economic Geography

Science, Technology, and Society

- CIRE 335 Literacy, Technology, and Instruction

Choose one:

- HIST 335 Science, Technology, and Society
- or
- HIST 410 Industrial Revolution

Some GE courses may fulfill this theme requirement. Consult advisor.

Global Connections

- HIST 102 West and the World

Plus two others:

- * HIST 319 plus 1 non-Western course
- or
- Two non-Western courses

Civic Ideals

- POL 120 U.S. Government and Politics

Department of Special Education and Counseling

Professors: M. Goldstein

Associate Professors: M. Catarina, P. Danzinger, P. Griswold (chair), C. Mulrine

Assistant Professors: J. D'Haem, H. Heluk, D. Stone, N. Vitalone-Raccaro

Instructors: K. Decker, B. Jones

The Department of Special Education and Counseling joins forces with the Department of Elementary and Early Childhood Education to offer a dual licensure (DL) program leading to Elementary Education K-5 certification with an endorsement as Teacher of Students with Disabilities (TSD). Coursework and field experiences prepare teacher candidates to plan, implement, and assess instruction in both the regular elementary education classroom and in special education settings. The curriculum includes an introduction to public education in a diverse society; learner characteristics associated with disabilities identified in IDEA 2004, and how they affect learning; and content related to educating all students to assume their roles in society. The focus is on research-based practices in assessment, instructional strategies, classroom management, and the use of general technologies to enhance classroom teaching and adaptive/assistive technologies to permit all learners to access the general education curriculum to the maximum extent possible. Important aspects of the program are its emphasis on developing collaborative practices with colleagues and parents, including those from culturally diverse backgrounds, and dealing with lifespan issues and transitions. The DL program has earned accreditation from the National Commission for the Accreditation of Teacher Education (NCATE) by enabling teacher candidates to demonstrate proficiency in the teaching standards established by the New Jersey Department of Education and the appropriate professional organizations. While graduates are certified to teach in all disability categories, except sensory impairments, the majority of special education coursework addresses the needs of learners with mild or moderate disabilities.

Most courses meet during the day; field experiences begin in sophomore year and continue through the senior teaching internship. Assuming a liberal arts major of 36 credits, students would need to complete 147 credits to complete the DL program and earn a bachelor of arts degree. Thus, good planning and frequent contact with the program director are necessary for timely degree completion. Below is a summary of program requirements. For more detailed information, candidates are urged to consult the curriculum control sheet (available in the Department of Special Education and Counseling office) and the undergraduate handbook (available on the Internet at www.wpunj.edu/coe/Departments/SPED_COUNSEL/spedcounshome.htm).

Requirements

General Education

All candidates must complete the general education requirements as prescribed by the University and as outlined elsewhere in this catalog. In certain areas of general education, the DL program has identified required courses. For example, in the social sciences, teacher candidates must take PSY 110 General Psychology and SOC 101 Introduction to Sociology. In addition, certain directed electives have been designated to fulfill general education and upper-level elective courses. See the DL K-5 program curriculum control sheet for the most up-to-date list of required courses. Selection of specific courses should be made with advisement by the director of the DL program.

Dual Major:

Candidates in the DL program must have two majors: education and a liberal arts major from the following list: African, African American, and Caribbean studies

Anthropology

Art (history, studio, fine)

Communication (interpersonal, journalism)

English (literature, writing)

Latin American studies

Liberal studies in science and math

Mathematics, applied mathematics

Philosophy

Psychology

Science (biology, chemistry, earth, environmental)

Social studies (geography, history, political science)

Sociology (general studies)

Women's studies

World languages (Chinese, French, Spanish)

Admission to the Program

Prior to admission, all teacher candidates must attend the pre-candidacy workshop where critical information regarding admission, field experiences, and program requirements is shared. Dates for the workshops are listed on the Office of Certification Web page: www.wpunj.edu/coe/Departments/Cert/certhome.htm.

The DL program will admit teacher candidates upon fulfillment of the following requirements:

1. Declare a Liberal Arts Major from list of approved majors.
2. Possess a cumulative undergraduate Grade Point Average of at least 2.75.
3. Complete general education prerequisite courses, e.g., PSY 110, PSY 210, MATH 110, MATH 111, SOC 101, COMM 110, and ANTH 202 or their equivalents.
4. Complete 60 credit hours.
5. Submit an application (available in the Office of Certification) for admission to the DL program with the following documentation:
 - Passing score on the College of Education writing examination

- Passing score on the speech/hearing assessments [given through the Department of Communication Disorders]
- One letter of recommendation from an educator.

Since advisement is critical to timely degree completion, students interested in pursuing the DL program option are encouraged to contact the department as soon as possible. Additional DL programs may be available after the publication of this catalog, and changes in state regulations on certification and the definition of "highly qualified" may require revisions to the existing DL program. Thus, the Department recommends that prospective teacher candidates visit the Department's website, at: www.wpunj.edu/coe/Departments/SPED_COUNSEL/spedcounshome.htm for the most current information.

It is expected that all courses and field experiences in the professional preparation program are completed at the University. Transfer credits in education are not accepted for courses taken toward an associate's degree, unless a specific articulation agreement has been reached with the two-year college. 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.

Retention and Program Completion

To remain in the program, teacher candidates must: (1) maintain a cumulative GPA of at least 2.75; (2) demonstrate professional and personal dispositions consistent with the standards of the National Commission on the Accreditation of Teacher Education (NCATE), The Association for Childhood Education International (ACEI), and the Council for Exceptional Children (CEC); (3) earn at least a grade of C- in all alpha code SPC courses; and (4) complete the required number of service learning credits, submit appropriate written documentation, and have the submission approved. Candidates whose GPA falls below 2.75 will not be allowed to take additional coursework in the DL program until a GPA of 2.75 is re-established.

Candidates also must pass the PRAXIS II Elementary Education Content Knowledge Exam prior to student teaching. Information regarding the PRAXIS is available at the Web site of the Educational Testing Service (www.ets.org) and the Office of Certification (www.wpunj.edu/coe/Departments/Cert/certhome.htm).

In addition, candidates are required to accumulate a minimum of 100 service learning credits (SLC) as part of their professional preparation. Suggestions and criteria for earning SLC are available in the undergraduate handbook at the Department of Special Education and Counseling's Web page: http://www.wpunj.edu/coe/Departments/SPED_COUNSEL/spedcounshome.htm.

Field Experiences

Informal and formal field experiences are an integral part of the program. Formal, supervised field experiences include practicums in special education (SPC 355 Practi-

cum A) and elementary education (CIEE 301 Practicum), and the sixteen-week student teaching (EDUC 414 Senior Teaching Internship). Field experience assignments are arranged by the Office of Field Experiences in collaboration with the department faculty. Applications for practicums and student teaching must be submitted to the department one year in advance of anticipated placement. Applications and the accompanying biographical data form are available from the Office of Field Experiences and on their Web site: www.wpunj.edu/coe/Departments/OFE/ofehome.htm.

Candidates must pass the PRAXIS II Elementary Education Content Knowledge Exam prior to student teaching.

State Certification Requirements

Current New Jersey state regulations stipulate that a candidate who has completed an approved teacher training program and passed the appropriate PRAXIS II Examination is issued a certificate of eligibility with advanced standing (CEAS). A candidate with elementary education certification meets the definition of "highly qualified" at the K-5 level. A school district may hire a candidate with a CEAS for a teaching position. Once the candidate accepts an offer of employment, a provisional certificate is issued. After being mentored and completing one year of successful teaching, the candidate receives a standard certificate.

Curriculum

MAJOR REQUIREMENTS19 CREDITS

SPC 255	Foundations of Education in a Diverse Society	3
SPC 313	Adaptive and Assistive Technologies in the Classroom.....	2
SPC 352	School Based Assessment for Diverse Learners* ...	3
SPC 353	Instructional Management in Diverse and Inclusive Settings*	3
SPC 354	Behavior Management in Diverse Educational Settings*	3
SPEE 429	Individualized Instructional Content and Strategies.....	3
SPC 456	Lifespan Transitions: Home, School and Community	2

A. Field Experiences12 Credits

SPC 355	Practicum A.....	1
CIEE 301	Practicum.....	1
EDUC 414	Senior Teaching Internship in General and Special Education/Seminar***	10

B. Professional Sequence.....12 Credits

CIEE 213	Teaching in a Global Technological World	2
CIEE 229	Literacy and Learning	3
CIEE 322	Language Arts and Social Studies Methods and Assessment**	3
CIEE 326	Science Methods and Assessment for Teaching K-5**	2
CIEE 329	Mathematics Methods and Assessment for Teaching K-5**	2

TOTAL PROGRAM.....43 CREDITS**C. Directed Upper Level Electives:**

PSY 210	Developmental Psychology.....	3
CISE 295	Educational Psychology.....	3
CODS 371	Language Disorders in the Schools.....	3

*To be taken as a package of coursework with SPC 355 Practicum A

**To be taken as a package of coursework with CIEE 301 Practicum

*** Students must pass the PRAXIS II Elementary Education Content Knowledge Exam prior to student teaching

Courses

Unless otherwise noted, all courses are 3 credits.

SPC 255 Foundations of Education in a Diverse Society

This course provides an educational knowledge base consisting of philosophical, historical, and legal foundations to educate citizens in a democratic society. National and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. The diversity of languages, race/ethnicity, gender, socioeconomics, and other factors that influence society's perceptions of the continuum from normalcy to deviance are examined, and learner characteristics in physical, psychological, academic, and socio-behavioral domains are stressed. Particular attention is given to ways in which learner characteristics facilitate or impede the learning process. A twenty-hour unsupervised field observation, engaging with students in an urban classroom setting, is required as part of this course. (*This is an introductory course to earn dual certification in the special education and general education teacher certification programs.*)

Prerequisites: Completion of at least 50 credits of general education coursework, including: PSY 110, SOC 101, and ANTH 202.

SPC 313 Adaptive and Assistive Technologies in the Classroom

This course explores technologies that enhance the educational experience for all learners. Strategies are introduced to assist all students in gaining access to the general education curriculum. Teacher candidates learn to apply high and low technologies that help to compensate for differences in learner characteristics and abilities to equitably support student learning. This course should be taken in conjunction with CIEE 213 Teaching in a Global, Technological World.

Prerequisites: SPC 255 and acceptance to the DL program or special permission of one's advisor.
2 credits

SPC 352 School-Based Assessment for Diverse Learners

This course provides knowledge of the integral relationships between standardized, functional assessments, and standards-based high-stakes assessments in relation to educational decision-making. Teacher candidates review assessment concepts of validity, reliability, and standardiza-

tion, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues [e.g., test bias and the use of specific assessments with diverse populations] and matters of confidentiality of information are discussed. Emphasis is placed on understanding the contents of students' school files; specifically, interpreting quantitative and qualitative results, in order to plan appropriate instruction. Attention is also given to devising, administering, and scoring curriculum-embedded assessments and other teacher-made informal/authentic measures.

Prerequisites: Completion of at least 60 credits of general education course work including PSY 110, SOC 101, and ANTH 202; grade of C- or better in SPC 255; acceptance to the DL program; cumulative GPA of 2.75 or higher.

SPC 353 Instructional Management in Diverse and Inclusive Settings

This course examines the multiple facets of managing instruction for diverse learners in a variety of educational settings. The course stresses New Jersey's Core Curriculum Content Standards (NJ CCCS) and district curriculum requirements as foundations for teacher candidates to learn to develop units and differentiated lesson plans to facilitate long- and short-term instructional planning for all learners. For students with disabilities, the development of Present Levels of Academic Achievement and Functional Levels, Individualized Education Plan (IEP) goals, objectives, and supplementary aids and services are emphasized. Teacher candidates study techniques to individualize teaching strategies, testing accommodations, and curriculum adaptations to assist learners in maintaining access to the NJ CCCS. The creation and organization of shared classroom environments that facilitate learning and collaboration with peer-colleagues in all instructional settings are highlighted. A co-requisite supervised practicum is required (SPC 355).

Prerequisites: Acceptance to the DL program; cumulative GPA of 2.75 or higher; completion of all general education coursework; SPC 255, CIEE 213, and CIEE 229; co-requisites: SPC 354 and SPC 355.

SPC 354 Behavior Management in Diverse Educational Settings

This course focuses on creating learning environments that foster learning, safety, positive social interactions, and acceptance of diversity consistent with the Career Education and Consumer, Family, and Life Skills standards in the NJ CCCS. Methods of group behavior management are presented with emphasis on developing systematic classroom management practices that foster positive relationships, effective communication, and collaboration. The needs of children whose behaviors are harmful to themselves or to others, or which seriously disrupt learning, are addressed through individualized interventions, e.g., Functional Behavioral Assessments and Behavior Intervention Plans. Observation and recording measures for assessing and analyzing the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies for promoting self-management that

can be generalized to all settings.

Prerequisites: Acceptance to the DL program; cumulative GPA of 2.75 or higher; completion of all general education coursework; completion of SPC 255, CIEE 213, and CIEE 229; co-requisites: SPC 353 and SPC 355.

SPC 355 Practicum A and Seminar

Offered to teacher candidates in their junior year, this supervised weekly field experience requires them to teach children with a range of abilities in special education settings. The experience is intended to provide teacher candidates with the opportunity to apply the knowledge and skills gained in the co-requisite courses (SPC 353 Instructional Management in Diverse and Inclusive Settings and SPC 354 Behavior Management in Diverse Classroom Settings). A weekly seminar is held in conjunction with the field experience to explore practical realities of schools and classrooms. Teacher candidates must spend one full day per week in a special education setting for this practicum.

Prerequisites: Completed application for placement must be submitted **one year in advance**.

SPED 399 Selected Topics

Topics of current interest are discussed in a workshop format. This course is given on an occasional basis in order to meet the department's needs for exploring or updating a particular area of study. This course frequently is given on a one-time basis as an experimental offering. Students are asked to check the current master schedule to determine if this course is to be offered in any particular semester.

Prerequisites: Special education major; minimum 2.75 GPA; completion of at least four major courses
1 - 3 credits

SPC 429 Individualized Instructional Content and Strategies for Learners with Academic Challenges K-5

This course provides teacher candidates with appropriate curriculum alternatives and a repertoire of evidence-based instructional strategies to address the twin goals of accommodating individual differences while promoting meaningful access to curriculum content [both NJ CCCS and alternative content] for students with significant cognitive and learning disabilities, K-5. Teacher candidates review learner characteristics as the basis to mesh curriculum and instruction, and placement options for delivery of instruction with learner needs. Curriculum emphases that depart from traditional academics to encompass life skills, career development, and development of social learning competence are explored in depth. The course guides Teacher Candidates to promote positive student learning outcomes in both skills and content areas through integration of the NJ CCCS, adaptive/assistive technologies, alternative curriculum, and modified assessment and materials, as appropriate. Making data-based professional decisions that employ technologies to make the general education more accessible for students with disabilities is an emphasis of this course.

Pre-requisites: Application must be submitted one year in advance; cumulative GPA of 2.75 or higher; completion of

all general education course work; completion of at least 60 hours of service learning credit; completion of SPC 353, SPC 354, and SPC 355; co-requisites: CIEE 301, CIEE 322, CIEE 326, CIEE 329

SPC 456 Life Span Transitions: Home, School, and Community

The course examines life issues and their impact on individuals with disabilities and their families, extending from preschool through adulthood. Political, economic, and cultural beliefs of individuals from diverse cultures are explored in depth, focusing on positive communication models for the promotion of collaboration between home, school, and community. Life span issues affecting all individuals are reviewed, with attention to self-advocacy and career education. Teacher candidates learn to access services provided through school, community, state, and federal agencies that contribute to all students attaining a positive quality of life.

Pre-requisites: Cumulative GPA of 2.75 or higher; completion of all general education course work; completion of teaching methods courses.

2 credits

SPED 499 Independent Study

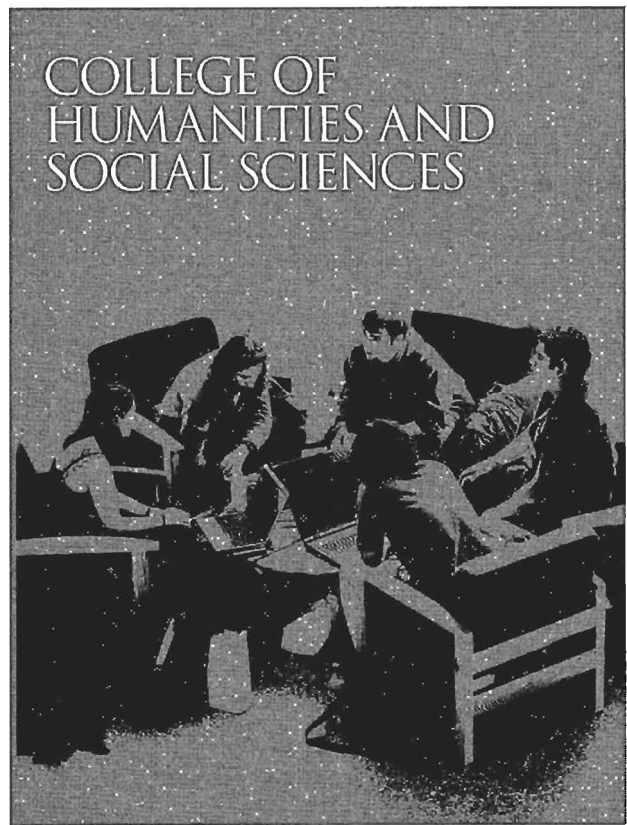
In special circumstances, students are allowed to pursue a special research topic that is of interest to them and germane to their curriculum in special education. Independent study is available only by prior application, which must be made at least two months before the registration period for the following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

1-3 credits

EDUC 414 Senior Teaching Internship in SPED/Seminar

Students are assigned to an approved setting for a full-time, sixteen-week senior teaching internship that is split in half between general and special education. Teacher candidates 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 K-5/TSD. A co-requisite seminar meets regularly as a forum where teacher candidates discuss and reflect on their experiences, and receive guidance and support. Prerequisites: To be taken in the semester prior to completion of the requirements for initial certification in K-5 education, with endorsement as "Teacher of Students with Disabilities." Requirements include a cumulative 2.75 GPA; satisfactory completion of all preliminary field experience and required courses in the program; and fulfillment of additional standards, as determined by the department.

10 credits



Dean: Isabel Tirado, Ph.D.
Atrium, Room 260; 973.720.2413

Associate Dean: Kara Rabbitt, Ph.D.
Atrium, Room 260; 973.720.2414

Degrees Offered:

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

Pre-Professional and other Programs:

Urban Studies
Law

Honors Tracks:

Biopsychology
Cognitive Science
Humanities
Performing and Literary Arts
Social Sciences

Introduction

Message from Dean Isabel Tirado

The College of Humanities and Social Sciences provides the educational foundation for every student at William Paterson University by providing the largest share of the University's General Education courses. Thousands of graduate and undergraduate students take majors and minors in our eleven departments.

Members of the College's faculty come from the most prestigious Ph.D.-granting institutions in the nation and include many Fulbright fellows and recipients of other major grants and honors. Its excellent professoriate brings the latest trends in the disciplines to the classroom and continues to introduce new fields, programs, and courses for College majors, as well as for the campus as a whole. The ability to provide the most current training in the various disciplines gives graduates a competitive advantage in the workforce and in applying to graduate schools.

The distinction of our academic programs is recognized by the larger academic community. Recent accolades include the awarding of U.S. Department of Education grants for "Teaching American History" and for the Asian studies program. Most recently, the College received federal funds to establish a Center for the Study of Critical Languages, the first such center in the state. The College serves the region through events such as the annual poetry recitation contest, New Jersey national history day, the Jefferson lecture, the writing workshop, the regional writers conference, and women's history month.

We cultivate a supportive, student-oriented learning community. The humanities honors program; cluster, study abroad, and pre-law programs; the anthropology, English, French, geography, history, political science, psychology, Spanish, and sociology honor societies; the many departmental colloquium series; and a variety of internships are some of the ways we enrich the undergraduate experience.

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

Mission

The College of Humanities and Social Sciences educates life-long learners, engaged professionals, and active citizens for a diverse and complex world. Through its participation in the General Education program and interdisciplinary, cross-cultural, and international courses and programs, the College affirms the inter-relationship of intellectual pursuit and ethical responsibility. At the forefront of pedagogic and curricular innovation and initiatives, the College prides itself on the scholarly endeavors of its teacher-scholars and their service to the campus, their professions, and the region. The College provides students with rigorous, state-of-the-art training that gives them a competitive advantage in the workforce and in future academic endeavors.

Objectives

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

- provide a rigorous and dynamic liberal arts program through its majors and minors, honors tracks and cluster program, speaker series, and colloquia;
- prepare undergraduate and graduate students for the interdependent world of the twenty-first century through courses, programs, and extra-curricular activities in cross-cultural, global, and international education;
- give students technological skills by incorporating technology in instruction and in faculty and student research, and by providing hands-on experience in departmental state-of-the-arts computer laboratories.

Department of African, African American, and Caribbean Studies

Professors: P. Chao (emeritus)

Associate Professor: O. Traore, L. Mbogoni (chair)

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

The department offers a major and a minor in its general program, as well as a multidisciplinary minor in Caribbean Studies. The major may be combined with various certification sequences for teaching certification in elementary education. 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 REQUIREMENTS36 CREDITS

Required Core Courses12 Credits

AACS 100	Introduction to African, African American, and Caribbean Studies	3
AACS 110	Elementary Swahili.....	3
AACS 380	Research Methods on the African, African American, and Caribbean Experience.....	3
AACS 480	Seminar in African, African American, and Caribbean Studies	3
	or	
AACS 498	Internship in African, African American, and Caribbean Studies	3

Electives12 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 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 in-depth knowledge in a substantive dimension of the African American experience.

MAJOR CONCENTRATION OR SUBJECT AREAS

Historical

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

Sociopsychological

AACS 207	Racism and the Mass Media	3
AACS 214	African American Family Life.....	3
AACS 255	The Black Woman Experience	3
AACS 262	Caribbean Women: Their Culture and Society in the Caribbean.....	3
AACS 303	African Family Life	3
AACS 358	Psychology of African Americans.....	3
AACS 401	African American Social Thought	3

Political

AACS 244	African American Politics	3
AACS 338	African Politics	3
AACS 341	Contemporary Caribbean Societies	3
AACS 385	Gender, Ethnic, and Racial Tensions in the New Millennium.....	3
AACS 402	Pan-Africanism and the Black Experience	3

Cultural, Performance, and Expressive

AACS 101	African American and African Caribbean Dance	3
AACS 115	Gospel Choir	3
AACS 116	African Music-I.....	3
AACS 117	African Music-II	3
AACS 211	Blues to Rap and Hip Hop: Exploring African, African American Cultural Art Forms	3
AACS 212	African American Music	3
AACS 213	African, African American, and Caribbean Theatre.....	3
AACS 233	Introduction to the Art of Africa.....	3
AACS 261	African, African American, and Caribbean Religions.....	3
AACS 400	The Black Experience in the Film Medium	3

Languages and Literature

AACS 110	Basic Swahili I.....	3
AACS 111	Basic Swahili II.....	3
AACS 151	Introduction to African World Literature.....	3
AACS 311	Studies in African-World Literature.....	3
AACS 312	Major Authors of African Descent.....	3
AACS 322	Caribbean Literary Experience I.....	3
AACS 323	Caribbean Literary Experience II.....	3
AACS 324	African Communities and Cultures in the New World.....	3
AACS 328	The African American Literary Experience I.....	3
AACS 329	The African American Literary Experience II.....	3

Urban and Community Development

AACS 280	Minority Enterprises.....	3
AACS 298	Student Community Service.....	3
AACS 305	African American Community Development.....	3
AACS 412	Fundamentals of Social Work.....	3
AACS 420	Economic Structure of the Black Community.....	3
AACS 480	Internship in African, African American, and Caribbean Studies.....	3-6
AACS 498	Seminar in African, African American, and Caribbean Studies.....	3

MINOR REQUIREMENTS.....18 CREDITS**Required Courses.....3 Credits**

AACS 100	Introduction to African, African American, and Caribbean Studies.....	3
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Electives.....15 Credits

Plus 15 additional credits, comprised of three from each of the five major areas.

MULTIDISCIPLINARY MINOR IN CARIBBEAN STUDIES.....18 CREDITS**Required Courses.....9 Credits**

AACS 100	Introduction to African, African American, and Caribbean Studies.....	3
AACS 304	African Caribbean History.....	3
AACS 341	Contemporary Caribbean Societies.....	3
AACS 380	Research Methods on the African, African American, and Caribbean Experience.....	3

Electives.....9 Credits

Plus 9 additional credits or other related courses, by advisement.

AACS 101	African, African American, and Caribbean Dance.....	3
AACS 261	African, African American, and Caribbean Religions (non-Western requirement and General Education elective).....	3
AACS 321	Haiti: Its History, People, and Culture.....	3
	(General Education elective)	
AACS 322	Caribbean Literary Experience I.....	3
	(non-Western requirement)	
AACS 323	Caribbean Literary Experience II.....	3
	(non-Western requirement and General Education elective)	
AACS 324	African Communities and Cultures in the New World.....	3

AACS 499	Independent Study and Research.....	1-3
FR 337	Topics in Francophone Literature.....	3
	(see course description under languages and cultures)	
HIST 382	Puerto Rico, Cuba, and the Caribbean World.....	3
	(see course description under history)	
POL 338	Caribbean Political Systems.....	3
	(see course description under political science)	
SPAN 302	Caribbean Culture and Literature of the Twentieth Century.....	3
	(see course description under languages and cultures)	

Courses**AACS 100 Introduction to African, African American, and Caribbean Studies**

Introduces students to the global nature of African, African American, and Caribbean Studies as an academic discipline. Deals with the history and theory of the field, its institutionalization, and its various dimensions and intellectual traditions. Attention is given both to its relationship with the academy and its relevance and involvement with world communities of color. Exposes students to major texts, scholars, and thinkers representing issues in the field and prepares AACS majors for an informed choice of academic program and career options.

AACS 101 African, African American, and African-Caribbean Dance (same as PEEL 212)

Preparation of the body through conditioning exercises and dance sequences to perform ethnic dance forms from Africa, the Caribbean, and the United States. Students may choose a field trip to a professional performance or examine dance forms more closely by composing a dance sequence, using ethnic materials from class.

AACS 110 Basic Swahili I

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

AACS 111 Basic Swahili II

Emphasizes primarily conversation and basic grammar. The class meets formally twice a week. In addition, students work with tapes in the language lab. The approach is concentrated on phonology, morphology, and vocabulary.

AACS 115 Gospel Choir

Discusses gospel music in America from its origins to the present, and its relevance and role in the community. Focus is on gospel concepts, melodic development, memorization, improvisation, and analysis. A companion (practice side) of this course is the Gospel Ensemble.

AACS 116 African Music I

Introduces students to African music by systematically focusing on its diverse geographical areas, its various forms, styles, and musical instruments. The African musical experience is explored within the context of the ecological and environmental paradigm as major factors that impact on traditional musical instrument utilization, particularly in the four major musiological groupings i.e. (1) idiophones, (2) membranophones, (3) chordophones, and (4) aerophones. Within a sociocultural and historical context, the customs, traditions, role, and function of music are examined in various geographical areas and in African society in general.

AACS 117 African Music II

Introduces students to the music of Morocco, otherwise known as Moorish music. Sociocultural, historical, and musiological approaches are incorporated to explore the music, its origins, evolution, and development in North Africa, the various processes and outgrowth of cross-cultural synthesis and, transmutation of core North African musical traditions in Al-Andalus (Spain 711-1492 A.D.). The course provides a systematic study of the Andalusian Metric System in Spain, musicians, musical instruments, form, structure, style, cultural, and technical aspects of the correlations between music and core literary North African traditions and their contributions to world culture.

AACS 150 Racism and Sexism in the United States

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

AACS 151 Introduction to African World Literature

This course introduces students to a culture-sensitive reading and appreciation of literature. Using the global literatures of African peoples as primary core traditions, the course provides critical, technical, and historical approaches to a cross-cultural exploration of literature and the intertextual relationships between African-world texts and literary works from non-African traditions. Selected texts cover various genres, time periods, racial-ethnic categories, and geographical areas of the world.

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

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

AACS 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 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 321 Haiti: Its History, Peoples, and Culture

Analysis of Haitian society and culture, both before and after the Revolution, to ascertain the nature and level of social transformation during the period of sovereignty and an examination of the impact of United States intervention on Haitian independence and development. In addition, the particular features of Haitian culture and its connectedness with its African cultural past are analyzed in light of the folk-elite and color-class contradiction that continue to characterize Haitian society and politics.

AACS 322 Caribbean Literary Experience I

A selected survey of major twentieth-century writers from the English-speaking Caribbean, such as V.S. Naipul, George Lamming, Derek Walcott, Edgar Mittelholzer, Samuel Selvon, Jamaica Kincaid, and others. The works of these authors are explored for the light they throw on Caribbean society and culture, as well as for the unique features, if any, of Caribbean literature: essays, drama, poetry, and fiction.

AACS 323 Caribbean Literary Experience II

The course is concerned with literature from the non-English speaking Caribbean. Works of major authors are analyzed for major themes and elucidation of the Caribbean experience.

AACS 324 African Communities and Cultures in the New World

Survey of the African diaspora in the New World, including an examination of the survival, retention, and development of vital and enduring cultural forms and social organization created by peoples of African origin. A diachronic approach to understanding the African and New World cultural interaction as dynamic and creative response to forced migration and labor exploitation.

AACS 328 The African American Literary Experience I

The African American experience as depicted in literature by and about African Americans. Focuses on biographies, autobiographies, and fiction.

AACS 329 The African American Literary Experience II

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

AACS 338 African Politics

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

AACS 341 Contemporary Caribbean Societies

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

AACS 358 Psychology of African Americans

Examines traditional schools of psychology as they pertain to the psychological experience of African Americans. Alternative psychological considerations relative to the African American experience, including those advanced by noted African American psychologists, are also explored.

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

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

AACS 385 Gender, Ethnic, and Class Conflicts in the New Millennium

Provides a cross-cultural comparative, and historical analysis of selected cases of tensions or conflicts surrounding issues of gender, ethnicity, and class that are likely to persist in the new millennium. Selected cases of international and/or intranational conflicts are analyzed and compared to ascertain the interconnections of factors of gender, ethnicity, and class in these processes. The course also seeks to expose students to possible modalities of conflict mediation, consensus building, and change in relations between conflicting parties.

AACS 399 Selected Topics

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

AACS 400 The Black Experience in the Film Medium

An anthropological and historical exploration of the film industry in America as one of the primary avenues used to create derogatory images of African Americans. Attention is given to possible correlation between the depiction of African Americans in film and their changing social/economic/political status.

AACS 401 African American Social Thought

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

AACS 402 Pan-Africanism and the Black Experience

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

AACS 412 Fundamentals of Social Work

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

AACS 420 Economic Structure of the Black Community

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

AACS 480 Seminar in African, African American, and Caribbean Studies

A comprehensive analysis of a specialized topic in African, African American, and Caribbean Studies. The objective is to provide an opportunity for a capstone experience for junior and senior students to focus on a major problem in the discipline, work cooperatively with others, sharpen their analytical and critical thinking, and enhance their writing and oral abilities. At least one seminar is offered each academic year. Students may take more than one seminar.

Prerequisite: Junior or senior status or permission of the instructor.

AACS 498 Internship in African, African American, and Caribbean Studies

Provides a culturally sensitive, intensive, practical, capstone experience in work settings primarily concerned with activities bearing on the lives of racial and ethnic "minorities." Through supervised work assignments with sponsoring agencies, students observe and participate in the day-to-day tasks of these organizations and keep organized, detailed journals of their experience for analysis and a final report. Major student outcomes include: application of data collection and analysis techniques, improved ability to think critically, enhanced writing and oral skills, strengthening of interpersonal skills, and sharpened theoretical and practical understanding of human service delivery systems.

Prerequisite: Junior or senior status and permission of the instructor.

3-6 credits

AACS 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Anthropology

Professors: J. Pollak; G. Pope

Associate Professors: A. Barrow, T. Gundling (chair), M. de Lourdes Villar

Assistant Professors: J. Cunningham, B. Natrajan

Anthropology is designed to provide students with a comprehensive understanding of human nature. It takes the broadest view of what it means to be human, integrating the study of biology and culture. With its global perspective and holistic approach, anthropology not only provides a solid liberal arts education, but prepares students for a wide range of occupations. A major in anthropology allows students to develop a special awareness of ethnic and cultural differences and equips them with a variety of methods to address basic human concerns. Such training provides a strong background for careers including advertising, business, criminology, education, government and international service, journalism, public health, and psychology, in addition to preparing students for graduate studies. The inter-disciplinary nature of anthropology also makes it an ideal minor for students in other programs who seek an appreciation of different cultural perspectives in this age of global economics.

The anthropology major gives students the flexibility to tailor a curriculum to fit their individual career goals and to prepare them for other specialty areas. An emphasis on "applied anthropology" is available to students who wish to examine specific problems related to modern human societies. The focus is on developing an understanding of existing cultural issues in a global context and identifying potential solutions. Students who choose an applied emphasis are encouraged by advisement to elect particular courses in other disciplines or to pursue a double major. Independent studies, field studies, and internships in archaeology, physical anthropology, and cultural anthropology are encouraged to provide students with opportunities to develop specialized knowledge in a major area of anthropological interest.

Honors Society

***Lambda Alpha*, the National Honors Society in Anthropology (Gamma of New Jersey Chapter)**

Lambda Alpha seeks to "encourage and stimulate research in anthropology by recognizing and honoring superiority in the discipline among students, faculty, and other persons engaged in the study of anthropology." Undergraduates who have completed at least 12 credits in anthropology with an average grade in these courses of not less than "B" (3.0 GPA) and a cumulative GPA of not less than 3.0 are eligible for membership, and are encouraged to work with faculty on mutually advantageous programs. *Lambda Alpha* awards annual national scholar-

ships to outstanding seniors and juniors and publication space for students in the *Lambda Alpha* Journal. For more information, please contact Dr. Tom Gundling, Department of Anthropology, 973.720.2566.

Honors Track Program

The Social Sciences Honors Track is intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator or see page 64 of this catalog.

Curriculum

MAJOR REQUIREMENTS33 CREDITS

Required Courses.....15 Credits

ANTH 130	Introduction to Anthropology.....	3
ANTH 490	Anthropology Senior Seminar.....	3

Plus three of the following courses

ANTH 200	Human Origins.....	3
ANTH 210	Archaeology.....	3
ANTH 230	Understanding Culture.....	3
ANTH 240	Word Play: An Introduction to Linguistic Anthropology.....	3

MAJOR ELECTIVES18 CREDITS

Select from the following by advisement

ANTH 202	Foundations for Teaching: Anthropology of Education.....	3
ANTH 220	African Archaeology.....	3
ANTH 250	Visual Anthropology.....	3
ANTH 252	Biological Bases of Human Behavior.....	3
ANTH 257	Sex and Culture.....	3
ANTH 260	Myth and Folklore and the Modern World.....	3
ANTH 300	Popular Culture and Modernity in South Asia: Anthropological Insights.....	3
ANTH 301	Anthropological Theory and Method.....	3
ANTH 304	Prehistory of the Far East.....	3
ANTH 308	Native North Americans.....	3
ANTH 310	Globalization and Development: Anthropological Perspectives.....	3
ANTH 314	Old World Prehistory.....	3
ANTH 325	The Faces of Diversity: Anthropology of Contemporary Migration.....	3
ANTH 329	City Schools: Anthropological Perspectives.....	3
ANTH 330	Anthropology of Tourism.....	3
ANTH 340	Applied Anthropology.....	3
ANTH 341	Law in Society and Culture.....	3
ANTH 342	The Ethnology of East Asia: China and Japan.....	3
ANTH 350	Shamans, Witches, and Magic.....	3
ANTH 354	Forensic Osteology.....	3
ANTH 356	Urban Anthropology.....	3
ANTH 357	Kinship.....	3
ANTH 359	Cultural Change in Latin America.....	3
ANTH 399	Selected Topics.....	3

ANTH 420	Archaeology of North America.....	3
ANTH 421	Applied Archaeology	3
ANTH 425	Paleoanthropology	3
ANTH 454	Primate Biology and Behavior	3
ANTH 491	Internship	1-6
ANTH 495	Field Study in Anthropology.....	1-6
ANTH 499	Independent Study	1-6

MINOR REQUIREMENTS.....18 CREDITS

Required Courses.....12 Credits

ANTH 130	Introduction to Anthropology.....	3
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Plus three of the following courses:

ANTH 200	Human Origins.....	3
ANTH 210	Archaeology	3
ANTH 230	Understanding Culture	3
ANTH 240	Word Play: An Introduction to Linguistic Anthropology	3

Minor Electives.....6 Credits

Courses in anthropology by advisement

Certification Requirements

The anthropology major may serve for teaching certification in elementary education. Please see the chairperson in the Department of Elementary and Early Childhood Education for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

ANTH 130 Introduction to Anthropology

Designed to study humanity from the broadest perspective in the social sciences. Through an introduction to basic concepts in cultural/social anthropology, archaeology, physical anthropology, and linguistics, students gain an appreciation of human evolutionary history, modern cultural diversity, and the elements of social life all humans share.

ANTH 200 Human Origins

An introduction to the biological perspective in anthropology, including primate evolution, the living, non-human primates and their behavior, the human fossil record, modern variation and ancient through modern bio-behavioral adaptations.

Prerequisite: ANTH 130

ANTH 202 Foundations for Teaching: Anthropology of Education

This course uses the anthropological approach to study schools and to understand the relationship between learning, teaching, schooling, and culture. It offers a holistic view of educational processes by exploring biological and cultural aspects of the acquisition, transmission and production of knowledge. It uses a comparative framework to analyze the connection between educational systems and socio-cultural contexts, and to explore the roles schools play as agents of continuity, conflict, and change in situations of cultural contact and in the new

global order. Through field-based projects, students will apply the anthropological perspective to explore their own interests in education and to gain a first-hand understanding of the challenges and rewards of teaching in contemporary schools.

ANTH 210 Archaeology

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

Prerequisite: ANTH 130

ANTH 220 African Archaeology

The course presents the African continent and its diverse environmental settings. Archaeological evidence from the multiple sites in eastern South Africa is employed to address human and cultural evolution theories and implications. Evidence for ancient civilizations, permanent settlements, beginnings of farming, and local iron-smelting technology is critically addressed.

ANTH 230 Understanding Culture

This course explores the nature of culture and the various ways in which anthropologists study, understand, and explain cultural phenomena. Students will gain familiarity with diverse cultural theories and methods by examining anthropological literature on selected topics and conducting brief ethnographic and comparative projects. While developing skills typically associated with Cultural Anthropology, students will learn of the forces that shape human experience and of the value of the anthropological approach in addressing contemporary human problems around the globe.

Prerequisite: ANTH 130

ANTH 240 Word Play: An Introduction to Linguistic Anthropology

Words are at the center of the human experience. This course focuses on the uniquely human capacity to use language. Students explore topics including the evolutionary roots of language, the historical development and diffusion of languages past and present, and the diverse and universal elements of language structure. Students also engage in an ethnographically oriented study of language as a social phenomenon and the fundamental relationship that exists between language, society, thought, and culture.

Prerequisite: ANTH 130

ANTH 250 Visual Anthropology

Visual anthropology examines image, behavior, and society in an holistic context.

ANTH 252 Biological Bases of Human Behavior

Exploration of individual and cultural behavior from the perspective of evolutionary biology and the human fossil record.

ANTH 257 Sex and Culture

Examines sex and taboo from a cross-cultural perspective. Focuses on how and why sex differences, sexual behavior, and attitudes about sex vary from culture to culture.

ANTH 260 Myth and Folklore and the Modern World

Examines myths as providers of introspective patterns of moral values, social order, customs, and religious beliefs. Traditional folklore (stories, riddles, songs) and modern folklore (mass media, urban cultures) are examined.

ANTH 300 Popular Culture and Modernity in South Asia: Anthropological Insights

This course is designed as an introduction to everyday life and popular culture in South Asia, a region that includes the nation-states of India, Pakistan, Sri Lanka, Nepal, Bangladesh, Bhutan, and Maldives. The course examines key anthropological concepts and debates from South Asian material to inquire into the nature of modernity. Some of the themes that will be addressed include changing institutions of family and kinship, castes and communities, urban spaces and global cities, religions in practice, the media revolution and youth, and challenges to modernity emerging from the violence of development, gender/sexuality, caste, globalization, and communalism. Prerequisite: ANTH 130 or ASN 201 or ASN 280

ANTH 301 Anthropological Theory and Method

Anthropology is a relatively new science developed within the last 150 years. This course examines major theories in anthropology in an historical context. It also instructs the student in ethnomethodology—basic techniques for collecting ethnographic data. Prerequisite: ANTH 130

ANTH 304 Prehistory of the Far East

The objective of this course is to provide a comprehensive introduction to the prehistory and paleo-anthropology of the Far East (East and Southeast Asia, all inclusive). The course begins with a survey of the history of the theoretical and substantive discoveries which they have influenced and/or continue to influence our understanding of the human evolution and behavior of the region. Prerequisite: ANTH 130 or permission of the instructor

ANTH 308 Native North Americans

This course introduces indigenous North American peoples, including peoples called Indians as well as Inuits (Eskimos) and Aleuts, from their origins to the present day. Students examine archaeological, ethnohistorical, ethnographic and historical data to study cultural processes and changes over time. Topics covered also include inter-ethnic and interracial issues in the United States and Canada.

ANTH 310 Globalization and Development: Anthropological Perspectives

The last three decades have seen growing tensions between two powerful constructs that have framed knowledge of the *unevenness* of our world: development and globalization, the meanings of which are still debated. This course will focus on four major themes that recur in the debates surrounding globalization and development: poverty and inequality, individual states and transnational institutions, social and cultural movements on globalization's impacts, global rights regime, and global health and environment. The broad approach taken in this course will be "anthropological political-economy," which means that attention will be paid to the ways in which three axes of social life—the cultural-ideological (meaning producing actions), the economic (commodity production and exchange), and the political (power struggles) come together to produce globalization and development as social phenomena. The course will have a large focus on the continent of Asia, but will also draw upon other regions of the world, including Euro-America, that shape the intensity, direction, and form of globalization.

Prerequisite: ANTH 130 or HIST 102 or POL 110 or SOC 101 or SOC 102

ANTH 314 Old World Prehistory

There is almost no part of the world or period of its history that is not a subject of vigorous and sophisticated investigation by archaeologists. This course surveys the origins and development of human society. World prehistory is best understood as the history of contacts between peoples previously isolated from one another. The course provides an account of prehistoric life and the roots of modern societies and empires. It offers to the student an understanding of the evolution of humans and the cultures they established, from the first traces of humanity to the creation of early literate societies. The major topics covered include the evolution of tool making, the development of religion, the origins of language, the importance of agriculture, the beginning of warfare, and the creation of hierarchical societies and hereditary ranking.

ANTH 325 The Faces of Diversity: Anthropology of Contemporary Migration

The course is an anthropological study of transnational migration to the United States from Asia (Vietnamese, Filipinos, Chinese, Koreans), Central and South America (Nicaraguans, Guatemalans, Salvadorans), and the Caribbean (Cubans, Jamaicans, Dominicans, Haitians, Trinidadians). The countries of origin are examined with a focus on reasons immigrants migrate. United States Immigration Acts and policies are examined along with reasons for legislative change. The cultural orientations of the various immigrant groups are examined along with reasons for the maintenance of some cultural factors. Racial and ethnic identity and identity change in transnational communities are explored. Structural assimilation is examined with a focus on the socioeconomic and sociopolitical status of the various immigrant groups.

ANTH 329 City Schools: Anthropological Perspectives

This course deals with a study of current theories, processes, and concepts in the anthropology of education. Anthropological research and field techniques, as applied to the study of education, are examined from a cross-cultural perspective. A major focus is on contemporary city schools.

ANTH 330 Anthropology of Tourism

A cross-cultural, transactional view of tourism as involving an encounter between tourist- generating and host societies that may be perceived as a process or a system. Imageries of pleasure travel as it reflects a symbolic world will be examined. The focus is upon the changes wrought upon the host society and the sociopolitical and cultural consequences of tourism.

ANTH 340 Applied Anthropology

What can anthropologists offer to the solution of contemporary human problems? What practical contributions can their theories, methods, and insights make to the world? This course explores avenues traditionally sought by anthropologists to apply their knowledge to complex and diverse social situations, and debates the consequences of such involvement and the ethical dilemmas that they face. The course seeks to prepare students for a wide range of career applications. It offers training in the analysis of social systems and interactions, encourages the development of specialized knowledge in other fields, and creates awareness of opportunities for policy-oriented research, program evaluation, cultural brokerage, and advocacy.

ANTH 341 Law in Society and Culture

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

ANTH 342 The Ethnology of East Asia: China and Japan

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

ANTH 350 Shamans, Witches, and Magic

This course introduces students to the anthropological study of religion. Theories about the origins and functions of religion are examined, along with the role of religion in traditional non-Western societies. Shamanism, witchcraft, magic, religion in non-Western medicine, and religious conflict and change in the modern world are among the topics covered.

ANTH 354 Forensic Osteology

This course is designed to present the application of physical anthropology to forensic science. Forensic anthropologists mostly deal with skeletal and dental evidence, therefore a significant amount of the course deals with the normal growth and development of these tissues, along with how they are modified in life and postmortem. The material covered should be of interest not only to students enrolled in anthropology (including archeology) but also in biology, criminal justice, nursing, or any other field in which knowledge of skeletal biology may be required.

ANTH 356 Urban Anthropology

Examines from a cross-cultural perspective ecological and social changes that occur from urban growth.

ANTH 357 Kinship

Kin groups ranging from several to thousands of people serve important economic, social, political, and religious functions in every society. Different types of marriage and family systems are compared in a global and evolutionary context.

ANTH 359 Cultural Change in Latin America

The origin and development of processes of cultural change in Latin America. The course gives the student an opportunity to learn about the cultural institutions of highly developed indigenous cultures and their influences upon present-day Latin American cultures. It also examines current writings on Latin America that deal with social change and helps the student develop scientific objectivity (an anthropological prerequisite) in the analysis of the social problems resulting from change. Particularly useful for international management majors.

ANTH 399 Selected Topics

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

ANTH 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 nineteenth century. From the big game hunters of the late Pleistocene, to the corn farming chiefdoms visited by De Soto's expedition, to the settlements of Europeans, to the enslaved peoples of the African diaspora, the course traces the development of diverse cultures through the study and interpretation of their material remains.

Prerequisite: ANTH 210 or permission of instructor

ANTH 421 Applied Archaeology

The course is designed to prepare the student to practice Section 106-mandated archaeology, known as contract archaeology or CRM (Cultural Resource Management). It will familiarize the student with applied archaeology; bidding and structuring a budget; and sample design, survey, time management, documentary research, and the environmental laws related to prehistoric and historic cultural resources. The course will emphasize the practical aspect of conducting archaeological investigations and help prepare students for employment as professional archaeologists outside the academy.

Prerequisite: ANTH 210

ANTH 425 Paleoanthropology

This course provides an in-depth exploration of the evolution of the human family, the Hominidae. Geological, paleontological, genetic, and archaeological evidence from primary and secondary literature will be critically assessed. Major topics include the appearance of the earliest hominids, distinguishing the most primitive members of genus *Homo*, discussing technological changes and their possible implications for early hominid behavior, and an evaluation of competing theories that address the origin of *Homo sapiens*.

Prerequisite: ANTH 130, 200, or 454 or with permission of the instructor

ANTH 454 Primate Biology and Behavior

This course consists of a broad biological and paleontological survey of our closest mammalian relatives, the Order Primates (prosimians, monkeys, apes, and humans). Study will involve the anatomy, biology, and behavior of the living non-human primates within the context of modern evolutionary theory. We will also examine the evolutionary history of each major non-human primate group as revealed by the fossil record.

Prerequisite: ANTH 200

ANTH 490 Anthropology Senior Seminar

This course helps students acquire core professional competencies that facilitate pursuing diverse career paths. It provides students with the tools and resources needed to apply for admission to graduate programs and employment in profit or nonprofit (grant-seeking) agencies. This course will foster critical thinking, oral and written communication skills, and research expertise while building upon knowledge acquired in other upper-level anthropology courses. It will nurture intellectual autonomy, as well as a deeper sense of social commitment and ethical conscience.

Prerequisite: At least one 400-level anthropology course.

ANTH 491 Internship

This course provides qualified students practical work experience in an applied setting. Periodic conferences and a monthly seminar are an integral part of this program.

Prerequisite: Permission of instructor required
1-6 credits

ANTH 495 Field Study in Anthropology

Provides fieldwork and research opportunities for students who seek to develop practical skills in any of the subfields of general anthropology. Students select specific field school programs in consultation with instructors and based on the availability of projects; these programs are hosted by accredited academic/research institutions, or initiated by William Paterson faculty. In addition to providing hands-on experience, the Field Study in Anthropology seeks to foster international exchanges and promote collaboration on a variety of research projects. Students will receive one credit for every 40 hours of field study accumulated, and students may register for Anthropology Field Study repeatedly, for a maximum of 6 credits. Field Study programs may require travel, room, and board fees.

Prerequisite: Permission of instructor required
1-6 credits

ANTH 499 Independent Study

As approved and to be arranged.

1-6 credits

Asian Studies

Participating Faculty: T. Cook (history), program director; B. Natrajan, G. Pope (anthropology); Z. Cong, H. Zhang (art and art history); S. Ferris, J. Lee, C. Lum (communication); G. Andreopoulos, T. Snyder (economics, finance, and global business); H. An, M. Yildiz (education); M. Budhos, R. Kaur, T. Liu, D. Perry (English); P. Liu, P. Thiuri (geography); J. Bone, Y. Dai, D. Lelyveld, J. Livingston, S. McDonough (history); K. Akitaya-Hincapie, S. Chen, H. Taya Cook, M. Jian, L. Jiang, A. Kumar, M. Mukherjee, H. Watanabe, K. Yoon (languages and cultures); A. Mir, R. Mir (marketing and management science); P. MacDonald (music); M. Friquegnon, B. Villhauer (philosophy); M. Chadda, S. Shalom (political science); K. Park, S. Ranjan, G. Wang (sociology); S. Kalaramadam (women's studies)

The Asian studies bachelor of arts (B.A.) degree program offers undergraduates the opportunity to learn about the arts, cultures, economies, geography, history, languages, politics, and societies of Asia. This comprehensive interdisciplinary program prepares students for careers in international organizations, business, trade, government, teaching, journalism, research, art, and communications. It provides an excellent foundation for graduate studies and prepares undergraduates for a world in which Asia will play an increasingly central role.

William Paterson's Asian studies program has impressive strengths in China, Japan, and South Asia. Housed in the College of Humanities and Social Sciences, the program builds on faculty expertise in programs and departments throughout the University. Among the Asian studies faculty are prominent scholars whose interests and research—from the origins of civilization to the present—cover most of Asia, from the Middle East, India and Pakistan, Central Asia and Siberia, to China, Japan, Korea, and Southeast Asia. A unique program, the Asian studies major offers specializations in three tracks: East Asia, South Asia, and Asian languages. The program also offers two minors: one multidisciplinary, the other a concentration in Asian languages.

Curriculum

MAJOR REQUIREMENTS 30 CREDITS

The Asian Studies major consists of 30 credits and three tracks. All majors must take 6 credits of required core, plus 24 additional credits depending on the track selected.

Required Core Courses (for all tracks).....6 Credits

ASN 201	Introduction to Asian Studies.....	3
ASN 480	Asian Studies Senior Seminar*.....	3

*Different cross-listed seminars are offered each semester, some specified in the tracks or courses below.

Prerequisite12 Credits

ASN 201	Introduction to Asian Studies.....	3
Plus 9 additional credits in the major		

East Asia Track

Prerequisite24 Credits

ASN 270	East Asian Civilization	3
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Language Electives.....6

Chinese, Japanese, or Korean language courses, 200-level or higher

Asian Studies Electives.....15

At least 9 credits of which are from the list below or additional language or literature courses [200-level or higher] in Chinese or Japanese.

An additional 6 credits may come from any Asian studies track or from the "Other Asian Studies Courses" listed below.

ASN 227/ PHIL 227	Eastern Philosophy and Religion.....	3
ASN 302/ JPAN 302	Japanese Literature and Film (in translation)	3
ASN 304/ ANTH 304	Prehistory of the Far East.....	3
ASN 331/ GEO 331	Geography of Asia	3
ASN 338/ COMM 338	Media in Asia.....	3
ASN 341/ COMM 34	Asian and American Cross-Cultural Communication.....	3
ASN 364/ HIST 364	Japanese History through Cinema	3
ASN 370/ HIST 370	Traditional China	3
ANTH 342	Ethnology of East Asia	3
ARTH 337	Art of India, China, and Japan	3
HIST 360	Traditional Japan	3
HIST 361	Modern Japan	3
HIST 365	The Pacific War	3
HIST 371	Modern China.....	3
HIST 375	Chinese Communist Revolution.....	3
HIST 460	Seminar in East Asian History	3
HIST 470	Women and Revolution in China	3
POL 336	Politics of Asia: India and China.....	3
SOC 391	Population and Development in Asia.....	3

South Asia Track**Prerequisites.....24 Credits**

ASN 280 Civilizations of South Asia 3

Language Electives..... 6

Hindi language courses, 200-level or higher

Asian Studies Electives..... 15

At least 9 credits of which are from the list below or additional language or literature courses [200-level or higher] in Hindi.

An additional 6 credits may come from any Asian studies track or from the "Other Asian Studies Courses" listed below.

ASN 227/ Eastern Philosophy and Religion..... 3
PHIL 227ASN 331/ Geography of Asia 3
GEO 331ASN 355/ Women and Gender in South Asia 3
WS 356ASN 359/ Women and Islam 3
WS 359ASN 378/ Mughal India 3
HIST 378ASN 380/ Indo-Tibetan Buddhism 3
PHIL 380ASN 394/ Modern India 3
HIST 394ASN 468/ Gandhi and Non-violence..... 3
HIST 468

ARTH 337 Art of India, China, and Japan 3

POL 336 Politics of Asia: India and China..... 3

SOC 391 Population and Development in Asia 3

Asian Languages Track**Prerequisites.....24 Credits**Students must select Chinese or Japanese. Four courses in the selected language (110-211) must be taken as **prerequisites** and do not count towards the 24 credits required in this track.Three advanced language courses
(CHIN or JPAN 221, 222, 233) 9Two advanced language tutorials
(CHIN or JPAN 310 and 311) 6

ASN 270 Civilizations of East Asia 3

Two courses from below 6

ASN 200/ Introduction to Chinese Culture 3
CHIN 200ASN 300/ Popular Culture and Modernity in South Asia 3
ANTH 300ASN 301/ Japanese Cultural Studies 3
JPAN 301ASN 302/ Japanese Literature and Film (in translation) 3
JPAN 302ASN 305/ Modern Chinese Literature (in translation) 3
CHN 301ASN 306/ Chinese Popular Culture..... 3
CHIN 302

ASN 325/ Women in Modern Japanese Literature 3

JPAN 325/
WS 326/
ENG 358ASN 327/ Introduction to Japanese Literature..... 3
JPAN 327ASN 328/ Japanese Literature from Early Modern to
JPAN 328 Post Modern..... 3ASN 364/ Japanese History through Cinema 3
HIST 364ASN 375/ Contemporary Chinese Cinema..... 3
CHIN 375

ARTH 337 Art of India, China, and Japan 3

ARTS 323 Chinese Ink Painting..... 3

ARTS 423 Advanced Chinese Ink Painting 3

CHIN 300 Introduction to Chinese Literature
in Translation 3CHIN 363 Methods of Teaching Chinese as a Second/
Foreign Language 3

CHIN 400 Seminar in Chinese Literature and Culture 3

JPAN 303 Japanese Society and Culture 3

JPAN 316 Daily Life in Japan 3

Other Asian Studies CoursesASN 338/ Media in Asia 3
COMM 338

ASN 340 Orientalism: Theories and Practices 3

ASN 341/ Asian and American Cross Cultural
COMM 341 Communication..... 3ASN 349/ Southeast Asia in World Politics 3
POL 349ASN 350/ Buddhist Philosophy 3
PHIL 350ASN 351/ Asian American Literature 3
ENG 351ASN 353/ Studies in Modern Indian Literature..... 3
ENG 353ASN 376/ Life Writing of Indigenous Women 3
WS 376

ECON 360 Economic Growth and Development..... 3

HIST 302 Origins of Civilization 3

HIST 358 Russia in Asia..... 3

HIST 366 The U.S. and the Pacific..... 3

HIST 368/ Women and War 3
WS 368PHIL 303 Asian and Western Comparative Ethics and
Political Philosophy 3PHIL 304 Asian and Western Comparative Metaphysics
and Epistemology 3**Teaching Certification**

Asian Studies majors who are interested in teaching certification must seek advisement in the College of Education for the appropriate certification sequence.

ASIAN STUDIES MINOR**REQUIREMENTS18 CREDITS**

All students minoring in Asian studies must take ASN 201 Introduction to Asian Studies and complete a total of 18 credits. Students may select either the multidisciplinary minor or the Asian language minor for their course of study.

1. Multidisciplinary Minor Requirements

- 3 credits for ASN 201 Introduction to Asian Studies
- 6 credits in Asian language, literature, or culture at the 200-level or higher
- 9 credits in Asian studies elective courses from at least two different disciplines selected from any of the courses listed below

2. Asian Language Minor Requirements

- 3 credits for ASN 201 Introduction to Asian Studies
- 6 credits of Intermediate Chinese, Japanese, or Hindi language courses (210 or 211 level)
- 9 credits of Advanced Chinese, Japanese, or Hindi courses (221, 222, and 223 level)

Courses

Unless otherwise noted, all courses are 3 credits.

ASN 200 Introduction to Chinese Culture

This course is a survey of the essential elements of Chinese culture from its earliest time to the present. It discusses topics such as Chinese philosophy, religion, writing system, literature, art, science, medicine, family, marriage and home, architecture, and gardens. (Cross-listed: CHIN 200)

ASN 201 Introduction to Asian Studies

This multi-disciplinary course introduces students to the geography, history, culture, society, economics, and politics of India, China, Japan, Korea, and Southeast Asia. The foundation for the Asian Studies program, the course is taken at the beginning of the course of study. This course is taught collectively by participating Asian Studies faculty members. (Portal to Asian studies major and minor)

ASN 227 Eastern Philosophy and Religion

A comparative study of the principal past and present Eastern religions and of religious feelings and experience. (Cross-listed: PHIL 227)
Prerequisite: PHIL 110

ASN 270 East Asian Civilization

This course is a survey of East Asian civilization from its formative age to the present. The course focuses on the cultural heritage of East Asia, including Confucianism, Buddhism, and Taoism, and the diverse paths taken by three East Asian societies, China, Japan, and Korea, in their efforts to build modern nations. Special attention is given to interaction between the three societies that gave rise to a strong cultural bond in East Asia. (Portal to East Asia Track)

ASN 280 Civilizations of South Asia

A thematic introduction to the continuities and variations in the cultural history of the Indian subcontinent that examines the concept of civilization, including ideas of the past, forms of authority and resistance, the interaction of religious traditions, the colonial encounter, and the rise of competing nationalisms. (Portal to South Asia Track)

ASN 300 Popular Culture and Modernity in South Asia: Anthropological Insights

This course is designed as an introduction to everyday life and popular culture in South Asia, a region that includes the nation-states of India, Pakistan, Sri Lanka, Nepal, Bangladesh Bhutan, and Maldives. The course examines key anthropological concepts and debates from South Asian material to inquire into the nature of modernity. Some of the themes that will be addressed include changing institutions of family and kinship, castes and communities, urban spaces and global cities, religions in practice, the media revolution and youth, and challenges to modernity emerging from the violence of development, gender/sexuality, caste, globalization, and communalism. (Cross-listed: ANTH 300)

ASN 301 Cultural Studies: Japan

This course examines contemporary Japanese culture and society. Drawing upon a contemporary cultural studies approach, it covers a variety of topics, such as Japanese family and social organizations, religion, basic cultural values, attitudes, and perceptions. Like many countries, Japan has been changing drastically in the past few decades. The course, therefore, invites students to look at the Japan of today from the basis of a general, traditional understanding of the country. (Cross-listed: JPAN 301)

ASN 302 Japanese Literature and Film in Translation

This course fosters an understanding of major works of Japanese literature and cinema, both traditional and contemporary. Drawing upon novels, drama, poetry, and film—ranging from classics like *Rashômon* to *animé*—it examines how these genres reflect Japanese ethics, aesthetics, and expression during the shift from a feudal social and political system less than two centuries ago to the industrial and technological superpower of today. We will ask what has changed, what has continued, and we will even try to understand why Japan's popular culture has become integral to the world today. (Cross-listed: JPAN 302)

ASN 303 Literature of India in Translation

A survey of the literature of South Asia, starting with selections from the Sanskrit epics and going on to romantic and devotional poetry and the rise of modern literary forms, with an emphasis on Hindi or another contemporary Indian language. The texts will be read in translation. (Cross-listed: HIND 301)

ASN 304 Prehistory of the Far East

The objective of this course is to provide a comprehensive introduction to the prehistory and paleoanthropology of the Far East (East and Southeast Asia, all inclusive). The course begins with a survey of the history of the theoretical and substantive discoveries which have influenced and/or continue to influence our understanding of the human evolution and behavior of the region. (Cross-listed: ANTH 304)

ASN 305 Modern Chinese Literature in Translation

This course introduces students to the literature of twentieth century China. It presents important historical and literary background, discusses literary trends and major authors, and analyzes major literary texts in different genres with emphasis on short stories. (Cross-listed: CHIN 301)

ASN 306 Chinese Popular Culture

This course examines the Chinese culture made and consumed by ordinary Chinese people, and analyzes how some of the critical Chinese ideological, political, social, and cultural factors are shaped in popular culture. We will discuss popular belief systems, popular religions and religious activities, domestic and communal rituals and customs, various forms of popular performance, folk literature, and material culture. We will also look at contemporary Chinese popular culture including arts, film, television, and music. These subjects will be studied through both written and visual documentation. (Taught in English.) (Cross-listed: CHIN 302)

ASN 316 Daily Life in Japan

This course is for study abroad in Japan. The classes are mainly conducted in Japan and are partially held on the William Paterson campus. The course develops students' understanding of contemporary Japanese culture through classroom and living experiences in Japan. Specific topics examined through lecture and field experience include community, religion, business, education, and arts. Course will include on-site visits to a Japanese home, a temple, a shrine, a company, a school, and performances, among others. (Cross-listed: JPAN 316)

ASN 321 Korean Culture and Communication

The course introduces Korean culture and culture-based Korean communication styles. Drawing upon the interdisciplinary work of cultural studies and pragmatics, it deals with selected topics in Korean culture, thoughts, and practices, and examines the intricacies of communication as cultural practices informed by social parameters. Greater emphasis will be devoted to contemporary societal patterns and developments in South Korea, but traditional society will be discussed in some depth. (No knowledge of Korean language or culture is presumed.) (Cross-listed: KORE 321)

ASN 325 Women in Modern Japanese Literature

This course introduces the portrayal of women, gender, and sexuality in contemporary Japanese literature. The course examines modern Japanese society and culture and the interplay between tradition and modernity through the prism of canonical and contemporary literature. Topics include notions of the self, national and gender identity, and the impact of Westernization, modernization, urbanization, industrialization, and globalization. All readings will be in English.

(Cross-listed: JPAN 325, WS 326, ENG 358)

ASN 331 The Geography of Asia

This course provides a sound understanding of the changing geography of Asia and the region's position within the global economy. Emphasis is placed on a geographical analysis of the region's physical features, natural resources, cultural patterns, population, politics, and economic development potential and problems.

(Cross-listed: GEO 331)

Prerequisites: GEO 150

ASN 338 Media in Asia

A case study approach to an in-depth analysis of theories and issues relating to media globalization, regionalization, localization, national development, and international relations in Asia. (Cross-listed: COMM 338)

ASN 340 Orientalisms: Theories and Practice

This course provides an introduction to the principal theories of Orientalism. It offers students the opportunity to examine how these theories translate into the literary practices of various Western (principally British, French, and U.S.) authors and poets of the nineteenth and twentieth centuries, as well as in contemporary popular culture.

ASN 341 Asian and American Cross-cultural Communication

A comparative and contrastive study of interpersonal communication in East Asia (i.e., China, Japan, and Korea) and the United States. The course familiarizes students with the foundations of cross-cultural pragmatics, and examines the differences and similarities in cognitive, verbal, and behavioral patterns among East Asians and between East Asians and Americans. (Cross-listed: COMM 341)

ASN 349 Southeast Asia in World Politics

Southeast Asia is a region of great diversity encompassing democracies and dictatorships; a city-state and a vast archipelago; rich states and poor; the world's most populous Muslim country, one of the largest Catholic nations and one of the newest nations (East Timor); and ancient civilizations. It is also a region of great economic and strategic importance: the scene of fast-growing states and of the United States' longest war. This course examines colonial legacies, nationalist and revolutionary movements, and big-power interests in order to understand the foreign policy of regional states and the role of external powers. (Cross-listed: POL 349)

ASN 350 Buddhist Philosophy

This course examines various philosophies within the Buddhist tradition, such as the atomists, the idealists, and the schools that claim that ultimate reality is beyond the scope of words. The role of meditation and morality in relation to these schools is also discussed. The course introduces students to Buddhist philosophy as it evolved in India, China, Korea, Japan, and Tibet. The course ends with an examination of contemporary Buddhism. (Cross-listed: PHIL 350)

Prerequisite: PHIL 110

ASN 351 Asian American Literature

A course introducing modern and contemporary Asian American literature, including oral histories, novels, poetry, and memoir. These works will be examined within their historical, social, and cultural contexts. Authors may include Kingston, Hwang, Mukherjee, Jen, Hagedorn, Yamanaka, Hongo, and Bulosan. (Cross-listed: ENG 351)

Prerequisite: ENG 150

ASN 353 Studies in Modern Indian Literature

An examination of the significant works of literature of India, from the colonial period to the present. Course may focus on modern or contemporary authors, including the Indian Diaspora, and will offer an opportunity to examine these works within their historical, social, and cultural contexts. Authors may include Ahmed Ali, Premchand, R. K. Narayan, Rabindranath Tagore, Salman Rushdie, Anita Desai, and Arundhati Roy. (Cross-listed: ENG 353)

Prerequisite: ENG 150 and ENG 200 or ASN 201

ASN 355 Women and Gender in South Asia

This course examines the history of women and gender in modern South Asia (India, Pakistan, Bangladesh, and Sri Lanka) during the nineteenth and twentieth centuries. We analyze the historical processes that transformed women's lives, and consider how women themselves negotiated or subverted these processes in their own interest. Major themes and topics include: the transformation of gender through colonialism and nationalism, the emergence of women's movements, women's labor and globalization, and gender in the South Asian Diaspora. (Cross-listed: WS 356, HIST 355)

Prerequisites: WS 110 or 150, or AACS 150

ASN 359 Women and Islam

This course examines women and gender in Islamic societies in the Middle East, North Africa, and Asia. Beginning with an overview of pre-modern history, the course focuses on the nineteenth and twentieth centuries. Topics include: women's roles in production and reproduction, gender ideologies and representations of Muslim women, and the development of feminist, nationalist, and Islamist movements. Throughout the course, we also interrogate our own categories of analysis. What makes a particular society 'Islamic' and is this the best way to define

our topic? How does our position in the U.S. shape our understanding of Muslim women? How do culture and politics come together to shape women's roles and rights? (Cross-listed: WS 359, HIST 359)

Prerequisites: WS 110 or 150, or AACS 150

ASN 364 Japanese History through Cinema

Japan has had one of the world's strongest and most creative cinema traditions, dating back to the invention of motion pictures. It has produced some of the greatest directors, actors, and themes in cinema history, and its influence in contemporary culture outside of Japan, especially through its anime off-shoots, are now standard fare world-wide. This course examines what Japanese cinema can teach us about the making of contemporary Japan. It will be dedicated to a special theme that engages the class in an historical quest to show how we can better understand the making of modern Japan through the history of its cinema. (Cross-listed: HIST 364)

Prerequisite: HIST 101

ASN 368 Women and War

This course will look at how war and the preparation for war have affected the lives, hopes, and images of women around the world. It will examine roles of women in war, military service, and militarism in societal development in world history primarily since the eighteenth century with these questions central: What roles have women played in war? Are women victims of conflict alone or are they active participants as well? And how has war helped shape female roles, gender stereotypes, and national mythologies? A broad comparative framework, exploring "Western" and "non-Western" societal experience and analytical approaches, will be adopted throughout.

Prerequisite: AACS 150 or AACS 155 or WS 110 or WS 150

ASN 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. (Cross-listed: HIST 370)

Prerequisite: HIST 101

ASN 375 Contemporary Chinese Cinema

This course examines Chinese cinema since the "Fifth Generation" of Chinese filmmakers in the mid-1980s. In contemporary China, cinema has become an important artistic form reflecting diverse social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new development in the era of globalization. Although focus is placed on the works from Mainland China, films from Taiwan and Hong Kong will also be discussed. (Taught in English.) (Cross-listed CHIN 375)

ASN 376 Life Writing of Indigenous Women

This course is designed to expose the students to the richness of the culture and literatures of women from indigenous communities, and the systematic oppression that they have been/are subject to due to race, caste, gender, and class. The communities will include Native American, Australian Aborigine, and Dalit women from India. The traditional and historical status of these women in relation to their social, economic and political status today will be discussed. These silenced voices of women will be presented and analyzed in the forms of individual stories, memoirs, songs, poetry, and fiction of the women from these three communities. Significant texts in translated literary forms and works will be used as primary resources. This course will involve reading literary works and dealing with them via lecture, class discussions, small group discussions, and writing about significant aspects of the literatures. (Cross-listed: WS 376 and ENG 376)

ASN 378 Mughal India

South Asia under Mughal dominance from c. 1500 to the late eighteenth century: the course will examine the social, cultural, economic and political history of early modern India as well as the significance of European expansion. (Cross-listed: HIST 378)

ASN 380 Indo-Tibetan Buddhism

An introduction to "generic" Buddhist philosophy as the basis for Tibetan Buddhist philosophy. Emphasis is placed on the four noble truths, the eightfold path, the four immeasurables, and the virtues. The Early Schools and the Mahayana and Vajrayana paths are explained, as well as the major philosophical positions in Buddhism. Students are introduced to major teachers in the Tibetan tradition as well as to modern Tibetan thinkers. (Cross-listed: PHIL 380)

Prerequisite: PHIL 110

ASN 394 Modern India

An introduction to the history of South Asia under British rule and the post-colonial nation states that arose by the second half of the twentieth century. (Cross-listed: HIST 394)

Prerequisite: HIST 101

ASN 468 Gandhi and Non-Violence

The course will study the life, career, and philosophy of Mahatma Gandhi in relation to the political and social development of modern India and in comparison to other anti-colonial resistance movements. The course will also consider different approaches to historical understanding and representation including biography, autobiography, psychohistory, and subaltern studies, as well as political and intellectual narrative and analysis. (Cross-listed: HIST 468)

ASN 480 Asian Studies Senior Seminar

This senior capstone course allows students to conduct in-depth research and writing on Asia. Seminar topics vary according to the discipline of the Asian Studies faculty member teaching the particular seminar. Students are required to read scholarly literature in the particular field covered in the seminar and to use their knowledge of Asia acquired in this course and in core and elective courses in order to produce a senior seminar paper. Students are required to present their research paper in class. Students are encouraged to present their findings in public venues, such as Asian Studies student-faculty colloquia or Asian Studies conferences. (Capstone for Asian Studies Major) (Cross-listed with other 400-level courses approved for Asian studies major)

Prerequisites: ASN 201 and either ASN 270 or 280

Asian-focused and Cross-listed University Courses**Anthropology**

- ANTH 300 Popular Culture and Modernity in South Asia (see ASN 300)
- ANTH 304 Prehistory of East Asia (see ASN 304)
- ANTH 342 The Ethnology of East Asia: China and Japan

Art

- ARTH 337 Art of India, China, and Japan
- ARTS 323 Chinese Ink Painting
- ARTS 423 Advanced Chinese Ink Painting

Communication

- COMM 338 Media in Asia (see ASN 338)
- COMM 341 Asian and American Cross-cultural Communication (see ASN 341)

Economics

- ECON 360 Economic Growth and Development

English

- ENG 351 Asian American Literature (see ASN 351)
- ENG 353 Studies in Modern Indian Literature (see ASN 353)
- ENG 358 Women in Modern Japanese Literature (see ASN 325)

Geography

- GEO 331 Geography of Asia (see ASN 331)

History

- HIST 302 Origins of Civilization
HIST 355 Women and Gender in Modern South Asia
(see ASN 355)
HIST 358 Russia in Asia
HIST 359 Women and Islam: History, Politics, Culture
(see ASN 359)
HIST 360 Traditional Japan
HIST 361 Modern Japan
HIST 364 Japanese History through Cinema (see ASN 364)
HIST 365 The Pacific War: Japan and the Second
World War in Asia
HIST 366 The U.S. and the Pacific
HIST 368 Women and War
HIST 370 Traditional China (see ASN 370)
HIST 371 Modern China
HIST 375 Chinese Communist Revolution
HIST 378 Mughal India (see ASN 378)
HIST 394 Modern India (see ASN 394)
HIST 460 Seminar in East Asian History
HIST 468 Gandhi and Non-Violence (see ASN 468)
HIST 470 Women and Revolution in China

Languages and Cultures**Chinese**

A full listing of courses in Chinese language may be found under the languages and cultures department in this catalogue.

- CHIN 200 Introduction to Chinese Culture (see ASN 200)
CHIN 221 Chinese Spoken Language
CHIN 222 Advanced Chinese Conversation and
Composition I
CHIN 223 Advanced Chinese Conversation and
Composition II
CHIN 300 Introduction to Chinese Literature
CHIN 301 Modern Chinese Literature in Translation
(see ASN 305)
CHIN 302 Chinese Popular Culture (see ASN 306)
CHIN 310 Advanced Tutorial I
CHIN 311 Advanced Tutorial
CHIN 363 Methods of Teaching Chinese as a Second/
Foreign Language
CHIN 375 Contemporary Chinese Cinema (see ASN 375)
CHIN 400 Seminar in Chinese Literature and Culture

Hindi

A full listing of course descriptions in Hindi language may be found under the languages and cultures department in this catalogue.

- HNDI 301 Literature of India in Translation (see ASN 303)
HNDI 307 Modern Indian Literature and Film in Translation
HNDI 221 Hindi Spoken Language
HNDI 222 Advanced Hindi Conversation and Composition I
HNDI 223 Advanced Hindi Conversation and Composition II
HNDI 310 Advanced Tutorial I
HNDI 311 Advanced Tutorial II

Japanese

A full listing of course descriptions in Japanese language may be found under the languages and cultures department in this catalogue.

- JPAN 221 Japanese Spoken Language
JPAN 222 Advanced Japanese Conversation and
Composition I
JPAN 223 Advanced Japanese Conversation and
Composition II
JPAN 301 Cultural Studies: Japan (see ASN 301)
JPAN 302 Japanese Literature and Film in Translation
(see ASN 302)
JPAN 303 Japanese Society and Culture
JPAN 310 Advanced Tutorial I
JPAN 311 Advanced Tutorial II
JPAN 316 Daily Life in Japan (see ASN 316)
JPAN 325 Women in Modern Japanese Literature (see
ASN 325)

Korean

A full listing of courses and descriptions in Korean language may be found under the Languages and Cultures Department in this catalogue.

- KORE 321 Korean Culture and Communication
(see ASN 321)

Philosophy

- PHIL 227 Eastern Philosophy and Religion (see ASN 227)
PHIL 303 Asian and Western Comparative Ethics and
Political Philosophy
PHIL 304 Asian and Western Comparative Metaphysics
and Epistemology
PHIL 350 Buddhist Philosophy (see ASN 350)
PHIL 380 Indo-Tibetan Buddhist Philosophy (see ASN 380)

Political Science

- POL 336 Politics of Asia: India and China
POL 349 Southeast Asia in World Politics (see ASN 349)

Sociology

- SOC 391 Population and Development in Asia

Women's Studies

- WS 326 Women in Modern Japanese Literature
(see ASN 325)
WS 356 Women and Gender in Modern South Asia
(see ASN 355)
WS 359 Women and Islam: History, Politics and Culture
(see ASN 359)
WS 368 Women and War
WS 376 Life Writing of Indigenous Women (see ASN 376)

Department of English

Professors: E. Burns, P. Cioffari, A. Deakins, B. Gooch, L. Hamalian (chair), S. Hahn, J. Hauser, C. Nekola, B. Parker, J. Parras, D. Perry, R. Rosen

Associate Professors: A. Barnes, P. Jackson, T. Liu, S. Newton, B. Suess, R. Wetzsteon

Assistant Professors: D. Borkowski, J. Broome, M. Budhos, J. Hartman, R. Kaur, I. Marshall, M. Martin, B. Ó Broin, R. Soto, C. Weaver, M. Witt

The English department offers a major program with a concentration in literature or in writing, and a concentration in literature or writing for teaching certification, leading to a bachelor of arts degree in English. Students in other programs also have the opportunity to minor in English. Students may choose from courses in English, American, European, and global 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 an art form and as practiced within cultural, historical, and theoretical contexts; (2) to heighten students' awareness of the diverse linguistic, literary, and cultural heritages included in a study of literature in English; (3) to develop students' critical reading, interpreting, and thinking skills; (4) to increase students' ability to write effectively in a variety of situations and for various audiences; and (5) to enrich students' lives and provide them with backgrounds for their careers and/or for advanced work at the graduate level.

Students majoring in English often choose careers in teaching, law, journalism, publishing, editing, public relations, advertising, or writing (film and TV scripts, plays, novels, stories, poems, or creative nonfiction). English majors who intend to pursue a graduate program in English are strongly encouraged to satisfy the intermediate reading level in a foreign language.

Honors Society

Sigma Tau Delta, the International Honors Society in English

Sigma Tau Delta, the International English Honor Society, founded in 1924, is a member of the Association of College Honor Societies. The society exists to confer distinction for high achievement in English language and literature, to promote interest in literature and the English language, and to foster the discipline of English in all its aspects, including creative and critical writing. Members receive a subscription to the newsletter and an opportunity to contribute to the award-winning literary publication, *The Rectangle*. To be eligible for membership, students must be majoring in English, must have completed eighteen hours of course work in the major, and must have a 3.0 GPA, both overall and in the major. For more information, please contact Dr. Linda Hamalian, chairperson, Department of English, at 973.720.3056

Curriculum

ENGLISH MAJOR: LITERATURE CONCENTRATION REQUIREMENTS36 CREDITS

Portal course.....3 Credits
ENG 200 Methods of Literary Analysis

Survey Courses12 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 Courses6 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
ENG 357	Becoming New York: Literature, History and Culture of New York, 1844-1898	3

After 1900

ENG 211	Modern Drama	3
ENG 214	Contemporary Drama	3
ENG 217	Images of Women in Modern Literature	3
ENG 317	Modern American Literature.....	3
ENG 318	Modern British Literature	3
ENG 319	Modern British and American Poetry	3
ENG 323	Twentieth-Century European Fiction.....	3
ENG 324	Modern Biography and Autobiography	3
ENG 326	Native American Literature.....	3
ENG 340	Contemporary Literature.....	3
ENG 341	The Beat Generation	3
ENG 342	Contemporary American Fiction	3
ENG 350	Ethnic American Literature	3
ENG 351	Asian American Literature	3
ENG 353	Studies in Modern Indian Literature.....	3
ENG 358	Women in Modern Japanese Literature	3
ENG 369	Imagining War: Intellectual and Cultural Response to Warfare	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 Course3 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

Electives6 Credits

Select two literature courses at or above the 200-level, or from the following literature and writing courses:

ENG 207	Effective Business Writing	3
ENG 208	The Bible and Literature	3
ENG 216	Science Fiction and Fantasy	3
ENG 221	The Mystery Story	3
ENG 228	Latino/a Literature in the United States.....	3
ENG 229	Films and Literature	3
ENG 231	Introduction to Creative Writing	3
ENG 300	Technical Writing.....	3
ENG 307	Latino Cultural Studies	3
ENG 325	Literature Across the Americas	3
ENG 330	Critical Writing I	3
ENG 336	Introduction to Adolescent Literature.....	3
ENG 337	Introduction to Children's Literature.....	3
ENG 352	African American Poetry	3
ENG 375	Life and Writings of Indigenous Women/Marginalized Women	3

Additional writing courses can be chosen, but they have ENG 231 or ENG 330 as pre-requisites.

**ENGLISH MAJOR: LITERATURE CONCENTRATION
REQUIREMENTS FOR TEACHING
CERTIFICATION.....36 CREDITS****Portal course.....3 Credits**

ENG 200	Methods of Literary Analysis	3
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Survey Courses9 Credits

Select three of the following courses, with 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
ENG 357	Becoming New York: Literature, History and Culture of New York, 1844-1898	3

The following courses may also satisfy the "Before 1900" requirement if they are not used to fulfill a Survey Course requirement.

ENG 301	English Literature through the Neoclassical Period	3
ENG 303	American Literature to 1865	3
ENG 305	Literature of Western Europe: To the Renaissance	3

After 1900

ENG 211	Modern Drama	3
ENG 214	Contemporary Drama	3
ENG 217	Images of Women in Modern Literature	3
ENG 317	Modern American Literature.....	3
ENG 318	Modern British Literature	3
ENG 319	Modern British and American Poetry	3
ENG 323	Twentieth-Century European Fiction.....	3
ENG 324	Modern Biography and Autobiography.....	3
ENG 326	Native American Literature.....	3
ENG 340	Contemporary Literature	3
ENG 341	The Beat Generation	3
ENG 342	Contemporary American Fiction	3

The following courses may also satisfy the period course requirement if they are not used to fulfill a Survey Course requirement.

ENG 302	English Literature: Romantic Through Modern	3
ENG 304	American Literature 1865-1914	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	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 Course3 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

Global/Non-Western/Minority Literature.....3 Credits

ENG 228	Latino/a Literature in the U.S.	3
ENG 307	Latino Cultural Studies	3
ENG 325	Literature Across the Americas	3
ENG 326	Native American Literature	3
ENG 350	Ethnic American Literature	3
ENG 351	Asian American Literature	3
ENG 352	African American Poetry	3
ENG 353	Studies in Modern Indian Literature	3
ENG 358	Women in Modern Japanese Literature	3
ENG 376	Life/Writings of Indigenous Women.....	3

Children's/Adolescent Literature.....3 Credits

ENG 336	Introduction to Adolescent Literature (for those seeking secondary education certification)	3
ENG 337	Introduction to Children's Literature (for those seeking elementary education certification)	3

English Electives3 Credits

Select one course at or above the 200-level

ENGLISH MAJOR: WRITING CONCENTRATION REQUIREMENTS.....36 CREDITS

Portal Course.....3 Credits

ENG 200	Methods of Literary Analysis.....	3
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Core Writing Courses6 Credits

ENG 231	Introduction to Creative Writing	3
ENG 330	Critical Writing.....	3

Linguistics Course3

Choose one:

ENG 401	Linguistics and Grammars	3
ENG 402	Development of the English Language.....	3
ENG 403	Grammar and Style.....	3

Survey Courses6 Credits

Choose two:

ENG 301	English Literature Through the Neoclassical Period	3
ENG 302	English Literature: Romantic Through Modern....	3
ENG 303	American Literature to 1865	3
ENG 304	American Literature 1865-1914	3
ENG 305	Literature of Western Europe: To the Renaissance	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3
ENG 317	Modern American Literature.....	3
ENG 318	Modern British Literature	3

Advanced Writing Courses.....9 Credits

Select three. Only one from communication and with permission from chairpersons of English and communication.

ENG 309	Book and Magazine Editing	3
ENG 300	Technical Writing.....	3
ENG 324	Modern Biography and Autobiography.....	3
ENG 332	Advanced Creative Writing.....	3
ENG 333	Critical Writing II	3

ENG 334	Creative Non-Fiction Writing.....	3
ENG 335	Writing Sudden Fiction	3
ENG 338	Fiction Writing.....	3
ENG 339	Poetry Writing Seminar.....	3
ENG 343	Writing Experimental Fiction	3
COMM 210	Media Writing.....	3
COMM 250	Journalism	3
COMM 324	Writing for Radio and Television.....	3
COMM 431	Screenwriting.....	3
COMM 451	Freelance Writing	3
COMM 456	Playwriting.....	3

Electives9 Credits

Select three English courses (writing or literature) at or above the 200-level

ENGLISH MAJOR: WRITING CONCENTRATION REQUIREMENTS FOR TEACHING CERTIFICATION.....36 CREDITS

Portal course.....3 Credits

ENG 200	Methods of Literary Analysis.....	3
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Core Writing Courses6 Credits

ENG 231	Introduction to Creative Writing	3
ENG 330	Critical Writing.....	3

Linguistics Course3

Choose one:

ENG 401	Linguistics and Grammars	3
ENG 402	Development of the English Language.....	3
ENG 403	Grammar and Style.....	3

Literature Survey Courses6 Credits

Choose two:

ENG 301	English Literature Through the Neoclassical Period	3
ENG 302	English Literature: Romantic Through Modern....	3
ENG 303	American Literature to 1865	3
ENG 304	American Literature 1865-1914	3
ENG 305	Literature of Western Europe: To the Renaissance	3
ENG 306	Literature of Western Europe: Renaissance Through Modern	3
ENG 317	Modern American Literature.....	3
ENG 318	Modern British Literature	3

Advanced Writing Courses.....9 Credits

Select three. Only one from communication and with permission from chairpersons of English and communication.

ENG 300	Technical Writing.....	3
ENG 309	Book and Magazine Editing	3
ENG 324	Modern Biography and Autobiography.....	3
ENG 332	Advanced Creative Writing.....	3
ENG 333	Critical Writing II	3
ENG 334	Creative Non-Fiction Writing.....	3
ENG 335	Writing Sudden Fiction	3
ENG 338	Fiction Writing.....	3
ENG 339	Poetry Writing Seminar.....	3
ENG 343	Writing Experimental Fiction	3
COMM 210	Media Writing.....	3
COMM 250	Journalism	3

COMM 324	Writing for Radio and Television.....	3
COMM 431	Screenwriting.....	3
COMM 451	Freelance Writing.....	3
COMM 456	Playwriting.....	3

Global/Non-Western/Minority Literature.....9 Credits

ENG 228	Latino/a Literature in the U.S.	3
ENG 307	Latino Cultural Studies	3
ENG 325	Literature Across the Americas	3
ENG 326	Native American Literature	3
ENG 350	Ethnic American Literature	3
ENG 351	Asian American Literature	3
ENG 352	African-American Poetry	3
ENG 353	Studies in Modern Indian Literature	3
ENG 358	Women in Modern Japanese Literature	3
ENG 376	Life/Writings of Indigenous Women.....	3

Children's/Adolescent Literature.....3 Credits

ENG 336	Introduction to Adolescent Literature (for those seeking secondary education certification)	3
ENG 337	Introduction to Children's Literature (for those seeking elementary education certification)	3

Electives 3 Credits
Select one course 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 Western European offerings: 301, 302, 303, 304, 305, 306, 317, or 318.....		9
One period course		
or		
One course in writing.....		3
One elective		3

Writing Concentration

ENG 200	Methods of Literary Analysis.....	3
Three Writing courses.....		9
One Survey course.....		3
One elective		3

Note: With the chairperson's permission, 6 credits of other English courses may be substituted for two of the required courses in the minor.

Courses

Unless otherwise noted, all courses are 3 credits.

ENG 108 Basic Writing

Emphasizes fluency and coherence in written expression. Students write and revise short, whole pieces to prepare for the more advanced writing required in English 110.

Note: Credits for this basic skills course are not applicable toward degree requirements.

Prerequisite: Basic Skills Test

ENG 110 Writing Effective Prose

A workshop course in which students develop pieces of writing, taking them through various stages of planning and revision. Students share their writing with the instructor and their peers, get feedback on drafts, and consider this feedback as they progress through the writing process. This course develops student's writing competency on the college level.

Prerequisite: Basic Skills Test

ENG 150 Introduction to Literature

Develops the student's appreciation and enjoyment of selected works in fiction, drama, and poetry. Works selected represent different historical periods and cultures. Substantial writing is required.

Prerequisite: Successful completion of ENG 110.

ENG 200 Methods of Literary Analysis

An in-depth study of selected short stories, poems, plays, and/or novels, with focus on practice in using precise literary terms and analytical and evaluative techniques in the context of various critical frameworks. Portal course required in both literature and writing concentrations.

Prerequisite: ENG 150

ENG 203 Structure of Standard American English

An introduction to the structure of standard American English, emphasizing both grammatical knowledge and intensive practice in manipulation of grammatical structures for clarity, emphasis, and grace.

Prerequisite: ENG 110

ENG 207 Effective Business Writing

Develops skills in writing various forms of business correspondence, including reports, letters, data sheets, and abstracts.

Prerequisite: ENG 110

ENG 208 The Bible and Literature

Examines the Bible as literature and its influence on other works. Authors may include Dante, Shakespeare, Hawthorne, Melville, Dickinson, Twain, Levertov, and others.

Prerequisite: ENG 150

ENG 211 Modern Drama

Introduces modern drama and performance through a study of representative works of modern European and American drama, emphasizing the nineteenth-century roots in Ibsen, Strindberg, and Shaw; twentieth-century masters like Pirandello, O'Neill, and Miller; contemporary playwrights like Stoppard, Kushner, and Sondheim; and theorists like Artaud and Brecht.

Prerequisite: ENG 150

ENG 214 Contemporary Drama

Studies the mid-century roots of contemporary drama in playwrights like Beckett and Albee, and of recent realistic, experimental, and musical theater. Playwrights may include Stoppard, Mamet, Fierstein, Fornes, Sondheim, Shaffer, Wasserstein, Hwang, Kushner, Soyinka, Churchill, Shepard, Valdez, and Wilson.

Prerequisite: ENG 150

ENG 216 Science Fiction and Fantasy

Studies classical and recent science fiction, fantasy for adults and children, and utopian and anti-utopian fiction. Short stories, novels, and films are the basis of class discussions. The course explores genre conventions as well as the historical significance of the texts. Authors may include Asimov, Bradbury, Clarke, Heinlein, LeGuin, Lewis, Tolkien, Vonnegut, and Wells.

Prerequisite: ENG 150

ENG 217 Images of Women in Modern Literature

Studies the various images of women in modern literature written mostly by women. The course examines the various roles women have played in literature and the ways in which race, class, sexual orientation, and ethnicity shape the works. Selected writers may include Tillie Olsen, Maxine Hong Kingston, Amy Tan, Sandra Cisneros, Toni Morrison, Margaret Atwood, Louise Erdrich, Jeanette Winterson, and Barbara Kingsolver.

Prerequisite: ENG 150

ENG 219 Nineteenth-Century Women's Voices

Studies various writers of the nineteenth century whose work challenges traditional assumptions about women's roles. Attention will be paid to the political and cultural contexts of the works. Writers may include Mary Shelley, Harriet Jacobs, Harriet Beecher Stowe, Charlotte Brontë, Louisa May Alcott, Mary E. Wilkins Freeman, Sarah Orne Jewett, and Kate Chopin.

Prerequisite: ENG 150

ENG 221 The Mystery Story

An historical, philosophical, cultural, and literary study of the mystery story through an examination of such fictional works as the detective story, the suspense novel, the story of strange or frightening adventure, the tale of espionage, the tale of crime, and the Gothic novel—with an emphasis on detection.

Prerequisite: ENG 150

ENG 228 Latino/a Literature in the United States

An introduction to the various cultural expressions that have emerged from Mexicans, Cubans, Dominicans, Puerto Ricans, dual identity American/Latinos, and recent Latin American migrations into and within the United States, this course promotes awareness, knowledge, and appreciation of the development of Latino/a literature. Authors include but are not limited to: Cristina Garcia, José Martí, Richard Rodriguez, Cherrie Moraga, John Rechy, and Gloria Anzaldúa.

Prerequisite: ENG 150

ENG 229 Films and Literature

The study of selected stories, plays, and novels, and their film adaptations. An examination of the challenges of adapting fiction to film. Works to be studied may include *Romeo and Juliet*, *A Room with a View*, *It Happened One Night*, *Rear Window*, *Rashomon*, and *Blow-up*. In addition, race and gender issues are considered in works such as *The Joy That Kills* and *Almos' a Man*.

Prerequisite: ENG 150

ENG 231 Introduction to Creative Writing

A workshop leading to the development of writing skills in poetry and fiction; may also cover such genres as drama, screenwriting, and creative non-fiction. Through readings and discussions on topics such as style, theme, and voice, students are encouraged to develop imaginative power and originality in creative writing.

Prerequisite: ENG 150

ENG 300 Technical Writing

Intensive work on the elements of successful technical writing through such forms as the expanded definition, instructions, the informative abstract, and the long technical report.

Prerequisite: ENG 110

ENG 301 English Literature through the Neoclassical Period

Introduces selected representative works of British literature, from the Old English Period through the Eighteenth Century, with attention to the formal elements of the texts and the genres in which the authors wrote. Special emphasis will be placed on the socio-cultural contexts of the works. Selected writers/texts may include *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer, Margery Kemp, Spenser, Shakespeare, Donne, Dryden, Swift, and Pope.

Prerequisite: ENG 150

ENG 302 English Literature: Romantic through Modern

Critically studies selected prose, poetry, and drama from the early nineteenth century to the present in its social, intellectual, and national contexts. Included are such major authors as Wordsworth, Byron, Tennyson, the Brownings, Emily Brontë, Christina Rossetti, Wilde, Joyce, Yeats, Woolf, Achebe, Caryl Churchill, and others.

Prerequisite: ENG 150

ENG 303 American Literature to 1865

Critically studies American authors from the Colonial period through the American Renaissance with attention to their social and intellectual background. Authors may include Columbus, Bradford, Rowlandson, Bradstreet, Wheatley, Occom, Cooper, Stowe, Poe, Hawthorne, Melville, Emerson, Thoreau, and Fuller.

Prerequisite: ENG 150

ENG 304 American Literature 1865-1914

Critical study of American authors from the Civil War to World War I, with attention to their social and intellectual backgrounds. Readings may include Whitman, Dickinson, Twain, Chopin, James, Wharton, and Crane. Prerequisite: ENG 150

ENG 305 Literature of Western Europe: to the Renaissance

Surveys the Western canon drawn from two thousand years of continental European literature, beginning with Greek and Roman writers like Homer, Sappho, Sophocles, Plato and Virgil; continuing through the Judeo-Christian Bibles, St. Augustine, and Dante; and concluding with Renaissance figures like Petrarch, Machiavelli, and Cervantes. Prerequisite: ENG 150

ENG 306 Literature of Western Europe: Renaissance through Modern

Surveys the Western canon drawn from continental European literature of the last 300 years, beginning with neoclassical writers like Moliere, Racine, Marie de LaFayette, and Voltaire; continuing with romantic, realistic, naturalistic, and symbolist writers like Rousseau, Goethe, Hugo, Pushkin, Flaubert, Dostoevsky, Baudelaire, Tolstoy, and Ibsen; and concluding with modernist writers like Pirandello, Proust, Mann, Rilke, Kafka, Lorca, and Camus. Prerequisite: ENG 150

ENG 307 Latin Cultural Studies

This course offers a comparative, analytical, and critical perspective on the popular culture of the Latino population in the United States. It examines the interplay of history, belief systems, cultural assumptions, traditions, and worldviews as expressed in the literature, film, music, television, and cultural artifacts produced by and for the twenty-two million Latinos currently living in this country. Prerequisite: ENG 150

ENG 309 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 150

ENG 310 Elizabethan and Jacobean Drama

A critical reading of Shakespeare's forerunners and contemporaries in drama: Kyd, Marlowe, Jonson, Webster, and others. Prerequisite: ENG 200

ENG 311 Literature of the English Renaissance

Selected English prose and poetry of the sixteenth century. Special attention is given to the early English humanist theories of education, eloquence, and language and their literary influence, and important developments in English poetry. The focus is on figures such as Thomas More, Philip Sidney, and Edmund Spenser. Prerequisite: ENG 200

ENG 312 Donne, Jonson and Their Contemporaries

A study of several representative works of the first sixty years of the seventeenth century in Britain, with particular emphasis on John Donne and Ben Jonson. Attention is paid to the various literary forms and genres of the seventeenth century, the cultural and intellectual context in which the authors were writing, and the authors' influences on one another. In addition to Donne and Jonson, selected authors may include Webster, Wroth, Bacon, Hobbes, Herbert, Marvell, Herrick, Philips, and Milton. Prerequisite: ENG 200

ENG 313 The Age of Dryden, Pope, and Swift (1660-1750)

Studies selected works of British Literature, from 1660 to 1750, with particular emphasis on John Dryden, Alexander Pope, and Jonathan Swift. Special attention is paid to the intellectual and cultural context in which the authors were writing. Selected authors may also include Bunyan, Behn, Defoe, Addison and Steele, Montague, and Gay. Prerequisite: ENG 200

ENG 314 The Age of Johnson (1750-1798)

The course focuses on the decline of Augustanism and the rise of Romanticism (1750-98). Students read imaginative, critical, and political works by writers such as Johnson, Boswell, Goldsmith, Radcliffe, Burke, Burney, Inchwald, Sterne, Burns, and Wollstonecraft. The class examines issues such as sentimentalism, manners, revolution, and the emergence of the novel. Prerequisite: ENG 200

ENG 315 Romantic Movement in England

Critically studies Romantic poetry and prose within the contexts of literary and cultural history. The course addresses the works' thematic content and form as well as issues such as gender, class, nation, ethnicity, religion, and education. Authors may include Blake, Wollstonecraft, Baillie, Burns, Wordsworth (William and Dorothy), Coleridge, Scott, Byron, Shelley (Percy and Mary), Hemans, Keats, and the Brontës. Prerequisite: ENG 200

ENG 316 Literature and Culture of the Victorians

This course examines the poetry, fiction, nonfictional prose, and drama of the Victorians in their social context. Readings may include such poets as Tennyson, the Brownings, and Arnold; novelists such as Eliot, Stoker, Dickens, and Hardy; nonfictional writers such as Carlyle, Mill, and Pater; and playwrights including Shaw and Wilde.

Prerequisite: ENG 200

ENG 317 Modern American Literature

Introduces major movements like modernism, social protest, regionalism, and confessional writing that shaped American fiction, poetry, and drama in the period from the end of World War I to the end of the Vietnam War. Writers may include Frost, Eliot, Hughes, Millay, Ginsberg, and Plath; Glaspell, O'Neill, Hellman, and Albee; Cather, Fitzgerald, Parker, Hemingway, Faulkner, Hurston, Steinbeck, O'Connor, Kerouac, and Barthelme.

Prerequisite: ENG 150

ENG 318 Modern British Literature

Introduces the major developments in modern British literature, emphasizing the development of modernism in Joyce, Eliot, and Woolf; drama from Shaw through Beckett to Osborne and Stoppard; the poetry of Yeats and Auden, Thomas and Larkin; the fiction of Lawrence, Greene, Orwell, and Lessing; and the impact of the literatures of the Empire in Ireland, Africa, the Caribbean, and India/Pakistan.

Prerequisite: ENG 150

ENG 319 Modern British and American Poetry.

Study of Selected British and American poets of the twentieth century such as W.B. Yeats, Robert Frost, Ezra Pound, H.D., T.S. Eliot, D.H. Lawrence, William Carlos Williams, Edna St. Vincent Millay, W.H. Auden, Stevie Smith, Philip Larkin, Elizabeth Bishop, Langston Hughes, Allen Ginsberg, Audre Lorde, Adrienne Rich, and Seamus Heaney. Literary movements and social conflicts that distinguish the period are discussed.

Prerequisite: ENG 200

ENG 320 The English Novel: Defoe to Austen

Critically studies the origins of the English novel in the eighteenth century, with attention to the ways it emerged out of contemporary genres such as travel narrative, letters, memoirs, scandal chronicles, and journalism. Authors may include Behn, Defoe, Richardson, Walpole, Fielding, Sterne, Burney, Radcliffe, Edgeworth, and Austen.

Prerequisite: ENG 200

ENG 321 The English Novel: Dickens to Hardy

Critically studies novels of the Victorian period and their contexts — social, scientific, political, religious, domestic, economic, historical, and literary. Selected authors may include Dickens; Eliot, Thackeray, Trollope, the Brontës, and Hardy.

Prerequisite: ENG 200

ENG 322 The Nineteenth-Century European Novel

Studies major continental European novels against the social, political, and intellectual milieu of nineteenth-century Europe. Within the framework of the romantic, realistic, and the naturalistic literary movements, novelists may include Lermontov, Manzoni, Balzac; Turgenev, Sand, Stendhal, Hugo, Flaubert, Tolstoy, Dostoyevsky, and Zola.

Prerequisite: ENG 200

ENG 323 Twentieth-Century European Fiction

Studies major continental European fiction against the social, political, and intellectual milieu of twentieth-century Europe. Within the framework of the modernist and postmodernist literary movements, authors may include Gide, Colette, Proust, Dinesen, Rilke, Malraux, Camus, Robbe-Grillet, Sarraute, Duras, Celine; Nin, Bernanos, Unamuno, Mann, Remarque, Kafka, Boll, Aichinger, Broch, Grass, Kunera, Calvino, Svevo, Moravia, Silone, Nabokov, Solzhenitsyn, and Babel.

Prerequisite: ENG 200

ENG 324 Modern Biography and Autobiography

Includes modern autobiographies and biographies of writers, artists, musicians, and figures from history and popular culture. A study of how autobiography and biography function as art forms and reflect the political and cultural contexts of their times. An exploration of the process of writing autobiography and biography.

Prerequisite: ENG 150

ENG 325 Literature Across the Americas

Focuses on fiction, poetry, and drama produced in North, Central, and South Americas, offering comparative readings of selected texts. Writers may include Munro, Atwood, Hurston, Faulkner, Hemingway, Borges, García Marquez, Clarice Lispector, Graciliano Ramos, and Jorge Amado.

Prerequisite: ENG 150

ENG 326 Native American Literature

A study of the work of contemporary Native American writers including Louise Erdrich, Leslie Marmon Silko, N. Scott Momaday, and Sherman Alexi. The course focuses on novels but may include poetry, short fiction, and some works that defy classification. Themes such as orality, myth, community, storytelling, and genre boundaries will be examined.

Prerequisite: ENG 150

ENG 330 Critical Writing I

This course in nonfiction writing covers a variety of forms and genres, such as the academic paper, the book or film review, the personal essay, and the editorial. Students produce frequent expository and/or analytical writings on selected cultural topics. While learning to edit their own as well as others' work, students develop skills in writing-as-process, grammar and style, argument, persuasion, and research.

Prerequisite: ENG 150

ENG 332 Advanced Creative Writing

Designed for students who have successfully completed one semester of creative writing and want additional specialized instruction in a variety of genres.

Prerequisite: ENG 231

ENG 333 Critical Writing II

This writing-intensive course covers advanced nonfiction writing techniques for a variety of purposes and audiences. In writing essays or analyzing literature, mass media, or other cultural texts, students practice various critical approaches and persuasion strategies. The course may also treat advanced topics in manuscript conventions, style and voice, research methods, logical argument, and rhetoric.

Prerequisite: ENG 330

ENG 334 Creative Non-fiction Writing

This advanced writing seminar covers various forms of creative non-fiction prose, treating such genres as the personal essay, memoir, literary journalism, the nature piece, and the travel essay.

Prerequisite: ENG 330 or ENG 231

ENG 335 Writing Sudden Fiction

This advanced writing class focuses on the composition of brief works of fictional prose known variously as sudden fiction, short-short fiction, micro fiction, and flash fiction. Through reading and writing assignments, the course explores the full range of this thriving genre—touching on the prose poem, the anecdote, the epistle, the fable, the parable and other related forms along the way. Throughout the semester, students share their writings and critique the work of their peers in a workshop format. Readings include short literary texts by Baudelaire, Kawabata, Cisneros, Edson, Kincaid, Lydia Davis, Alessandro Baricco and others.

Prerequisite: ENG 231

ENG 336 Introduction to Adolescent Literature

A study of classical and contemporary coming-of-age narratives written by, for, and about adolescents. The course may include works by writers such as Twain, Frank, Salinger, and Kincaid.

Prerequisite: ENG 150

ENG 337 Introduction to Children's Literature

A study of genres including fairytales, historical fiction, fantasy, and science fiction in a variety of classical and contemporary works. The course may include works by writers such as Carroll, White, Barrie, Rowling, and Taylor.

Prerequisite: ENG 150

ENG 338 Fiction Writing

A writing workshop with an emphasis on crafting stories or longer fictional works. The elements of fiction – character, dialogue, narrative voice, description, point of view, plot, structure – will be discussed and analyzed in the work of professional story-writers.

Prerequisite: ENG 231

ENG 339 Poetry Writing Seminar

An advanced workshop for students committed to further work in poetry, with emphasis on exposure to a variety of poetic methods and forms and the development of each writer's individual voice and style. Students work on individual projects as well as meet as a group to discuss craft, collaborate in editing workshops, and gain background in the history of poetry.

Prerequisite: ENG 231

ENG 340 Contemporary Literature

An introduction to both traditional and experimental fiction, poetry, and drama drawn from all cultures from approximately 1960 to the present. Novelists may include Marquez, Morrison, Kundera, Kureishi, Carver, Oates, and Cisneros; poets may include Rich, Ashbery, Walcott, Heaney, Amichai, Lorde, Milosz, and Szymborska; and playwrights may include Albee, Stoppard, Mamet, Kushner, Wasserstein, and Fugard.

Prerequisite: ENG 150

ENG 341 The Beat Generation

An exploration of the poetry, fiction, and memoirs of the Beat Generation. Authors may include Jack Kerouac, William S. Burroughs, Allen Ginsberg, Paul Bowles, Diane de Prima, and Helen Adam. The course also assesses the legacy of the Beat Generation.

Prerequisite: ENG 150

ENG 342 Contemporary American Fiction

A survey of American fiction since 1968, this course explores selected works of important short story writers and novelists in their aesthetic, historical, and cultural contexts. Authors may include Donald Barthelme, Raymond Carver, T.C. Boyle, George Saunders, Sandra Cisneros, Bharati Mukherjee, E.L. Doctorow, Don DeLillo, Toni Morrison, and Barbara Kingsolver. The course familiarizes students with the conventions of the short story and novel genres, as well as investigates how post-modern sensibilities, consumer/mass culture, and multi-ethnic and global issues impinge on current American literary practices.

Prerequisite: ENG 150

ENG 343 Writing Experimental Fiction

This advanced writing class focuses on the creation of experimental fiction, with attention to its twentieth-century, literary history. Students practice techniques of surrealism, metafiction, pastiche, cut-ups, and other non-realistic, non-traditional and postmodern methods of producing fiction. In a workshop format, students share their writings and critique the work of peers throughout the semester. Readings include innovative fiction by the likes of John Barth, Donald Barthelme, Angela Carter, Robert Coover, Jamaica Kincaid, Rick Moody, Haruki Murakami and others.

Prerequisite: ENG 231

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 351 Asian American Literature

A literature course introducing modern and contemporary Asian American literature, including oral histories, novels, poetry, and memoir. These works will be examined within their historical, social, and cultural contexts. Authors may include Kingston, Hwang, Mukherjee, Jen, Hagedorn, Yamanaka, Hongo, Bulosan.

Prerequisite: ENG 150

ENG 352 African American Poetry

African American Poetry. Critically studies African American poetry, including vernacular forms. Identifies formal elements of poetry while attending to the political and historical contexts of the writing. Authors may include Wheatley, Horton, Hammon, F.E.W. Harper, DuBois, J.W. Johnson, Dunbar, Hughes, McKay, Toomer, Spencer, G.D. Johnson, Brooks, Jones, M. Harper, Hayden, Jordan, Reed, Giovanni, Sanchez, Clifton, Mullen, Alexander, and Komunyakaa. Vernacular forms studied may include spirituals, work songs, sermons, the blues, gospel, jazz, and hip hop.

Prerequisite: ENG 200

ENG 353 Studies in Modern Indian Literature

An examination of significant works of the literature of India, from the colonial period to the present, which may include novels, poetry, memoirs, and travelogues. The course focuses on modern and contemporary authors and offers an opportunity to examine works in their historical, social, and cultural contexts. Authors may include Rudyard Kipling, R.K. Nayan, Rabindranath Tagore, Salman Rushdie, Anita Desai, and Arundhati Roy.

Prerequisite: ENG 200, or ASN 201 and ENG 150

ENG 357 Becoming New York: Literature, History, Culture, 1844-1898

A multi-disciplinary approach to the literature, history, and culture of New York that includes subjects such as immigration, the Civil War and the draft riots; the intrigue of New York as celebrated by Melville, Poe, Whitman, James, and Howell; the impact of building public transportation and public space such as Central Park and the Brooklyn Bridge; tenement housing and reform movements; and the unification of the five boroughs. Also included are films such as *The Gangs of New York* and *Washington Square*.

Prerequisite: ENG 150

ENG 358 Women in Modern Japanese Literature

This course introduces students to the treatment of women, gender and sexuality in twentieth-century Japanese literature (in English translation). The course examines modern Japanese society and culture and the interplay between tradition and modernity through the prism of canonical and contemporary works. Topics include notions of the self, national and gender identity, and the impact of Westernization, modernization, urbanization, industrialization, and globalization.

Prerequisite: ENG 150

ENG 369 Imagining War: Intellectual and Cultural Responses to Warfare

Taught in conjunction with the History Department, this course studies World War I as imagined and remembered through primary sources, memoir, poetry, fiction, film, media, and the visual arts. Works may include Pat Barker's *Regeneration*, the war poetry of Sassoon, Owen and others, the films *All's Quiet on the Western Front* and *Oh, What a Lovely War*, fiction and autobiographical writing by several women including Virginia Woolf and Vera Britain, and studies such as Paul Fussell's *The Great War and Modern Memory*.

Prerequisite: ENG 150

ENG 375 Life and Writings of Indigenous Women/Marginalized Women

This course studies the richness of the culture and literatures of women from indigenous communities, and the systemic oppression that they have been/are subject to due to race, caste, gender and class. The communities will include Native American, Australian Aborigine, and Dalit women from India. The traditional and historical status of these women in relation to their social, economic, and political status today will be studied in individual stories, memoirs, songs, poetry and fiction. Significant texts in translated literary forms and works will be used as primary resources.

Prerequisite: ENG 110

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

Prerequisite: ENG 200

ENG 412 Shakespeare: Tragedies and Romances

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

Prerequisite: ENG 200

ENG 413 Milton

An intensive study of the selected works of John Milton, with emphasis on *Paradise Lost*. Particular attention will be paid to the social, religious, political, and intellectual climate in which he wrote. Course may also include some of Milton's shorter works, such as *Lycidas*, *Areopagitica*, selected sonnets, and *Samson Agonistes*.

Prerequisite: ENG 200

ENG 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 Geography and Urban Studies

Associate Professors: T. Owusu (chair), P. Liu, M. Nyamwange, P. Thiuri

B.A. in Geography

The bachelor of arts degree (B.A.) in geography provides a sound liberal arts education, as well as a solid preparation as a professional geographer in diverse fields of employment. The geographer is primarily concerned with interpreting and explaining the occurrence, distribution, and patterns of interrelationships that can be discerned in the physical, economic, political, and cultural landscapes. Geography analyzes phenomena according to the attributes of location, extent, and density. The constantly changing physical and human landscapes on the Earth's surface, and their global threshold, challenge the geographer to provide continuing interpretations of all parts of the world from a spatial point of view.

For students pursuing a terminal bachelor's degree or teaching certification, a geography major provides both the regional and global perspective required of responsible citizens. For the same reasons, geography is especially valuable for those entering graduate work in business administration, marketing, regional and urban planning, development, law, or medicine. Top-level professional positions are growing in the fields of planning geographic information systems, cartography, remote sensing, land use, and computer mapping. These fields, as well as college teaching, require advanced degrees.

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.

The courses below 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. Majors planning to teach in secondary schools should meet certification requirements in social studies. All majors are assigned a faculty advisor.

Honor Society

Gamma Theta Upsilon, the International Honors Society in Geography

Gamma Theta Upsilon (GTU), the International Honor Society in Geography, was founded in 1928 and became a national organization in 1931. Membership requires that a student must have completed a minimum of three geography courses, must have a minimum of a 3.0 GPA overall and in geography courses, and shall have completed at least three semesters of college coursework. For more information, please contact Dr. Monica Nyamwange, Department of Geography and Urban Studies, at 973.720.2438.

Curriculum

MAJOR REQUIREMENTS 34 CREDITS

Introductory Geography 7 Credits

GEO 150	World Regional Geography	3
GEO 160	Physical Geography	4

Regional Geography 6 Credits

GEO 338	Geography of the United States and Canada	3
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In addition, choose one from:

GEO 331	Geography of Asia	3
GEO 332	Geography of Middle East	3
GEO 333	Geography of Europe	3
GEO 334	Geography of Africa	3
GEO 335	Geography of Latin America	3
GEO 336	Geography of the CIS	3
GEO 339	Geography of New Jersey	3

Geography Electives 6 Credits

In addition, choose one from:

GEO 210	Human Geography	3
GEO 220	Environment and Humans	3
GEO 230	Population and Settlement	3
GEO 320	Cultural Geography	3

In addition, choose one from:

GEO 300	Geopolitics	3
GEO 310	Trade and Transportation	3
GEO 321	Economic Geography	3
GEO 341	Geography of North American Cities	3
GEO 360	Geography of Hunger and Food Supply	3
GEO 406	Climatology	3
GEO 412	Geography of Health & Disease	3
GEO 441	Urban Planning Issues in America	3
GEO 465	Biogeography	3
GEO 499	Independent Study	3

Techniques.....6 Credits

In addition, choose two from:

GEO 401	Cartography.....	3
GEO 402	Research 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

MINOR REQUIREMENTS..... 18-19 CREDITS

GEO 150	World Regional Geography.....	3
GEO 160	Physical Geography.....	4

Plus 11-12 credits in geography approved by faculty advisor.

Certification Requirements

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

Courses

Unless otherwise noted, all courses are 3 credits.

GEO 150 World Regional Geography

A survey of the physical and human geographic patterns, providing a comprehensive background discussion of individual regions of the globe. Each region is analyzed in terms of its environmental base and resource distribution, population growth characteristics, culture, agricultural systems and rural development, industrialization and urbanization and political trends.

GEO 160 Introduction to Physical Geography

An introductory course using a process-distribution approach to explain weather systems, climates of the world, biogeography, soils, and landforms. An accompanying lab introduces topographic map reading, weather, and climate analysis geomorphology.
4 credits

GEO 210 Human Geography

The course explores the basic principles of human geography. Major topics to be covered include population, language, economics, urbanization, industrialization, globalization and the environment.

GEO 220 Environment and Humans

This course offers an examination of man's impact on the environment with particular emphasis on the processes of ecological change and the effects on the environment. Emphasis is placed on twentieth and twenty-first century changes and contemporary public issues.

GEO 230 Population Settlement Geography

A geographic interpretation of the world's population size, distribution, composition and dynamics. Special emphasis is placed on the relationships between population and geographic, economic, resource, social and policy issues.

GEO 300 Geopolitics

This course will provide students with and understanding of the relationship between politics and physical and human geography through the use of geographical techniques and insights developed in the field of politics. The influence of such factors as location, size, form, natural resources and population on the political development of nations and their roles in world politics will be examined.

GEO 310 Trade and Transportation

A study of the theory of international commodities trade; commercial policies and agreements among world's trading nations. The course also examines the role of transportation in determining movement and marketing of goods and international trade patterns, and payments.

GEO 320 Cultural Geography

A study of present day cultures and their physical environment, with emphasis on the spatial analysis of population distribution, religions, economic development, technology levels, organization of urban and rural societies, and the varying impacts of cultures on environments.

GEO 321 Economic Geography

Economic geography attempts to answer a number of basic questions: Where is economic activity located? Why is economic activity located where it is? This course will introduce students to basic concepts in the field of economic geography, using a variety of descriptive and theoretical approaches. It will focus on the examination of the location of economic activities in the world and a discussion of the different ways of accounting for that location. Various elements of the natural, economic, social, and political environments are considered and their relative importance analyzed.

GEO 331 Geography of Asia

This course will provide a sound understanding of the changing geography of Asia and the region's position within the global economy. Emphasis will be placed on a geographical analysis of the region's physical features, natural resources, cultural patterns, population, politics, and economic development potential and problems.

GEO 332 Geography of the Middle East

This course will pursue an understanding of those elements that characterize this region and define its position in the world, as well as those features that are distinct and mark different peoples and places. It will examine local, national and international issues relating to identity and status, history, economy, environment and other topics in an attempt to create a portrait of life in many areas of the region.

GEO 333 Geography of Europe

The course presents an analysis of Europe's physical features, natural resources, cultural patterns, environmental and political problems, and economic potential. Emphasis is placed on Europe's cultural, economic and political spatial patterns relating to the economic problems of European nations. The course offers the opportunity to focus on the common characteristics and shared problems of the members of the European Union so as to enable participants to better examine the prospects and problems of EU, in the context of geographic relationships underlying land utilization, boundary disputes, economic organization, and the dominant international relations of Europe and the global community.

GEO 334 Geography of Africa

A systematic study of the physical, cultural, economic, and political geography of Africa. Topics covered include the physical environment and the resource-base, demographic characteristics and population factors of growth; culture, the impress of colonialism, agricultural and resource development; cash crops and foreign trade, impact of aid and structural adjustment policies, industrialization and external economic ties, internal civil conflicts, regional contradictions, and outside involvement.

GEO 335 Geography of Latin America

The course emphasizes Latin America's unique physical features, natural resources, demographic characteristics, and cultural patterns; the impact of European colonial expansion upon native societies, land tenure and modernization of the rural sector, cash crops and development, mining and industrialization, the growth of cities, foreign debt, and structural adjustments and development. The course also examines relationship patterns between Latin America and the United States.

GEO 336 Geography of the Commonwealth of Independent States

This course will pursue an understanding of those elements that characterize this dynamic region. Emphasis will be placed on the changing concept of Russian and the former Soviet bloc in the global economy, recent reforms and trends in economic and political spheres, ethnic conflicts, relations between republics and urban problems.

GEO 338 Geography of United States and Canada

United States and Canada have a common heritage and geographical contiguity, which has produced commonality of culture and mutual interdependence. Yet there are clear-cut distinctions between the two countries. This course provides a basis for understanding these two countries by studying their geographical similarities and differences. Emphasis is given to the identification and interpretation of spatial patterns and processes associated with resources, economic structure, settlement patterns, population, urbanization, and ethnicity.

GEO 339 Geography of New Jersey

Geographical analysis of the physical features, natural resources, population characteristics, cultural patterns, and economic potential of New Jersey. The course also covers immigration and its impact on social, economic and political life; environmental degradation and contamination and its effects on health and well being; urbanization and the poverty and pollution associated to it; the relations between New York City and New Jersey; and New Jersey's past and current contributions to the economic growth and development of the country.

GEO 341 Geography of North American Cities

The first part of this course explores key concepts in the field of urban geography. The second part provides students with an understanding of important trends in the evolution and development of North American cities and the nature of cities, including their internal structure, arrangement of land uses, the social and economic characteristics of urban populations, economic activities in cities, housing, suburbanization, gentrification and neighborhood change, and urban management and governance. Cities within the New York/New Jersey metropolitan area are used to illustrate specific urban concepts, experiences, issues, and problems.

GEO 360 Geography of Hunger and Food Supply

Introduces issues raised by large scale/global hunger. The course focuses on worldwide and local perspectives regarding the nature, causes and consequences of hunger. Emphasis is placed on factors of accessibility to food; regional and cross-cultural aspects of food consumption patterns, production parameters, food distribution patterns; local, regional and global food marketing, and the use of food as a weapon.

GEO 399 Selected Topics

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

GEO 401 Cartography

A basic course in map making. Covers projections; thematic, relief, and statistical cartography. Prerequisites: GEO 150, GEO 160

GEO 402 Research 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. Prerequisite: GEO 401

GEO 406 Climatology

An examination of atmospheric processes and resulting patterns of world regional climates. Study of energy flux, atmospheric circulation, and atmospheric moisture to explain climate variation on the Earth's surface.

Prerequisite: GEO 160

GEO 412 Geography of Health and Disease

Application of perspectives and methodologies of geography to the study of health systems, disease incidence, prevalence, and diffusion, and health care distribution. The course focuses on factors of health and well being, traditional and biomedicine and health systems, disease ecology, disease epidemiology, accessibility to factors of good and adequate health; planning of health care delivery systems. Case studies include vector carried diseases, and technologically created health hazards.

GEO 441 Urban Planning Issues in America

The course will focus on an examination of key issues and problems arising from urban growth in America, their urban planning implications, and the programs and policies that have or can be implemented by local, state, and federal levels of government to address them.

Prerequisite: GEO 150

GEO 450 Internship in Geography

This internship will provide qualified geography majors with a unique, practical learning experience outside the traditional academic environment; one where they can test theories, concepts, and methods in geography and urban studies introduced in the classroom. Internships may cover co-ops, temporary projects and some full or part-time jobs. For advanced majors only.

GEO 465 Biogeography

Spatial relationships of the living environment. A systems approach to functional processes, characteristics, and relationships of the ecological elements to water and vegetation. Includes both natural succession and man-induced changes, including pollution within the ecosystem.

Prerequisites: GEO 160, ENV 115

GEO 480 Senior Seminar

Covers major topics in social research design and methodology and reviews historical development of geography as a discipline and a science. Geographic concepts and methods of analysis are applied to the study of a contemporary problem in our physical and human environments.

Prerequisite: Senior status

GEO 499 Independent Study

As approved and to be arranged with a faculty member. 1-6 credits

Prerequisite: Approval of department chairperson and college dean

Urban Studies Minor

Participating Faculty: P. Fernandez (sociology), S. Godar (management), E. Gonzalez (history), C. Kelly (political science), A. Lewis (political science), T. Owusu (geography), V. Parrillo (sociology), M. Thompson (political science), M. Villar (anthropology)

The urban studies minor is designed to take full advantage of William Paterson's proximity to the city of Paterson and the greater New York-New Jersey metropolitan region in order to fulfill the University's mission and commitment to community service, diversity, and excellence. The minor takes advantage of faculty resources in the College of Humanities and Sciences and throughout the University to create a rigorous interdisciplinary academic program that has a strong applied component. Students pursuing the minor are exposed to urban problems from a theoretical and applied perspective that includes the possibility of internships and experiential learning in urban agencies and institutions.

Student Learning Outcomes for the Urban Studies Minor

1. To acquire research/fieldwork skills related to the study of cities.
2. To prepare students for entry into professional work in urban studies-related field.
3. To develop advanced analytical skills in the evaluation of information and urban policies.
4. To produce professional-level, written documents.
5. To familiarize students with the urban studies and community development scholarship.
6. To familiarize students with current issues impacting urban environments.

Curriculum

TOTAL REQUIREMENTS..... 18 CREDITS**Required Core Curriculum9 Credits**

URBN 201	Introduction to Urban Studies.....	3
AACS 298	Student Community Service.....	3
URBN 480	Senior Capstone Course	3

Electives9 Credits

Students must take an additional three courses from at least two departments:

AACS 280	Minority Enterprises.....	3
AACS 305	African American Community Development	3
AACS 420	Economic Structures of the Black Community	3
ANTH 356	Urban Anthropology	3
ANTH/	Anthropology of City Schools.....	3
URBN 329		
ARTH 331	Art in New York	3

CMHL 420	Environmental Health	3
GEO 339	Geography of New Jersey	3
GEO/	North American Cities	3
URBN 341		
HIST/	U.S. Urban History	3
URBN 355		
HIST/	Race, Ethnicity, and the Changing City	3
URBN 490		
MGT 450	Small Business Management	3
POL 223	Urban and Suburban Politics	3
POL 328	Urban Policies and Problems	3
SOC/	Urban Sociology	3
URBN 272		
SOC 273/	The City in the Global Environment	3
URBN 376		
WS/	Women in the City	3
URBN 272		
URBN 379	Urban Cinema	3

Required Courses

URBN 201 Introduction to Urban Studies

This course offers an interdisciplinary perspective on urban studies theories, principles, and practice. The course includes an analysis of the basic concepts and principles of urban studies, a review of urban policy in the United States, an introduction to the study of urban processes, an analysis of the relationship between public policy and planning, and of the structure of the urban environment. The course covers the theories of urbanism, the development of cities, methods of research and analysis of contemporary urban issues. The city of Paterson will be used as a recurring empirical example, though the course will also devote some attention to other U.S. cities and to cities in other countries.

URBN 480 Senior Capstone Seminar: Selected Topics

An interdisciplinary approach to the study of urban issues and problems. The course is designed to provide the opportunity for in-depth analysis of selected issues. Each seminar focuses on one aspect of urban studies (e.g., gentrification, segregation, community studies).

AACS 298 Student Community Service

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

Department of History

Professors: T. F. Cook Jr., E. Gonzalez (chair), D. Lelyveld, S. Nalle, G. Robb, I. Tirado

Associate Professors: S. Bowles, J. Cho, Y. Dai, S. Dinan, T. Finnegan, J. Livingston, D. Meaders, K. O'Donnell

Assistant Professors: J. Ambroise, J. Bone, D. Koistinen, S. McDonough, L. McMahon, G. MacLeod

Instructor: N. Zeller

The history major must take courses in United States, European, and non-Western history (Asian, Latin American, and Middle Eastern). 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, and to better understand the present.

Honors Society

Phi Alpha Theta, the International Honors Society in History

Phi Alpha Theta is an international honors society with nearly four hundred chapters in North America. *Phi Alpha Theta* is composed of students and professors who have been selected on the basis of excellence in the study or writing of history. *Phi Alpha Theta* promotes the study of history through research, teaching, and the exchange of learning among historians, and it encourages and assists in historical research and publication by its members. Membership in *Phi Alpha Theta* requires that a student have completed a minimum of twelve semester history hours and have a minimum of a 3.1 average GPA in history courses and a minimum of a 3.0 overall GPA. Two faculty signatures are required, one of which must be from a faculty member of the History Department. For more information, please contact Dr. Jonathan Bone, Department of History, 973.720.2284.

Curriculum

HISTORY MAJOR REQUIREMENTS36 CREDITS

Required Courses.....9 Credits

HIST 205	United States History through Reconstruction.....	3
HIST 206	United States History since Reconstruction	3
HIST 260	Historical Methods.....	3

Elective Requirements

Six or seven courses at the 300-level 18 or 21
Two or three courses at the 400-level 6 or 9

Note: Of the 36 credits required for the major, only 18 credits can be taken in any one field of history (United States, European, or non-Western history).

Required Elective Courses30 Credits

Two European history courses (either 300- or 400-level)6

Two non-Western* history courses6

*Asian, Latin American, or Middle Eastern courses, either at the 300- or 400-level. One will count for the non-Western GE requirement.

K-12 SOCIAL STUDIES**CERTIFICATION*36 CREDITS**

Within the 36 credits of required and elective courses, history majors in K-12 social studies certification must take one other required course and may take one other elective course.

Required Course.....3 Credits

HIST 335 Science, Technology, and Society3

Elective Course.....3 Credits

HIST 328 Economic History (may be taken in lieu of Econ 201)3

*Note: History majors in K-12 social studies certification must take an additional 30 credits in the College of Education.

MINOR REQUIREMENTS18 CREDITS

Students can minor in history by taking an 18-credit program that includes HIST 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.

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 pre-industrial 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, and the artistic and intellectual culture of castle, cathedral, and university.

Prerequisite: HIST 101

HIST 307 Imperial Spain 1450-1700

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

Prerequisite: HIST 101

HIST 308 History of Christianity

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

Prerequisite: HIST 101

HIST 309 The Italian Renaissance

This course concentrates on the cultural, political, and social foundations of the Renaissance in Italy between 1350 and 1550. Because of the Italian Renaissance's profound influence on all of Europe, some attention is paid to tracing the spread of Renaissance ideas to other countries.
Prerequisite: HIST 101

HIST 310 Modern France since 1815

The development of France, one of the first democratic republics, from the Bourbon Restoration in 1814 through the Fifth Republic today, featuring a multifaceted approach to French history. Emphasis is on continuity versus change and stability versus instability. The course explores the reasons for France's decline and later resurgence as a European power.
Prerequisite: HIST 101

HIST 312 Reformation Europe

Martin Luther's challenge to the Catholic Church in 1517 led to 150 years of religious reformations and wars in Europe and Christian evangelization around the world. This course examines the origins of the reformation movement and assesses its impact on European society and politics during the early modern period.
Prerequisite: HIST 101

HIST 313 Age of Discovery and Conquest

This course examines the age of Portuguese and Spanish exploration of the Old and New Worlds, and follows the periods of initial contact, conquest, and settlement (1492-1580).
Prerequisite: HIST 101

HIST 330 Imperial Russia

Examines society, politics, and culture of Imperial Russia from the reign of Peter the Great to the last Romanovs. Major topics include serfdom, intellectual currents, and nineteenth-century revolutionary movements.
Prerequisite: HIST 101

HIST 331 Twentieth-Century Russia

After an inquiry into the causes and effects of the revolutions of 1905 and 1917, a study is made of the Soviet regime under Lenin, Stalin, Malenkov, Khrushchev, Brezhnev, and Kosygin. Attention is given to internal industrial, agricultural, social, political, and cultural development as well as to the role of the Soviet Union in world affairs.
Prerequisite: HIST 101

HIST 332 Tudor-Stuart England

Explores the England of Henry VII to Queen Elizabeth, the social and political opposition to the early Stuarts, the English Civil War, the regime of Oliver Cromwell, the Restoration, the Glorious Revolution, and the growth of political stability after 1689.
Prerequisite: HIST 101

HIST 333 Modern Britain

Surveys key political developments in Great Britain since the 1780s. Main emphasis is on the development of those social, economic, religious, and educational developments that produced modern British society.
Prerequisite: HIST 101

HIST 336 Europe in the Age of Revolution: 1789-1848

Examines the transformation of Europe between 1789 and 1848 in terms of what has been called the "dual revolution"—the French Revolution of 1789 and the contemporaneous industrial revolution in Britain. Special emphasis is placed on the revolutionary movement from 1789 to 1848, which gives this period a certain unity.
Prerequisite: HIST 101

HIST 338 Europe Since 1914

Major political, economic, social, and intellectual developments in Europe since 1914. The internal and diplomatic history of the Great Powers, the economic and political transformation of Europe under the impact of American-Soviet rivalry, and the intellectual record of the age are discussed.
Prerequisite: HIST 101

HIST 339 The Revolutionary Movement in Russia

Examines a century of revolution (1825-1925), focusing on the social, political, and intellectual characteristics of such groups as the Decembrists, Nihilists, Populists, Marxists, and Anarchists.
Prerequisite: HIST 101

HIST 340 Germany from Bismarck through Hitler

Covers Germany's history from 1848 to 1945 with an emphasis on Germany's involvement in the wars from the Franco-Prussian War to World War II.
Prerequisite: HIST 101

HIST 341 Hitler and the Nazi Era

This course deals with the era of twentieth-century fascism and World War II, with an emphasis on Hitler and Nazi Germany.
Prerequisites: HIST 101

HIST 345 Social History of Russia through Literature

This course traces the social history of Russia through its literature and associated art, from the primary chronicles of Kievan Rus through the "golden age" of late-Imperial Russia, the revolutions of 1917, and the Soviet period up to the post-Soviet present. Concentrating mainly on the modern era, it explores the complicated relationship between the Russian/Soviet State and its various subjects as expressed in excerpted novels, short stories, plays, poems, essays and/or memoirs (in translation) along with graphic-art, operatic, and cinematic adaptations.
Prerequisite: Hist 101

HIST 346 Modern European Women's History

This course examines the social, cultural, and political history of European women from the Enlightenment to the present.

Prerequisite: HIST 101

HIST 347 Irish History

A survey course of Irish history from 1600 to the present. The course 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 101

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.

Prerequisite: HIST 101

HIST 349 The Holocaust

This course deals with several topics related to the Nazi Germany Holocaust. Emphasis is given to the following topics: anti-Semitism in the historical context, the killers and the victims, and the West and the Holocaust. The course also examines family life and gender differences in the camps, as well as civilian reaction to the Holocaust.

Prerequisite: HIST 101

HIST 352 Medieval and Early Modern European Women's History

This course examines women's changing historical roles in Europe from the eighth to the eighteenth century. This course focuses on women's economic, religious, social, and cultural roles and highlights the fascinating daily lives of ordinary women and their families.

Prerequisite: HIST 101

HIST 357 Late Antiquity and the Byzantine Empire

This course begins with an examination of the Roman Empire between the reigns of Diocletian and Justinian, including late Roman history and culture, the rise of Christianity, and the disintegration of the Empire in the west. The remainder of the course follows the tumultuous history of the Byzantine Empire from Justinian's death to the fall of Constantinople; in addition to the evolution of Byzantine state, society, culture, and religion, emphasis will be placed upon interaction between the Byzantine Empire and neighboring peoples.

Prerequisite: HIST 101

HIST 396 History and Literature of Medieval Spain

A historical, literary, and intellectual survey of the three principal religious communities of Medieval Spain (Christians, Jews, and Muslims) from approximately 500 to 1500 A.D.

Prerequisite: HIST 101

HIST 410 Europe: The Industrial Revolution

Focusing on Great Britain from roughly 1780 through the outbreak of WWI, this course probes the origins, nature, and consequences of that revolution. It surveys the economic and technical changes that originated in the British Isles, and examines closely the social and cultural transformations created by industrialization.

Prerequisite: HIST 260

HIST 427 Peasant Russia

The course examines the Russian peasantry from the Emancipation of 1861 to forced collectivization in the 1930s.

Prerequisite: HIST 260. For history majors only (non-majors may take course with instructor's permission)

HIST 428 Stalin and His Times

An examination of Stalin's rise within the leadership of the communist party and Soviet state, Stalin's impact on Soviet domestic policy and international affairs, and the process of de-Stalinization since the 1950s through the present.

Prerequisite: HIST 260. For history majors only (non-majors may take course with instructor's permission)

HIST 429 The Russian Revolution 1917-32

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

Prerequisite: HIST 260. For history majors only (non-majors may take course with instructor's permission)

HIST 430 The French Revolution and the Napoleonic Era

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

Prerequisite: HIST 260. For history majors only (non-majors may take course with instructor's permission)

HIST 432 Intellectual History of Ancient and Medieval Civilizations

An examination of the social history of the "intellectual classes" of the Mediterranean world in classical antiquity and the early Middle Ages (ca. 600 BCE-800 CE).

Prerequisite: HIST 260. For history majors only (non-majors may take course with instructor's permission)

HIST 444 Saints, Witches, and Ordinary Folk: European Religion 1500-1700

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

Prerequisite: HIST 260. For history majors only (non-majors may take course with instructor's permission)

UNITED STATES HISTORY**HIST 205 United States History Through Reconstruction**

The first semester of an introduction to United States history, from the time of the European conquest of the Americas to the reconstruction of the nation after the Civil War. Recent approaches and techniques—social history, women's history, 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

An examination of labor history from the nineteenth century to the present, particularly in the United States. The course depicts the conditions and struggles of working people.

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 316 American Women's History

The experience of American women from colonial times to the present. Explores conditions that shaped women's destiny, analyzes the differences between the historical experience of women from different social classes and ethnic groups, and considers the ways American women have perceived their condition and worked to alter it.

Prerequisite: HIST 101

HIST 318 American Colonies

Topical discussion of the American colonies with special attention given to Virginia, Massachusetts, New York, Pennsylvania, Georgia, and New Jersey. The course covers pre-colonial America and the early colonies.

Prerequisite: HIST 101

HIST 320 Jeffersonian and Jacksonian Democracy 1789-1840

An inquiry into the origins of Jeffersonian and Jacksonian Democracy is followed by a consideration of their immediate impact and lasting significance. Economic, social, and political developments are studied and comparisons made with developments in other nations.

Prerequisite: HIST 101

HIST 321 Era of the Civil War 1840-77

An investigation of the causes and effects of the rise of modern industry and the expansion of slavery, the abolitionist movement, the sectional conflict, the Civil War, and Reconstruction with emphasis on their long-range impact on the white and black peoples of the United States.

Prerequisite: HIST 101

HIST 322 Progress, War, and Normalcy 1877-1933

A survey of rapid economic growth with its impact on business, labor, and agriculture, followed by discussion of social and political developments, including urbanization and progressivism. Attention is focused on the rise of overseas imperialism, the First World War, and the League of Nations, concluding with an examination of the booming twenties and the Great Depression.

Prerequisite: HIST 101

HIST 323 From New Deal to Cold War: Since 1933

An in-depth examination of the Great Depression of the 1930s with an appraisal of New Deal domestic and foreign policies, followed by a study of World War II and the United States' role in world affairs through the postwar decades. Changing political, social, and economic issues confronting the postwar generation are assessed against the background of world developments.

Prerequisite: HIST 101

HIST 324 Social and Cultural History of the Early American Republic

This course will provide an in-depth exploration of the creation of the Early American Republic (circa 1763-1825). The course will begin with an examination of the events and issues central to the process of nation building, including: origin, nature, and consequences of the American Revolution; the early years of government under the Articles of Confederation; the adoption of the United States Constitution; and the social and political development of the new nation.

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; and youth and popular culture. The recruitment of science for military purposes, particularly in the development of the atomic bomb and the use of atomic bombs against Japan, is also studied.

Prerequisite: HIST 101

HIST 350 American Slavery

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

Prerequisite: HIST 101

HIST 354 The Civil Rights Movement

Drawing on memoirs, contemporary accounts, documentary films, and monographs, this course examines the movement that dismantled legalized segregation in the southern United States. It also examines the origins, ideologies, tactics, events, personalities, and consequences of the civil rights movement.

Prerequisite: HIST 101

HIST 355 U.S. Urban History

An urban history of the United States from the colonial era to the present, exploring the urban experience from the pre-transit walking city through urban decay and rebirth, through the emergence of the Sunbelt cities and the Pacific Northwest, and finally to the current reality of urban sprawl and suburban Edge Cities.

Prerequisite: HIST 101

HIST 388 Latino History to 1898

A history of the formation of Mexican, Cuban, and Puerto Rican communities and cultures in U.S. society from the Spanish Conquest in the fifteenth century through the late nineteenth century. It covers the U.S. conquest of Mexican territories in the Southwest; land loss and occupational mobility; community and cultural formation; and cultural interaction. It also examines relations among Latina/os and European immigrants, and considers the effects of U.S. intervention and imperialism in Latin America on U.S. Latino communities.

Prerequisite: HIST 101

HIST 389 Latino History since 1898

A twentieth-century history of people of Latin American descent (Latinos/as) living in the United States. The course focuses on the four largest Latina/o groups (Mexicans, Puerto Ricans, Cubans, and Dominicans), and covers migration patterns, cultural interactions, community and cultural formation, and racial formations. It also examines relations among Latina/os and European immigrants, and considers the effects of U.S. intervention and imperialism in Latin America on U.S. Latino communities.

Prerequisite: HIST 101

HIST 397 History of Pop Culture

A history of popular culture and mass media in the world. From the beginnings in the Protestant Reformation, the Gutenberg Bible, and Renaissance painting, popular culture and mass media are now global phenomena. In the United States, the idea of democracy has been intimately tied in with the culture of the people and the conflicts between various groups and visions of what it means to be American. As the United States grew into a global power, these questions expanded globally, hand-in-hand with American cultural and corporate power.

Prerequisite: HIST 101

HIST 403 Interpreting U.S. History

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

Prerequisite: HIST 260

HIST 404 Creation of the American Republic

This course will provide an in-depth exploration of the creation of the Early American Republic (circa 1763-1825). The course will focus on the events and issues central to the process of nation building, including: the origin, nature, and consequences of the American Revolution; the early years of government under the Articles of Confederation; the adoption of the United States Constitution; and the social and political development of the new nation. Focus will be on several overlapping areas of historical inquiry, including social, economic, political, and intellectual developments.

Prerequisite: HIST 260

HIST 409 U.S. Labor History Since 1865

This course will examine the history of workers—men and women, paid and unpaid, of different racial and ethnic groups, in different regions of the United States—from 1865 to the present. Close attention will be paid to the way issues of race, gender, and ethnicity affected historical developments.

Prerequisite: HIST 260

ASIAN HISTORY**HIST 356 Women and Gender in Modern South Asia**

This course examines the history of women and gender in modern South Asia (India, Pakistan, Bangladesh, and Sri Lanka) during the nineteenth and twentieth centuries. It both analyzes the historical processes that transformed women's lives, and considers how women themselves negotiated or subverted these processes in their own interest. Major themes and topics include: the transformation of gender through colonialism and nationalism, the emergence of women's movements, women's labor and globalization and gender in the South Asian diaspora.

Prerequisite: HIST 101

HIST 358 Russia in Asia

This course surveys Russia's conquest and incorporation of greater Siberia (including Pacific-rim territories) from 1550 to the present. For nearly half a millennium Russia has been attempting to extend itself eastward into northeast Asia — by force, especially at first, but also by more subtle means. However, the results defy easy categorization. Thus, Siberia is ideally suited to the study of contested frontiers, and to exploring the impact of expansion into Asia on the society and political-economic system behind them.

Prerequisites: HIST 101

HIST 359 Women and Islam: History, Politics, and Culture

This course examines women and gender in Islamic societies in the Middle East, North Africa, and Asia. Beginning with an overview of pre-modern history, the course focuses on the nineteenth and twentieth centuries. Topics include: women's roles in production and reproduction, gender ideologies and representations of Muslim women, and the development of feminist, nationalist, and Islamist movements. Throughout the course, we also interrogate our own categories of analysis: What makes a particular society "Islamic," and is this the best way to define our topic? How does our position in the U.S. shape our understanding of Muslim women? How do culture and politics come together to shape women's roles and rights?

Prerequisite: HIST 101

HIST 360 Traditional Japan

This course treats the emergence of a distinctly Japanese cultural tradition, the development of a highly refined imperial court world, and the usurpation of political power by the warrior class known as the samurai, whose rule culminated in the Tokugawa Peace, 1600-1868.

Prerequisite: HIST 101

HIST 361 Modern Japan

This course examines Japan's spectacular rise to world power and a position of economic prominence. The social and political consequences of industrialization and "Westernization" receive special attention. Japan's experience with continental empire, war, defeat, and recovery will be treated through social, economic, cultural, and political perspectives. Literature and contemporary films are key resources used.

Prerequisite: HIST 101

HIST 364 Japanese History through Cinema

Japan's cinema tradition is one of the world's strongest, including many of the best directors, actors, and themes in cinema history. The course examines what Japanese motion pictures can teach us about the making of Japan itself. Samurai, geisha, Emperor's soldiers, yakuza, "military comfort women," Godzilla, and the cinema of the everyday and tomorrow's "Akira" and "Neo-Tokyo" will be examined through the use of films as historical documents and guides as to how the Japanese have grappled with Japanese tradition and the changing contemporary world.

Prerequisite: HIST 101

HIST 365 The Pacific War: Japan and the Second World War in Asia

The course examines the Japanese experience during the 1931-1945 era and postwar occupation to better understand the political, economic, and social toll of the war and its impact on the development of Japanese society. The course makes extensive use of rare film materials to bring the experience closer.

Prerequisite: HIST 101

HIST 366 The U.S. and the Pacific

This course explores the cultural, political, and human intercourse between North America and East Asia across the broad highway of the Pacific. The Pacific Ocean has been, since the days of the New England whalers and clipper ships, both a frontier and an opportunity, attracting Americans. Examines American interests in the Far East, how the U.S. acquired territories as diverse as Hawaii and the Philippines, and emerging American ideas about worlds beyond the West Coast. Also considers how America's interests have been reciprocated in Asia, Commodore Perry's role in the opening of Japan, and why people from Japan, China, the Philippines, the Pacific, and Southeast Asia have looked to America as a land of opportunity, a threat, a place of succor, and a source of exploitation.

Prerequisite: HIST 101

HIST 370 Traditional China

The foundations of Chinese civilization. Analyzes China's religions, philosophies, government, economics, family and society, and attempts to bring into focus those aspects of Chinese civilization that have a direct bearing on our understanding of the Chinese today.

Prerequisite: HIST 101

HIST 371 Modern China

China's response to the impact of the West with particular attention to the difficulties with which China adjusts itself to a modern, fast-changing world, and the developments that led to communism.

Prerequisite: HIST 101

HIST 375 Chinese Communist Revolution

This course examines the birth, evolution, and decline of Chinese communism. The foci of the course are as follows: First, it explores the origins of the Chinese communist movement in the early twentieth century. Second, it discusses the factors contributing to communist taking power in China in the wake of World War II. Third, it analyzes the decline of Chinese communism and the transformation of the communist state to a more plural society in the last three decades of the twentieth century.

Prerequisite: HIST 101

HIST 376 Korean History: From the Earliest Times through the Twentieth Century

Surveys Korean history from the earliest times through the twentieth century. For the traditional periods, the foci are the evolution of Korean polity, social and economic structure, cultural life, and Korea's relationship with its neighbors in East Asia. For the modern era, the course examines the opening of the country in the nineteenth century, Japan's colonization, the nationalist movement, the Korean War, and the political and economic development in both South Korea and North Korea in the latter part of the twentieth century.

Prerequisite: HIST 101

HIST 378 Mughal India

South Asia under Mughal dominance from c. 1500 to the late eighteenth century: the course will examine the social, cultural, economic and political history of early modern India as well as the significance of European expansion.

Prerequisite: HIST 101

HIST 394 Modern India

An introduction to the history of South Asia under British rule and the postcolonial nation states that arose by the second half of the twentieth century—India, Pakistan, and Bangladesh.

Prerequisite: HIST 101

HIST 460 Seminar in East Asian History

This course examines the key critical methods of historical research and writing in the East Asian environment. Each semester will focus on a specific theme.

Prerequisite: For history majors only (non-majors may take course with instructor's permission); HIST 260

HIST 468 Gandhi and Nonviolence

The life and philosophy of Mahatma Gandhi in relation to the political and social development in South Africa and India and in comparison to non-violent movements in the United States.

Prerequisite: HIST 260

HIST 470 Women and Revolution in China

This course explores women's participation and the role of women's emancipation in the one hundred years of Chinese revolutionary activities from the late nineteenth century to the 1990s. It discusses the reconciliation of, and conflict between, women's emancipation and general revolutionary objectives. It also traces the origins and evolution of the Chinese feminist movement, which paralleled the Chinese revolutionary experience.

Prerequisite: HIST 260

MIDDLE EASTERN HISTORY

HIST 390 Islamic/Middle Eastern History and Civilization I

The 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, and 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 Abbasid 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 Abbasid caliph by the Mongols to the rise of a resurgent Western Europe and Russia that ultimately, in the nineteenth and twentieth centuries, came to dominate the once powerful heartland of Islam, from Morocco to Central Asia.

Prerequisite: HIST 101

HIST 392 Contemporary Middle East

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

Prerequisite: HIST 101

LATIN AMERICAN HISTORY

HIST 353 Comparative Race and Slavery in the Americas, 1400-1888

This course examines the institution of slavery. It focuses especially on the trade of African men and women to the Americas and within the Spanish, Portuguese, and English empires. It also examines the "race relations" that developed out of these various segments of the New World.

Prerequisite: HIST101

HIST 380 Colonial Latin America

A review of the Ibero-Indian-African background of Latin America. Also deals with the discovery and conquest of the area; Spain's and Portugal's imperial policies; political, economic, and social developments of the colonial society; and the wars for independence.

Prerequisite: HIST 101

HIST 381 Modern Latin America

Such topics as problems of early nationhood; caudillismo versus modern dictatorships and quest for democracy; difficulties in moving from a colonial to a national economy; and the social tensions of a society in transition are explored with consideration given to Latin America's role in world affairs and relationships with the United States.

Prerequisite: HIST 101

HIST 382 Puerto Rico, Cuba, and the Caribbean World

A survey of Caribbean history from Columbus to Castro, stressing the important changes that occurred in the 1950s when the Caribbean became a focal point of the struggle between different world interests and ideologies.

Prerequisite: HIST 101

HIST 383 Modern Brazilian History

This course is designed to introduce students to the making of modern Brazil. The course examines Brazil's history from the arrival of the Portuguese crown in 1808 until the present day. Along with the political and economic history of Brazil, it focuses on social history and popular culture.

Prerequisite: HIST 101

HIST 384 The Mexican Revolution

This course is an in-depth study of the Mexican Revolution of 1910-1917. The course begins with Mexican independence from Spain in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary Porfiriato (1867-1910). It also focuses on the socioeconomic and political impact in the post-Revolutionary period from 1920 to 1940. In short, the Mexican Revolution is a vehicle for studying the emergence of the modern Mexican nation.

Prerequisite: HIST 101

HIST 385 Nineteenth-Century Latin America, 1810-1910

This course examines the economic, social, political, and cultural processes and attempts to offer an interpretative synthesis of the intricate struggles around the definition of nationhood within the countries of the region. For this reason, most of the course will focus on the development of a sense of belonging to a nation among the conglomerate of peoples which made up the different countries in the nineteenth century. Particular attention will be paid to the human dimension of these large social, economic, and political processes. We will examine the history of conflict, accommodation, and resistance among the various ethnic and social groups that made up nineteenth-century society. Prerequisite: HIST 101

HIST 386 Colonial Brazil, 1500-1822

The purpose of this course is to introduce students to the foundational period of contemporary Brazil. It examines the peculiar pattern of Portuguese colonial expansion in the Americas and its social, political, economic, and cultural impact on the Tupinamba and Aimore indigenous population of coastal Brazil. The course also analyzes the rise of African slavery in Brazil as a direct consequence of native labor shortages in the production of sugar. Most of the course, however, will focus on the interactions, exchanges, and transformations of Brazil's diverse populations and social groups from the sixteenth century to 1822. Particular attention will be paid to the way in which the Portuguese colonial heritage impacted Brazil's emergence as a modern nation-state after independence in 1822. Prerequisite: HIST 101

**HIST 387 Ancient American Civilizations:
The Aztec, Maya, and Inca**

The purpose of this course is to introduce students to the imperial indigenous civilizations of the American continent prior to European contact in 1492. The course focuses on the development of imperial civilizations in Mexico and Central and South America. It analyzes the political system, economic organization, religion, and social groups of Aztec, Maya, and Incan societies. Particular attention is paid to the transition these civilizations underwent from imperial status to colonial rule under Spain. 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 319 Age of Global Connections

A history of international trade, empire, and interactions during the time spans from 1500 to the present, highlighting the eras of discovery, conquest, and its consequences, including contemporary globalization. Readings will include global studies used in social studies curriculum development, economics, geography, anthropology, and archeology, with graphs as a component of much of the coursework. This course will be helpful to students preparing to complete the Praxis examination in social studies and citizenship education. Prerequisite: HIST 101

HIST 328 Economic History

This course looks at the economic history of the last few centuries, with emphasis on the experience of the United States and discussion of events in several other countries. No background in economics is necessary to take the course. The course is specifically designed to improve the performance on the economics section of the Praxis exam of students doing secondary education teacher preparation. Prerequisite: HIST 101

HIST 335 Science, Technology, and Society

This course covers selected topics in the history of science and technology, with special emphasis on the period from the Scientific Revolution to the present. Topics will include the Copernican revolution; Darwinian revolution; industrial revolution; the origins of the social sciences; quantum mechanics; the computer and information age; and issues related to the ongoing revolution in biotechnology. Students will have the opportunity to delve into themes related to the intersection between science, technology, social values, and human behavior across select national, cultural, political, and economic contexts.

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

HIST 368 Women and War

This course will look at how war and preparation for war have affected the lives, hopes, and images of women in the United States and around the world, examining the roles of women in war, military service, and militarism on societal development in world history since the eighteenth century. Prerequisite: HIST 101

HIST 369 Imagining War

This course explores World War One as it was experienced, imagined, and remembered through primary sources, memoir, poetry, fiction, film, media, and the visual arts. Through collaborative study we will look at the origins of the war and its ghastly battles, and then go beyond the trenches to study how gender and class, pacifism, nationalism, the home fronts, and theatres of war beyond the Western Front have contributed to making the Great War of 1914-1918 the greatest "imaginative event" of the twentieth century.

Prerequisite: HIST 101

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 101

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 260

HIST 408 Social Darwinism to the Bell Curve

This seminar explores the history of ideas and practices generated from a biocentric or biology-centered worldview. In particular, the course is primarily concerned with the use of this worldview as an explanation for socio-human phenomena. These phenomena include social Darwinism, the eugenics movement, race, the search for crime genes, hereditarian theories of IQ, and controversies over the human genome project and cloning. The course will primarily focus on the history of these intellectual and social practices within the United States, but insights from other Western contexts will also be explored when deemed appropriate.

Prerequisite: HIST 260

HIST 417 War and Society

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

Prerequisites: 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 (non-majors may take course with instructor's permission); HIST 260

HIST 461 Colloquium

This course is a seminar course in which a different topic is explored in depth each year.

Prerequisite: HIST 260 or instructor's permission

HIST 480 Seminar

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

Prerequisite: HIST 260

HIST 490 Race, Ethnicity, and the Changing City

A history of immigrant neighborhoods and racial ghettos in American cities from the mid-1800s to the present. Explores how neighborhoods and their residents fare within the changing form of the city, by focusing on race and ethnic segregation, the suburban exodus, federal urban policies, and the urban crisis.

Prerequisite: HIST 260

HIST 499 Independent Study

As approved and to be arranged.

1-6 credits

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

Department of Languages and Cultures

Professors: O. de la Suarée (chair), O. Saa, B. Williams, K. Kim-Yoon

Associate Professors: J. Bernstein, M. Jian, G. Maduro, E. Martínez, M. Mukherjee, K. Rabbitt, K. Vassilev

Assistant Professors: A. Kumar, E.C. Frye, G. Scott, M. Tajés, H. Watanabe, F. Rodríguez

Instructors: K. Akitaya-Hincapre, S. Chen, H. T. Cook, S.H. Jendi, L. Jiang

Directors: J. Miles (Multimedia Center), A. Carando (Center for the Study of Critical Languages)

The Department of Languages and Cultures is responsible for all foreign languages, cultural studies, and literature courses from basic to advanced levels. In order to maximize its instructional capabilities, the department operates a state-of-the-art-multimedia language center located in Atrium 131. In addition to the diverse foreign languages courses it offers, the department administers a major and minor in the literatures and cultures of Spain, Latin America, and Hispanics in the United States; a major and minor in French and Francophone studies; an interdisciplinary major and minor in Latin American and Latino studies; and supports a multi-disciplinary major and minor in Asian studies. Together with the Asian studies program, the department offers two tracks/concentrations in Chinese and Japanese language and a teacher preparation program in Chinese and Japanese. The department also offers coursework in academic ESL in support of the University's many students who are working in English as a second language. The department also houses a Center for the Study of Critical Languages, supporting instruction in Arabic, Chinese, Hindi, Japanese, Korean, Persian, Russian, and Turkish.

The department administers a graduate program in bilingual/ESL in conjunction with the College of Education. The program offers courses toward a master's degree in education, and endorsements in bilingual/bicultural education and English as a second language at the graduate level.

The department is the home of the French and Spanish clubs for students majoring and minoring in French or Spanish, as well as those interested in Francophone and Hispanic cultures. The French and Spanish clubs help plan academic, cultural, and social activities. Several Hispanic fraternities and sororities, as well as French and Hispanic honor societies, are also associated with the department. It also sponsors several annual events including a bilingual/ESL conference for teachers and a poetry recitation contest for high school students. It also cosponsors the annual *Círculo de Cultura Panamericano* Conference on Spanish and Spanish American literature and culture.

The Department of Languages and Cultures aims (1) to further the development of students majoring or minoring in Asian studies, French and Francophone studies, Latin American and Latino studies, and Spanish; (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 courses that may be used to fulfill the general education requirement in the humanities; and (4) to offer electives in second languages.

The Foreign Language Graduation Requirement

William Paterson requires all students to complete up to 6 credits (two courses in one language) of a foreign language within the Basic I to Intermediate II sequence. Students with **no prior experience** in a chosen language begin with 110 (Basic I) and fulfill their language requirement with the second semester 111 (Basic II) of that language. Students with **prior experience** in a chosen language need to be placed into a given level of the 110, 111, 210, 211 sequence (see below). The foreign language requirement is met upon completion of two semesters in the language from placement level or upon completion of exemption from the Intermediate II (211) course.

Placement

The University does not automatically accept high school foreign language work as equivalent to college-level study. Upon admission, all incoming first-year and transfer students who have no transfer credit in language are required to take a foreign language placement test to determine the appropriate level of study. Students with very limited or no background in a particular language, or who wish to study a language they have never taken before, choose among one of the languages currently offered in the department and are placed in a Basic I section. Students must take Basic II (111) in the same language to satisfy the requirement.

Likewise, those students who are placed in a Basic II section or higher (such as Intermediate I or Intermediate II) satisfy the foreign language requirement by taking two sequential courses in the same language. The department also honors advanced placement in foreign languages, depending on test scores.

Students who wish to complete their language requirement in one semester can register for Intensive SPAN 106 Spanish I and II (6 credits). First-year students who wish to complete their language study in consecutive semesters (Basic French I or Basic Spanish I in the fall, Basic French II or Basic Spanish II in the spring) are encouraged to do so. This allows for faster language development through class continuity.

Native speakers of Spanish with little or no academic experience in the language should enroll in Contemporary Spanish for Native Speakers (SPAN 114).

Challenge Test

The Department of Languages and Cultures also offers students the opportunity of “challenging” their foreign language placement in second-year language courses only (Intermediate I and/or Intermediate II). This option is only available for students who have completed fewer than 90 credits. The student must pay for a challenge test if they desire to obtain credit (\$75 per level). If a student wishes to place out of the foreign language requirement in a language not offered at William Paterson University (e.g., Polish, Serbo-Croatian, etc.), the student may take a proficiency exam at an approved institution such as New York University before completing 70 college credits.

Academic ESL Program

William Paterson’s Academic English program offers courses designed to improve the English reading and writing skills of those who are multilingual students from non-English language backgrounds. Program students are matriculated at the University and usually enroll in these courses during their first year; they may take additional courses. All Academic English courses earn graduation credits (free electives).

Academic English reading and writing courses are either intermediate (level one) or advanced (level two). Placement is determined by student profile information, Accuplacer test results, and a student essay. At each level (one or two), students enroll in a 3-credit reading course and a 3-credit writing course. An additional 2-credit writing workshop serves Academic English students enrolled in English 110 Writing Effective Prose.

Note: Students enrolled in Academic English courses do not take basic skills reading and writing classes. For more information, contact Professor Gladys V. Scott, Academic English program director, by phoning 973.720.3043, faxing 973.720.3084, or e-mailing scottg@wpunj.edu.

Honor Societies

The *Nu Theta* Chapter of *Pi Delta Phi*, the National French Honor Society, was founded at William Paterson in 2003. A member of the Association of College Honor Societies, the purpose of *Pi Delta Phi* is to recognize outstanding scholarship in French and Francophone language and literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French and Francophone world, and to stimulate and encourage French and Francophone cultural activities. Members receive a subscription to the *Newsletter*, and may avail themselves of scholarship opportunities. To be eligible, students must have a minimum GPA of 3.0 in at least one semester of upper-division French. For more information, please contact Dr. Madhuri Mukherjee, Department of Languages and Cultures, at 973.720.3630.

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, founded in 1919, is a member of the Association of College Honor Societies and is affiliated with the American Association of Teachers of Spanish and

Portuguese, the Instituto Internacional Sempere in Spain and Ecuador, the Instituto Bilingüe/Multicultural of Cuernavaca, Mexico, the Academia Latinoamericana de Español in Ecuador, Bolivia and Peru, and Enforex Spanish Language School in Spain. The society promotes excellence in the study of the Spanish language and literature, and recognizes student’s high achievements in the field. Members receive a diploma, a commemorative pin, and the right to apply for the Society’s scholarship. The chapter receives a subscription to *Entre Nosotros*, the society’s yearly publication. To be eligible for membership, students:

- must have completed at least three years, or equivalent, of college Spanish, including at least one class of a third-year course in Hispanic literature or civilization and culture.
- must have a 3.0 or higher GPA both overall and in the major.
- must have completed at least three semesters of college courses.
- must show interest in things Hispanic and be of good moral character.

For more information please contact Dr. María Tajés, Department of Languages and Cultures, at 973.720.3725.

Multimedia Language Center

The Multimedia Language Center supports and enhances the instructional delivery of foreign language courses by integrating an innovative multimedia Intranet/Internet-based learning and teaching environment into the language curriculum. The Center provides a student-centered, communicative, and multimedia-based language learning and teaching environment to support the development and practice of language, research, and communication skills in the foreign language. For further information, please contact the director at 973.720.3039.

Center for the Study of Critical Languages

The Center for the Study of Critical Languages promotes the study of critical needs languages, supporting rigorous language study within the framework of competencies in the cultural, literary, historical, social, and political traditions of strategically important regions, with potential benefits for undergraduate and K-12 education and the business and professional sectors. The Center coordinates the enhancement of language teaching and learning in Arabic, Chinese, Hindi, Japanese, Korean, Persian, Russian, and Turkish; coordinates curriculum development and faculty training in multimedia, online, and digital resources for language instruction; collects and archives curricular and supplementary instructional materials; maintains a Web site to publicize materials, as well as co-curricular activities and campus events; fosters a sense of community among faculty who teach the eight critical languages; fosters links with the school districts and the community; and evaluates and assesses the individual courses and the program.

Study Abroad Programs

The Department of Languages and Cultures hosts several, short-term study abroad programs. Students interested in these programs should contact the program directors: Argentina and Uruguay, Dr. Octavio de la Suarée; Japan, Dr. Hideo Watanabe; Puerto Rico, Dr. Grisel Maduro or Dr. Franklin Rodríguez; and Spain, Dr. María P. Tajés. The University also provides long-term study abroad opportunities. Students interested in studying abroad for a long term should contact Ms. Cinzia Richardson in the Office of International Education to obtain the necessary information about eligibility, procedures to be followed, types of programs approved by the University, and credit transfers.

Degree Programs

At present, the department houses or supports five degree programs in Chinese, French, Japanese, Latin American and Latino Studies, and Spanish. Program and course description follows.

CHINESE LANGUAGE TRACK (B.A. IN ASIAN STUDIES: CHINESE LANGUAGE TRACK)

Students must complete four semesters of basic and intermediate language courses (Chinese 110, 111, 210, 211) with a minimum average grade of B-, or demonstrate equivalent proficiency through CLEP or challenge exam before admission into the track. Students are required to take a total of 33 to 36 credits in language and literature training, including the 12 credits in basic and intermediate language.

NOTE: Basic and intermediate courses are excluded from the language track requirements.

Required Core Courses9 credits

ASN 201	Introduction to Asian Studies;
ASN 270	Civilizations of East Asia
ASN 480	Asian Studies Senior Seminar
	or
CHIN 400	Seminar in Chinese Literature and Culture

In addition to the core, students in the Chinese Language Track must take 21 credits (7 courses) in upper-division language and literature courses as follows:

- 9 credits (three courses) of advanced level courses (Chinese 221, 222, and 223)
- 6 credits (two courses) at the 300 level
- 6 credits (two 200- or 300-level courses) in literature, film, or culture in translation. All other courses for the track must be taught in the target language. Instructors may require additional work in the target language for ASN Language Track students enrolled in courses taught in English.

Teacher Certification

Students who are interested in obtaining K-12 World Languages teacher certification in Chinese must complete additional courses as prescribed by the College of Education.

The Major in French and Francophone Studies

French and Francophone Studies is an interdisciplinary program that introduces students to the rich diversity of the French-speaking world. To use their developing knowledge of the French language, students combine studies in the histories, literatures, and cultures of France and of different Francophone countries or areas. Students develop advanced French language skills and critical skills in textual and contextual analysis. The major is particularly recommended for students interested in international fields or in certification to teach French.

All majors prepare a final project during the senior capstone seminar and complete a portfolio demonstrating oral, written, and reading proficiency and the scope of their cultural knowledge. The final project is decided upon in consultation with the student's advisor and may take the form of a literary study, an examination of a different area of cultural production (art or architecture, film, television, radio, comic books, etc.), or a study of an event, movement, or system within the French-speaking world.

Teacher Certification

Students who are interested in obtaining K-12 World Languages teacher certification in French must complete additional courses as prescribed by the College of Education.

Prerequisites

The following courses, FR 110, FR 111, and FR 210 or equivalent, must be completed before taking any course in the major (with the exception of FR 200, which is taught in English). FR 211 may be taken concurrently with 200-level courses. Native speakers of French should meet with their advisor to determine alternative courses.

Curriculum

MAJOR REQUIREMENTS33 CREDITS

I. Required Courses12 Credits

FR 200	Introduction to French and Francophone Literatures and Cultures (offered in English)	3
FR 222	Stylistics and Advanced Composition	3
FR 240	Spoken French through Cultural Study.....	3
FR 250	Introduction to Textual Analysis and Research Methods	3

II. Required Advanced Courses6 credits

One upper-level methodology course below.....	3	
FR 320	Approaches to Literary Studies, or	
FR 341	Approaches to Cultural Studies, or	
FR 350	Sounds and Structures of French, or	
FR 452	Translation Theory and Practice	
FR 480	Senior Capstone Seminar.....	3

Electives (select total of five).....15 credits

In French (minimum of four)

FR 320	Approaches to Literary Studies	3
FR 331	The Modern Novel in French	3
FR 333	Modern French and Francophone Theater.....	3

FR 336	French Poetry.....	3
FR 337	Topics in Francophone Literature (<i>Topic varies. May be repeated for credit</i>)	3
FR 341	Approaches to Cultural Studies.....	3
FR 350	Sounds and Structures of French.....	3
FR 380	Topics in Parisian Culture (<i>Topic varies; may be repeated for credit</i>).....	3
FR 399	Selected Topics.....	3
FR 400	Seminar in French and Francophone Cultural Studies.....	3
FR 432	Nineteenth-Century French Narrative Prose.....	3
FR 452	Translation Theory and Practice	3
FR 499	Independent Study	3
<i>In English (maximum of one)</i>		
FR 300	Twentieth-Century French and Francophone Literatures in Translation.....	3
FR 370	French Cinema.....	3
FR 371	Francophone Cinema.....	3
AACS 321	Haiti: Its History, People, and Culture.....	3
ENG 306	Literature of Western Europe: Renaissance through Modern.....	3
ENG 322	The Nineteenth-Century European Novel.....	3
ENG 323	Twentieth-Century European Fiction.....	3
ENG 420	Literary Criticism.....	3
HIST 310	Modern France Since 1815	3
HIST 430	The French Revolution and the Napoleonic Era ...	3
POL 332	European Political Systems.....	3

THE MINOR IN FRENCH AND FRANCOPHONE STUDIES

The French and Francophone Studies minor is designed to allow students to include work in the French language and in French and Francophone culture in their undergraduate program of study. This minor is particularly relevant for students interested in an international framework for their major studies (African, African American, and Caribbean studies; anthropology; art history; communication; economics and finance; English; geography; history; Latin American and Latino studies; marketing and management; musical studies; philosophy; political science; sociology; women's studies).

Prerequisites

The following courses, FR 110, FR 111, and FR 210 or equivalent, must be completed before taking any course in the minor (with the exception of FR 200, which is taught in English). FR 211 may be taken concurrently with 200-level courses. Native speakers of French should meet with their advisor to determine alternative courses.

MINOR REQUIREMENTS.....18 CREDITS

I. Required Courses15 Credits

FR 200	Introduction to French and Francophone Literatures and Cultures (offered in English)	3
FR 211	Intermediate French II.....	3
FR 222	Stylistics and Advanced Composition.....	3
FR 240	Spoken French through Cultural Study.....	3
FR 250	Introduction to Textual Analysis and Research Methods.....	3

II. Elective Course3 Credits (select one course)

FR 320	Approaches to Literary Studies	3
FR 331	The Modern Novel in French.....	3
FR 333	Modern French and Francophone Theater.....	3
FR 336	French Poetry.....	3
FR 337	Topics in Francophone Literature	3
FR 341	Approaches to Cultural Studies	3
FR 350	Sounds and Structures of French.....	3
FR 370	French Cinema.....	3
FR 371	Francophone Cinema.....	3
FR 380	Topics in Parisian Culture.....	3
FR 399	Selected Topics.....	3
FR 400	Seminar in French and Francophone Cultural Studies.....	3
FR 432	Nineteenth-Century French Narrative Prose.....	3
FR 452	Translation Theory and Practice	3
FR 499	Independent Study	3

JAPANESE LANGUAGE TRACK (B.A. IN ASIAN STUDIES: JAPANESE LANGUAGE TRACK)

Students must complete four semesters of basic and intermediate language courses (Japanese 110, 111, 210, 211) with a minimum average grade of B-, or demonstrate equivalent proficiency through CLEP or challenge exam before admission into the track. Students are required to take a total of 33 to 36 credits in language and literature training, including the 12 credits in basic and intermediate language.

NOTE: Basic and intermediate courses are excluded from the language track requirements.

Required Core Courses9 credits

ASN 201	Introduction to Asian Studies;
ASN 270	Civilizations of East Asia
ASN 480	Asian Studies Senior Seminar
	or
CHIN 400	Seminar in Japanese Literature and Culture

In addition to the core, students in the Japanese Language Track must take 21 credits (7 courses) in upper-division language and literature courses as follows:

- 9 credits (three courses) of advanced level courses (Japanese 221, 222, and 223)
- 6 credits (two courses) at the 300 level
- 6 credits (two 200- or 300-level courses) in literature, film, or culture in translation. All other courses for the track must be taught in the target language. Instructors may require additional work in the target language for ASN Language Track students enrolled in courses taught in English.

Teacher Certification.

Students who are interested in obtaining K-12 World Languages teacher certification in Japanese must complete additional courses as prescribed by the College of Education.

Latin American and Latino Studies

Participating Faculty: J. Cunningham and María de L. Villar (anthropology); A. Anreus and H. Zhang (art); R. Soto (English); E. González (history); O. de la Suarée, G. Maduro, F. Rodríguez, and B. Williams (languages and cultures); M. Weinstein (political science); P. Fernández and L. Nuño (sociology); E. Sabogal (women's studies)

Latin American and Latino studies (LALS) is an interdisciplinary program that provides students with a comprehensive academic grounding in the literary, historic, economic, social, political, and cultural contexts of the region. Students study Latin America by examining the transnational and multilateral relations that shape the relevant political, social, economic, and cultural systems. The program prepares students for careers in international business, teaching, law, banking, criminal justice, foreign service, education, health care, and journalism. LALS is an ideal double major and minor; allowing students in other programs (e.g., anthropology, English, history, political science, Spanish) the possibility of counting four to five courses toward both majors.

Participating departments include African, African American, and Caribbean studies; anthropology; art; English; geography; history; languages and cultures; political science; sociology; and women's studies.

Teacher Certification

Students who are interested in obtaining K-12 World Languages teacher certification in Spanish must complete additional courses as prescribed by the College of Education.

REQUIREMENTS FOR THE MAJOR

Candidates for the bachelor of arts (B.A.) in Latin American and Latino Studies must satisfy a total of 33 credits as follows:

Required Core.....15 Credits

LAS 201 Introduction to Latin American Studies3

At least one of the following literature courses3

LAS 228 Latino/a Literature in the US

LAS 232 Survey of Latin American Literature *

LAS 301 Masterpieces of Latin American Literature *

At least one of the following history courses.....3

LAS 380 Colonial Latin America

LAS 381 Modern Latin America

LAS 388 Latino History to 1898

LAS 389 Latino History since 1898

At least one of the following Political Science courses.....3

LAS 229 Latino Politics in the US

LAS 318 Caribbean Political Systems

LAS 337 Politics of Latin America

LAS 480 Latin American Seminar or any 400-level course on a Latino or Latin American topic.....3

Electives18 Credits

Electives must be in at least two different departments, with a maximum of 9 credits in one discipline. Electives include the following courses as well as any new courses approved by the Latin American and Latino studies committee:

African American and Caribbean Studies

AACS 213 African, African American and Caribbean Theater

AACS 261 African, African American and Caribbean Religions

AACS 262 Caribbean Women: Culture and Society

AACS 304 African-Caribbean History

AACS 321 Haiti: History, Peoples, and Culture

AACS 322 Caribbean Literary Experience I

AACS 323 Caribbean Literary Experience II

AACS 341 Contemporary Caribbean Societies

Anthropology

ANTH 325/ Faces of Diversity: Contemporary Migration

LAS 321

ANTH 359/ Cultural Change in Latin America

LAS 359

Art History

ARTH 284/ Art of Precolumbian America

LAS 284

ARTH 286/ Modern Art of Latin America

LAS 286

ARTH 340 Twentieth-Century Mexican Art

English

ENG 228/ Latino Literature in the US

LAS 228/SPAN 228

ENG 307/ Latino Cultural Studies

LAS 305

ENG 325/ Literature Across the Americas

LAS 325

Geography

GEO 335 Geography of Latin America

History

HIST 353/ Race and Slavery in the Americas

LAS 353

HIST 380/ Colonial Latin America

LAS 380

HIST 381/ Modern Latin America

LAS 381

HIST 382/ The Spanish Caribbean

LAS 382

HIST 383/ Modern Brazilian History

LAS 383

HIST 384/ The Mexican Revolution

LAS 384

HIST 385 / Nineteenth Century Latin America, 1810 -1910

LAS 385

HIST 386 Colonial Brazil, 1500-1822

HIST 387/ Ancient Civilizations: The Aztec, Maya, and Inca

LAS 387

HIST 388/ Latino History to 1898

LAS 388

HIST 389/ Latino History since 1898

LAS 389

Languages and Cultures

LAS 228/	Latino Literature in the United States
ENG 228/	
SPAN 228	
SPAN 232/	Survey of Latin American Literature*
LAS 232	
SPAN 301/	Masterpieces of Latin American Literature
LAS 301	in Translation
SPAN 302/	Twentieth-Century Caribbean Culture
LAS 302	and Literature*
SPAN 304/	Cultural Studies of Latin America*
LAS 304	
SPAN 305/	Latino Cultural Studies
LAS 305	
SPAN 320/	Puerto Rican Literature since 1898*
LAS 320	
SPAN 322/	Race, Slavery, and Black Experience in Latin
LAS 322	American Literature*
SPAN 327/	The Latin American Short Story*
LAS 327	
SPAN 335/	Modern Latin American Theater*
LAS 335	
SPAN 338/	Literature of Latin America to Modernismo*
LAS 338	
SPAN 339/	Modern Literature of Spanish America*
LAS 339	
SPAN 340/	Narratives of the Mexican Revolution*
LAS 340	
SPAN 341/	Contemporary Dominican Literature*
LAS 341	
SPAN 342/	Women's Changing Roles in Latin American and
LAS 342	Spanish Literature
SPAN 343/	The Novel of Latin America
LAS 343	
SPAN 345/	Novel of Spanish America to Modernismo*
LAS 325	
PORT 361/	Brazilian Literature in Translation
LAS 361	
SPAN 374/	Changing Directions in Latin American Cinema*
LAS 374	
SPAN 436/	The Modern Latin American Essay*
LAS 436	
SPAN 437/	Modernismo: Prose and Poetry*
LAS 437	
SPAN 480/	Seminar in Latin American Studies*
LAS 480	
SPAN 487/	Seminar in Hispanic Cinema*
LAS 487	

*Courses taught in Spanish

Latin American and Latino Studies

LAS 399	Selected Topics
LAS 480	Latin American Senior Seminar
LAS 499	Independent Study

Political Science

POL 229/	Latino Politics in the United States
LAS 229	
POL 338/	Caribbean Political System
LAS 318	
POL 337/	Politics of Latin America
LAS 337	

Sociology

SOC 318	Race, Ethnicity, and Health
SOC 337/	Global Sociology
LAS 376	

Women Studies

WS 335/	Latina Testimonios
LAS 336	

REQUIREMENTS FOR LATIN AMERICAN STUDIES MINOR

To minor in Latin American and Latino Studies, students must complete a total of 18 credits as follows:

Required Core for the Minor12 credits

LAS 201	Introduction to Latin American Studies3
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At least one of the following literature courses3

SPAN 232/	Survey of Latin American Literature*
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LAS 232

ENG 228/	Latino/a Literature in the U.S.
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SPAN 228/

LAS 228

SPAN 301/	Masterpieces of Latin American Literature
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LAS 301

At least one of the following history courses3

HIST 380/	Colonial Latin America
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LAS 380

HIST 381/	Modern Latin America
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LAS 381

HIST 388/	Latino History to 1898
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LAS 388

HIST 389/	Latino History since 1898
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LAS 389

At least one of the following political science courses3

POL 229/	Latino Politics in the U.S.
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LAS 229

POL 338/	Caribbean Political Systems
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LAS 318

POL 337/	Politics of Latin America
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LAS 337

Electives 6 credits

Electives courses must be at the 300- or 400-level from the list of elective courses in the Latin American and Latino Studies program.

The Spanish Major

Prerequisites for entrance into the major include Spanish 110, 111, 210, and 211, or the equivalent. These four courses or their equivalent must be completed before taking any courses in the major. Native speakers should not take Spanish 110 and Spanish 111; they are advised instead to take Spanish 114 Spanish for Native Speakers. Not all courses are offered every semester; check the course offerings online and/or consult with your academic advisor before registering.

MAJOR REQUIREMENTS

The Spanish major is comprised of 33 credits from courses grouped at three levels:

- Foundation courses (Level A)
- Guided electives (Level B)
- Senior Spanish seminars (Level C).

Students are required to complete all five courses in Level A (15 credits), four courses in Level B (two from Spain and two from Latin America for a total of 12 credits), and two in Level C (a 400-level course and the Capstone course, SPAN 498, for a total of 6 credits). Spanish 221, 222 and 250 should be taken as early as possible in the major. Any prerequisites, in addition to the 200-level ones, for courses in Level B are noted for each course. Students may take up to 3 credits to be applied toward the major from department offerings taught in English.

Level A: Foundation 200-Level Courses15 Credits

Students must have completed SPAN 211 or its equivalent.

Students must take all five courses.

SPAN 221	Spanish: Phonetics and Phonology	3
	or	
SPAN 360	Introduction to Spanish Linguistics	3
SPAN 222	Advanced Spanish Composition	3
	or	
SPAN 314	Advanced Spanish Grammar	3
SPAN 229	Survey of Spanish Literature	3
SPAN 232	Survey of Latin American Literature	3
SPAN 250	Literary Analysis and Research Methods	3

Note: You may take SPAN 250 and a course from Level B concurrently. You may not take a course in Level B **before having taken SPAN 250**.

Level B: Electives 300- and 400-Level Courses12 Credits

- Take any four 300- or 400-level courses in this area
- Two courses from Latin America (6 credits) and two courses from Spain (6 credits) (these courses must be literature content courses taught in Spanish).

Level C: Seminar and Capstone 6 Credits

- One seminar from Spain or Latin America (3 credits) (Span 480, 481, or 487); and
- The Senior Spanish Capstone Seminar (SPAN 498) (3 credits).

Prerequisites

SPAN 250 is a prerequisite for all literature courses.

Please note: The content of SPAN 399; SPAN 480, SPAN 481 and SPAN 499 (Independent Study) varies. Please check with the department for current offerings.

THE SPANISH MINOR18 CREDITS

Required Core Courses12 credits

SPAN 221	Spanish: Phonetics and Phonology	3
	or	
SPAN 360	Introduction to Spanish Linguistics	3
SPAN 222	Advanced Spanish Composition	3
	or	
SPAN 314	Advanced Spanish Composition	3
SPAN 229	Survey of Spanish Literature	3
	or	
SPAN 232	Survey of Latin American Literature	3
SPAN 250	Literary Analysis and Research Methods	3

Electives (300/400) level.....6 credits

Take any two 300- or 400-level courses in either Latin America or Spain (these 300- and/or 400-level courses must be taught in Spanish).

Note: Required core courses may be taken concurrently with 300 and 400 level electives courses, but should be taken as early as possible in the major.

Coherent Sequence in Spanish Subject Area

To prepare teachers of Spanish (for those students who have teaching certification in other subjects or who have undergraduate degrees in other subjects and are pursuing an alternate route program), this program:

- establishes required core courses and electives, and provides rigor and cohesion for those seeking certification; and,
- establishes clear minimum standards and enhances cohesiveness, and provides prospective teachers with a sound training in language, literature, and cultural studies.

The 30-credit course sequence in Spanish begins with three 200-level courses in phonetics and phonology, advanced composition, and literary research methods, plus two 200-level study survey courses in the literature of Spain and Latin America (courses below the 221 level do not count towards the 30-credit sequence). Students may then select five additional courses at the 300- and 400-level. Students must take all 30 credits within the program. Those students who already have any of the core courses may substitute, upon the approval of the department, those courses with elective courses at a higher level.

All courses in the 30-credit sequence must be literature content courses taught in Spanish. There will be no English-language electives as part of the 30-credit course sequence. Students are advised to take elective courses in both Latin America and peninsular literatures and cultures.

COURSE SEQUENCE..... 30 CREDITS

Required Core Courses (lower-level sequence)15 Credits

SPAN 221	Spanish Phonetics and Phonology, or	
SPAN 222	Advanced Spanish Composition, or	
SPAN 314	Advanced Spanish Grammar	3
SPAN 229	Survey of Spanish Literature	3
SPAN 232	Survey of Latin American Literature	3
SPAN 250	Literary Analysis and Research Methods	3
SPAN 360	Spanish Linguistics	3

Electives (300/400 level)15 Credits

Any five 300- or 400-level courses; one course must be at the 400 level.

SPAN 302	Caribbean Culture and Literature	3
SPAN 303	Cultural Studies I: Spain	3
SPAN 304	Cultural Studies II: Latin America	3
SPAN 314	Advanced Spanish Grammar	3
SPAN 320	Puerto Rican Literature since 1898	3
SPAN 322	Race, Slavery, and the Black Experience in Latin American Literature.....	3
SPAN 324	Spanish Nobel Prize Winners.....	3
SPAN 325	Nineteenth and Twentieth Century Latin American Woman Writers	3
SPAN 327	The Latin American Short Story	3
SPAN 329	Literature of Spanish Migration.....	3
SPAN 330	Spanish Literature of the Twentieth Century.....	3
SPAN 331	Golden Age of Spain.....	3
SPAN 332	Theatre of the Golden Age.....	3
SPAN 333	Literature of Spain to the Renaissance.....	3
SPAN 334	Romanticism in Spain.....	3
SPAN 335	Modern Spanish American Drama.....	3
SPAN 337	Romantic Theatre of Spain.....	3
SPAN 338	Literature of Spanish America to Modernismo	3
SPAN 339	Modern Literature of Spanish America	3
SPAN 340	Narratives of Mexican Revolution.....	3
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Note: Students following this 30-credit coherent sequence of courses for teaching certification are strongly encouraged to finish a second degree by taking all 33 credits required for the Spanish major.

Students who enter the major with advanced standing in language proficiency may begin the 200-level courses earlier and be able to spread the 300- and 400-level courses over time to increase their range of electives within the major. Taking summer courses may also increase opportunities for electives for more rapid advancement. Spanish majors are encouraged to acquire proficiency in a second foreign language. Consult with your advisor.

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

All courses are 3 credits and taught in the target language unless otherwise indicated. Courses marked * require one hour of lab work per week.

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 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 equivalency

CHIN 115 Chinese Supplemental Course I

A one-credit course that concentrates on consolidating and further developing basic skills in pronunciation, basic reading, writing, conversation, and grammar. This will be achieved chiefly through supplementary learning materials and practice.

1 credit

CHIN 116 Chinese Supplemental Course II

A one-credit course that concentrates on enhancing students' learning and writing of basic Chinese characters. The course introduces character components, teaches rules and methods for constructing and writing characters, and provides exercises for studying characters.

1 credit

CHIN 117 Chinese Supplemental Course III

A one-credit course that concentrates on the development of basic skills in oral comprehension and expression. Through pattern drills, dialogues and communicative exercises, the course aims to develop students' oral proficiency.

1 credit

CHIN 200 Introduction to Chinese Culture

This course is a survey of the essential elements of Chinese culture from its earliest time to present. It discusses topics such as Chinese philosophy, religion, writing system, literature, arts, science and medicine, family/marriage, home architecture and garden, etc.

CHIN 210 Intermediate Chinese I*

Following continued training in fluent and accurate speech, students learn new vocabulary, and more complicated sentences. Stress is on the understanding of sentence patterns, which serve as a foundation for further study.

Prerequisite: CHIN 111 or equivalent

CHIN 211 Intermediate Chinese II*

A continuation of CHIN 210. Students are introduced to a variety of topics in modern Chinese and work toward the goal of recognizing approximately 1200 lexical items, including 1000 characters. Students also learn how to write short compositions.

Prerequisite: Chinese 210 or equivalent

CHIN 221 Chinese Spoken Language

Develops students' speaking and aural comprehension abilities in Chinese. Deals with various aspects of spoken Chinese and integrates them with multi-purpose oral communication skills. Activities such as situational dialogues and class discussion lead towards the development of speaking and listening skills sufficient to handle daily conversation. Taught in Chinese.

Prerequisite: Chinese 211 or equivalent

CHIN 222 Advanced Chinese Conversation and Composition I

Concentrates on consolidating the foundations of pronunciation, grammar, and character writing built in the first two years of study. Emphasis on discussing topics of general interest and writing essays.

Prerequisite: CHIN 221 or equivalent

CHIN 223 Advanced Chinese Conversation and Composition II

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

Prerequisite: CHIN 222 or equivalent

CHIN 300 Introduction to Chinese Literature in Translation

An introduction to the history, themes, genres, and major works of Chinese literature from its beginning to the nineteenth century. Deals with the rich tradition of thought and debates in China about the function and essential nature of literature as well as religious and philosophical ideas in Chinese literature. Focuses on classical Chinese literature. Taught in English.

Note: Students in the language track will be given supplemental materials in Chinese.

CHIN 301 Modern Chinese Literature in Translation

Introduces students to the literature of twentieth-century China. Presents important historical and literary background, discusses literary trends and major authors, and analyzes major literary text in different genres with emphasis on short stories. In English.

CHIN 302 Chinese Popular Culture

Examines the Chinese culture made and consumed by ordinary Chinese people, and analyzes how some of the critical Chinese ideological, political, social, and

cultural factors are shaped in popular culture. Deals with popular belief systems, popular religions and religious activities, domestic and communal rituals and customs, various forms of popular performance, folk literature, and material culture. Also considers contemporary Chinese popular culture including arts, film, television, and music. These subjects will be studied through both written and visual documentation. Taught in English.

CHIN 310 Advanced Chinese Tutorial I

Intended for students developing knowledge of Chinese beyond intermediate level. It focuses on improving the learners' Chinese language skills to Advanced-Low level specified in the ACTFL (The American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Within this framework, instruction aims at integrating listening comprehension, speaking, reading comprehension, and writing skills in order to help learners communicate meaningfully, effectively, and creatively in the Chinese language.

CHIN 311 Advanced Chinese Tutorial II

This course is a continuation of CHIN 310 and is intended for students who are interested in developing knowledge of Chinese at an advanced level. It focuses on improving the learners' Chinese language skills to Advanced-Mid level as specified in the ACTFL (The American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Within this framework, instruction aims at integrating listening comprehension, speaking, reading comprehension, and writing skills in order to help learners communicate meaningfully, effectively, and creatively in the Chinese language.

CHIN 363 Methods of Teaching Chinese as a Second/Foreign Language

Designed to train students to teach Chinese to speakers of other languages. Covers the current second-language acquisition research, various instructional strategies, proficiency-based instruction, performance-based assessments, and design of teaching unit and daily lesson plan in alignment with the NJWL framework and national standards for Chinese language learning. Includes lectures as well as practical classroom experience. Taught in Chinese.

CHIN 375 Contemporary Chinese Cinema

Examines Chinese cinema since the "Fifth Generation" of Chinese filmmakers in the mid-1980s. In contemporary China, cinema has become an important artistic form reflecting diverse social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan. Helps students to develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new development in the era of globalization. Although focus is placed on the works from mainland China, films from Taiwan and Hong Kong will also be discussed. Taught in English.

CHIN 399 Selected Topics

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

Prerequisite: Permission of department chairperson
1-6 credits

CHIN 400 Seminar in Chinese Literature and Culture

This seminar is designed to expand students' knowledge of Chinese literature and culture through reading and discussion of major works in Chinese. It delves into major trends and issues, secondary scholarship, and research methodology in the field. The seminar requires students to read critically and to analyze and write about texts of Chinese literature and culture using both traditional Chinese research methods and Western critical approaches. This course is required of all majors who will seek teacher certification. May be used to fulfill the ASN 480 Senior Seminar requirement. Taught in Chinese.

CHIN 499 Independent Study

Chinese Independent Study as approved and to be arranged.
1-6 credits

FRENCH**FR 110 Basic French I***

This introductory course presumes no prior background in the language. The course develops a beginning level of proficiency in the four areas of language skills—speaking, listening, writing, and reading—through interactive classroom work, laboratory exercises, and diverse oral and written assignments. Students use the language to gain a beginning appreciation of the French and Francophone world.

FR 111 Basic French II*

This is a continuation of the grammar study of FR 110 with emphasis on further developing proficiency skills through reading and discussion of short texts or contemporary articles of current cultural relevance. Continued emphasis on oral interaction in French.

Prerequisite: FR 110 or equivalency

FR 200 Introduction to French and Francophone Cultures and Literatures

An introductory course exploring the cultural diversity of the French-speaking world. Discusses French colonialism and its distinct and complex legacies in different areas of Sub-Saharan Africa, North Africa, North America, the Caribbean, and France itself. Historical, literary, and cultural readings are in translation. Films from the French-speaking world. Taught in English. Serves non-Western requirement.

FR 210 Intermediate French I*

This intermediate course presumes novice-high proficiency in French, focusing on all four areas of language skills: speaking, listening, reading, and writing. Reinforces competence and proficiency gained in Basic French with a thorough review and further development of grammar and vocabulary. Training to read literary and journalistic selections in French and to write short grammatically and stylistically correct French compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Enhances appreciation of the French and Francophone world through cultural readings and films.

Prerequisite: FR 111 or placement test or equivalency

FR 211 Intermediate French II*

This is the second half of an intermediate course that presumes intermediate/low proficiency in French, focusing on all four areas of language skills. The course develops skills gained in Intermediate I and offers further development of grammar and vocabulary. Guided readings of short texts in French, discussion of contemporary or historical events in the French-speaking world, continued practice with writing grammatically and stylistically correct French compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Enhances appreciation of the French and Francophone world through cultural readings and films. Recommended for native speakers who need grammar review.

Prerequisite: FR 210 or equivalency

FR 222 Stylistics and Advanced Composition

Focusing primarily on two of the four areas of language skills—reading and writing—this course is addressed to students at the intermediate level who have good grasp of grammar and who need to improve and practice their written skills. The course further reinforces and solidifies grammatical concepts. It explores complexities and variations in written styles with a view to enabling the student to develop grammatically correct yet individually distinct written expression.

Prerequisite: FR 211 or permission of instructor

FR 240 Spoken French through Cultural Study

A course in conversational French through the comparative study of cultures, this course is designed for students at the intermediate level desiring to hone and practice their oral skills. The course concentrates on two of the four areas of language skills—speaking and listening—through interactive classroom work, diverse oral exercises, activities, and assignments, all focused around the varied and distinct cultures of the Francophone world.

Prerequisite: FR 211 or permission of instructor

FR 250 Textual Analysis and Research Methods

An introduction to bibliographical research (with library and technological workshops) and basic literary analysis and approaches, with attention paid to different genres, movements, and periods in French and Francophone literature. Students interested in non-literary areas of French and Francophone Studies pursue different bibliographical projects, on film or cultural studies, for example. May be taken simultaneously with FR 240.

Prerequisite: FR 211 or permission of instructor

FR 300 Twentieth-Century French and Francophone Literature in Translation

This course enables students, through reading and critical discussion, to confront the ideas and diverse styles of some of the major French and Francophone writers of the twentieth-century. The literary works chosen (theater, poetry, short stories, and novels) reflect the immense social and artistic changes these writers have faced. Taught in English.

FR 320 Approaches to Literary Studies

Designed to introduce students to various means of approaching literary texts and to provide analytic tools for advanced literary study. The course reviews the traditional French "explication de texte," offers a consideration of literary genres, and presents varied theoretical approaches to literature. The course is balanced between readings in theory and application of their relevance for the study of literary works.

Prerequisite: FR 250

FR 331 The Modern Novel in French

A study of the modern novel in French, with attention to such authors as Proust, Gide, Sartre, Camus, Duras, Robbe-Grillet, Djébar, Condé, and to different schools and literary concerns.

Prerequisite: FR 250

FR 333 Modern French and Francophone Theater

Major dramatists and movements in modern French-language theater. Focus on French symbolist theater, existentialist theater, and theater of the absurd, with an introduction to theatrical theory.

Prerequisite: FR 250

FR 336 French Poetry

Studies French poetic traditions and major poetic works from the medieval period to post-surrealism.

Prerequisite: FR 250

FR 337 Topics in Francophone Literature

Introduces major poets, novelists, and dramatists of the French-speaking world, including study of their literary, critical, and political works. Focus varies. Topics might include the following: the different literary movements of the Caribbean and its main twentieth-century writers, such as Césaire, Condé, Glissant; contemporary Québec

culture and literature, its historical and artistic considerations, political concerns, and relations to language through the works of such writers as Broussard, Micone, Roy, and Théoret; major writers in French from Morocco, Tunisia, and Algeria, such as Ben Jelloun, Boudjedra, Djébar, Mimouni, Yacine, including additional consideration of Beur writers in France; the major writers and literary movements in French-speaking sub-Saharan Africa within a historical and sociological context, considering work by Bâ, Beyala, Kourouma, Laye, Ousmane, or Senghor.

Prerequisites: FR 200 and FR 250

FR 341 Approaches to Cultural Studies

An introduction to the field of Cultural Studies, this course transcends distinct disciplines to study the shift in focus in French and Francophone Studies toward a broader range of cultural forms. The course uses an interdisciplinary approach to examine France and the French-speaking world through different types of cultural production: ideas, images, and narratives. Examples of topics studied might include cinema, television, journalism, contemporary fiction, recent French politics, comic books, etc.

Prerequisite: FR 250

FR 350 Sounds and Structures of French

The course provides students with a thorough understanding of the way French sounds are produced and how they behave according to general linguistic principles. It also presents a comprehensive examination of the word and sentence structures of the French language.

Prerequisite: FR 250

FR 370 French Cinema

This course offers an introduction to French cinema from its historical beginnings through its mid-century crises and the New Wave innovations to the diversity of its present-day perspective; cinematic techniques and innovations, diverse schools, the va-et-vient between American and French cinema. A secondary aim is to offer a cultural study of the films' contexts—the cultural, political, and philosophical upheavals of twentieth-century France, the two World Wars, the Fifth Republic, the end of colonialism, and a shifting relation to other European countries and to the United States. Class discussion in English with additional discussion section in French; majors do work in French.

Prerequisite: FR 250, or COMM 234, or ENG 229 or permission of the chairperson

FR 371 Francophone Cinema

Consideration of the development of Francophone cinema, its relation to French and American cinemas, and its major concerns. Discussion of cinematographic innovations. Class discussion in English with additional discussion section in French; majors do work in French. Prerequisite: FR 250, or COMM 234, or ENG 229 or permission of the chairperson

FR 380 Topics in Parisian Culture

In conjunction with a trip to Paris, students study a particular period or movement relevant for an understanding of Parisian culture. Examples include nineteenth-century fin de siècle architecture, politics, and art; the French monarchy; Arab cultures in France; and surrealism.

Prerequisite: Permission of instructor

1-3 credits

FR 399 Selected Topics

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

Prerequisite: Permission of the department chairperson.

1-6 credits

FR 400 Seminar in French and Francophone Cultural Studies

Topic varies. An examination of a significant period or theme in French or Francophone society (revolution, World War II, Algerian Revolution, Surrealism, colonialism, religion, etc.) and its impact on political, literary, media, artistic, social concerns, or productions. May be repeated for credit if a different topic offered.

Prerequisite: FR 250

FR 432 Nineteenth-Century French Narrative Prose

The course provides a survey of major texts of narrative prose through close reading of novels and short stories. The course sketches a general picture of nineteenth-century France: historical events, artistic and cultural themes, and major literary movements. Special attention is given to fictional techniques and to innovation of literary form in the work of Hugo, Balzac, Mérimée, Stendhal, Flaubert, Nerval, Maupassant, Zola, and Barbey d'Aurevilly.

Prerequisite: FR 250

FR 452 Translation Theory and Practice

This course is in the art and practice of translating from English to French and from French to English, with primary emphasis on the latter. Includes some theoretical readings. Practice in translating diverse texts (literary, business, media), structural comparison, analysis of different translations of a given text, comparative stylistic study.

Prerequisite: FR 250

FR 480 Senior Seminar

Includes an in-depth study of a selected author or theme or of a particular topic in French and Francophone Studies.

Prerequisite: Permission of instructor

FR 499 Independent Study

As approved and to be arranged.

1-6 credits by permission of the dean.

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 or equivalency

JPAN 115 Supplemental Japanese I: Fundamentals of Japanese

A one-credit course that concentrates on consolidating and further developing basic skills in pronunciation, basic reading, writing, conversation, and grammar. This will be achieved chiefly through supplementary learning materials as well as drills and practice.

JPAN 116 Supplemental Japanese II: Fundamentals of Japanese

A one-credit course that concentrates on enhancing students' learning and writing of basic Japanese characters. The course introduces character components, teaches rules and methods for constructing and writing characters, and provides exercises for studying characters.

JPAN 117 Supplemental Japanese III: Fundamentals of Japanese

A one-credit course that concentrates on the development of basic skills in oral comprehension and expression. Through pattern drills, dialogues, and communicative exercises, the course aims to develop students' oral proficiency.

JPAN 210 Intermediate Japanese I*

The course, designed as a continuation of Basic Japanese I and II, further increases the student's knowledge of Japanese grammar, vocabulary, idioms, and characters, building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 111 or equivalent

JPAN 211 Intermediate Japanese II*

A continuation of Intermediate Japanese I. Further increases a student's knowledge of Japanese grammar, vocabulary, idioms, and characters, building on the previously acquired foundation in Japanese.

Prerequisite: JPAN 210 or equivalent

JPAN 221 Japanese Conversation

The course develops students' speaking and aural comprehension abilities in Japanese. It deals with various aspects of spoken Japanese and integrates them into multi-purpose, oral communication skills. Main activities lead towards the development of speaking and listening skills sufficient to handle daily conversation. Other activities include the consideration of pronunciation and intonation, discussion, speech, interpretative reading, story telling, and dictation. These activities, involving a variety of topics regarding Japan, aim as well to deepen students' understanding of Japanese culture and behavior. Prerequisite: JPAN 211 or equivalent.

JPAN 222 Advanced Japanese I

The course develops the four skills of speaking, aural comprehension, reading, and writing with an increased emphasis on reading and writing at an advanced level. It fosters the development of vocabulary and an in-depth understanding of Japanese grammar through role play, conversation, and reading and writing exercises. Topics of discussion include diverse aspects of Japanese culture and society so as to enhance a greater understanding of Japan. Prerequisite: JPAN 221 or equivalency

JPAN 223 Advanced Japanese II

The course is the continuation of JPAN 222, Advanced Japanese I. It further develops a broad competency of the four skills: speaking, aural comprehension, reading, and writing, with an increased emphasis on the development of the functional abilities in authentic situations at a level substantially higher than that of JPAN 221. It fosters the development of vocabulary and an in-depth understanding of Japanese grammar through role play, conversation, and reading and writing exercises. These activities, involving a variety of topics regarding Japan, aim as well to deepen students' understanding of Japanese culture and society. Prerequisite: JPAN 222 or equivalency

JPAN 301 Cultural Studies: Japan

This course examines contemporary Japanese culture and society. Drawing upon a contemporary cultural studies approach, it covers a variety of topics, such as Japanese family and social organizations. (Cross-listed with ASN 301)

JPAN 302 Japanese Literature and Film in Translation

This course fosters an understanding of major works of Japanese literature and cinema, both traditional and contemporary. Drawing upon novels, dramas, poetry, and film, it examines how these genres reflect Japanese ethics, aesthetics, and samurai and commoner societies in the Edo period. Furthermore, the course explores the influence on contemporary literature of Westernization in the postwar period, and reconciliation of individual expression with group conformity in today's society. (Cross-listed with ASN 302)

JPAN 303 Japanese Society and Culture

This course is intended for students who are interested in deepening their understanding of contemporary Japanese society and culture. It develops students' knowledge of Japan through literature and fieldwork.

JPAN 310 Japanese Advanced Tutorial I

This course is intended for students who are interested in developing knowledge of Japanese at an advanced level. It focuses on improving the learners' Japanese skills to Advanced-Low level as specified in the ACTFL (The American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Within this framework, instruction aims at integrating listening comprehension, speaking, reading comprehension, and writing skills in order to help the learners communicate meaningfully, effectively, and creatively in the Japanese language. Prerequisite: JPAN 223 or equivalent

JPAN 311 Japanese Advanced Tutorial II

This course is a continuation of JPAN 310 and is intended for students who are interested in developing knowledge of Japanese at an advanced level. It focuses on improving the learners' Japanese language skills to Advanced-Mid level as specified in the ACTFL (The American Council on the Teaching of Foreign Languages) Proficiency Guidelines. Within this framework, instruction aims at integrating listening comprehension, speaking, reading comprehension, and writing skills in order to help the learners communicate meaningfully, effectively, and creatively in the Japanese language. Prerequisite: JPAN 310 or equivalency

JPAN 316 Daily Life in Japan

This course is for Study Abroad in Japan. The classes are mainly conducted in Japan and are partially held on the WPUNJ campus. The course develops students' understanding of contemporary Japanese culture through classroom and living experiences in Japan. (Cross-listed with ASN 316)

JPAN 325 Women in Modern Japanese Literature

The portrayal of women, gender and sexuality in contemporary Japanese literature. The course examines modern Japanese society and culture and the interplay between tradition and modernity through the prism of canonical and contemporary literature. Topics include notions of the self, national and gender identity, and the impact of Westernization, modernization, urbanization, industrialization, and globalization. In English.

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

LATIN AMERICAN AND LATINO STUDIES

For cross-listed courses, go to the discipline housing the course (e.g., AACs, anthropology, art history, English, geography, history, political science, sociology, Spanish, and women's studies). See pages 202 and 203, under Latin and American and Latino studies program, for a list of courses.

LAS 201 Introduction to Latin American Studies

This course introduces students to the literature, geography, history, culture, society, economics, and political systems of Latin America. It focuses not only on Latin America as a whole, but also on the relationships between the various geographical regions—México, Central America, Caribbean, and South America—that constitute it. This is the foundation course for the Latin American Studies major and minor. Students are advised to take this course, which is offered every semester, at the beginning of the major or minor.

LAS 399 Selected Topics

Examine a topic on Latin America not covered by an existing course.

Prerequisite: Permission of the director.

1-6 credits

LAS 480 Seminar in Latin American Studies.

This seminar is required of all Latin American Studies majors. Topics vary, depending on the discipline and the participating professor's field of expertise. The seminar is intended for upper-level students in the major or for non-majors with some background in Latin American Studies or the seminar topic.

Prerequisite: LAS 201

SPANISH**SPAN 106 Intensive Basic Spanish I and II***

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

Prerequisite: Two years of high school Spanish or permission of the chairperson.

6 credits

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 or equivalency

SPAN 114 Contemporary Spanish for Native Speakers*

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

Prerequisite: Permission of chairperson

SPAN 210 Intermediate Spanish I*

A thorough review of basic conversation followed by an aural/oral presentation of such topics as travel, student life, careers, sports, fine arts, industry, politics, etc. A review of the essentials of Spanish, development of a larger vocabulary, including idioms, discussion of selected short stories, and other selected areas of interest to students are included.

Prerequisite: SPAN 111 or equivalency

SPAN 211 Intermediate Spanish II*

A continuation and intensification of intermediate Spanish I. Guided discussion on a more sophisticated level. A variety of modern selections, prose and poetry, from the many Spanish-speaking countries, such as Puerto Rico, Mexico, Cuba, Columbia, Argentina, etc., are integrated into the course.

Prerequisite: SPAN 210 or equivalency

SPAN 221 Spanish: Phonetics and Phonology

A guided introduction to the basic problems of the Spanish language based on structural and descriptive analysis of the Spanish sound system. Throughout the course, emphasis is placed on the spoken language.

Prerequisite: SPAN 211 or equivalency

SPAN 222 Advanced Spanish Composition

Oral and written communication with special emphasis on content and composition theory. Course provides extensive practice in academic writing together with thorough analysis of various types of writing. (Offered every fall and spring)

Prerequisite: SPAN 211 or equivalency

SPAN 228 Latino/a Literature in the United States

Surveys the literature produced by the major Hispanic groups in the United States. Groups considered are Chicanos, Cuban-Americans, Dominican-Americans, Puerto Ricans, and Chicanos. The genres to be studied are: poetry, short story, novel, and theater. Special emphasis is given to the literary and cultural trends represented by the major authors. Taught in English.

Prerequisite: SPAN 211 or equivalency

SPAN 229 Survey of Spanish Literature

A survey of peninsular Spanish literature from its beginnings to the present.

Prerequisite: SPAN 211. May be taken concurrently with SPAN 250.

SPAN 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. May be taken concurrently with SPAN 250. (Cross-listed with LAS 232)

Prerequisite: SPAN 211 or equivalency

SPAN 250 Literary Analysis and Research Method

An introduction to bibliographical research and basic literary analytical methods and approaches, with attention to the exigencies of different genres and literary periods. The course provides an overview of the principal periods, movements, and trends of Peninsular and Latin American literary history and their historical contexts. (Offered every fall and spring)

Prerequisite: SPAN 211 or equivalency

SPAN 300 Spanish Peninsular Literature in Translation

A selective study of literature from the Iberian peninsula produced from the Visigothic era to the present and available in English translation. The course may be organized as a major-works or major-authors course, or it may focus on a theme or themes. Taught in English.

Prerequisite: ENG 150 or SPAN 250

SPAN 301 Masterpieces of Spanish-American Literature in Translation

A selective study of the major figures and literary trends of the Latin American literature. The selected works and authors are studied from the point of view of their contributions to universal literature. Emphasis is placed on figures like: Isabel Allende, Jorge Luis Borges, Alejo Carpentier, José Donoso, Laura Esquivel, Carlos Fuentes, Gabriel García Márquez, René Marqués, Gabriela Mistral, Octavio Paz, and others. Taught in English. (Cross-listed with LAS 301)

Prerequisite: ENG 150 or SPAN 250

SPAN 302 Caribbean Culture and Literature of the Twentieth Century

A study of the social and literary traditions of the Spanish speaking Caribbean (Cuba, the Dominican Republic, and Puerto Rico) within the context of the Caribbean Basin. Emphasis is given to the major literary and social works from the Modernismo to the present. Representative works by Bosch, Brull, Cabrera Infante, Carpentier, del Cabral, Ferré, Florit, Guillén, Henríquez Ureña, Lloréns Torres, Lima, Palés Matos, and others. (Cross-listed with LAS 302)

Prerequisite: SPAN 250

SPAN 303 Cultural Studies I: Spain

A contemporary cultural theory-based approach to the study of the most representative cultural, 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 Cultural Studies of Latin America

A contemporary cultural theory-based approach to the study of Latin America's social and political institutions, art, literature, and philosophy. (Cross-listed with LAS 304)

Prerequisite: Any 200-level course beyond SPAN 221

SPAN 305 Latinos Cultural Studies in the United States

A study of the culture of the Latinos in the United States surveying the most representative cultural, social, and artistic contributions of Latinos to main stream United States culture. Includes a study of the literature, music, theater, and cultural trends. The course focuses on the cultural production of Chicanos, Cuban-Americans, Dominican-Americans, Puerto Ricans, and others. Taught in Spanish and English. (Cross-listed with LAS 305)

Prerequisite: Any 200 level course beyond SPAN 221

SPAN 314 Advanced Spanish Grammar

This course introduces students to grammar of the Spanish language, with emphasis on the syntactical and semantic features. The course is directed at students who have already acquired a reasonably good level of proficiency in Spanish and who wish to further consolidate, develop, and improve this proficiency. It enhances student's knowledge and comprehension of Spanish grammar and develops the ability to apply such grammatical knowledge in the spoken and written language.

SPAN 320 Puerto Rican Literature Since 1898

A selective study of the major figures and literary trends of Puerto Rican literature from 1898 to the present. Course describes the social and political changes as well as the sociopolitical crisis of the twentieth century. The course focuses on topics of nation and identity. (Cross-listed with LAS 320)

Prerequisite: SPAN 250

SPAN 322 Race, Slavery, and the Black Experience in Latin American Literature

Explores and examines the race, slavery, and black experience evolution in nineteenth and twentieth-century Hispanic Caribbean texts. Discussion focuses on the origins, influences, and projections of the Caribbean Hispanic literature. (Cross-listed with LAS 322)

Prerequisite: SPAN 250

SPAN 324 Nobel Prize Writers of Spain and Spanish America

A survey of the literary production of the winners of the Nobel Prize in literature from Spain and Spanish America. The course focuses on the genre explored by these writers and covers the manner in which each one portrayed his/her space at an international level.

Prerequisite: SPAN 250

3 credits

SPAN 325 Nineteenth/Twentieth Century Latin American Women Writers

A study of the literary production of the Latin American women writers of the 19th and 20th century. The course includes the different genres in which the female writers have made a major contribution. (Cross listed with WS 325)

SPAN 327 The Latin American Short Story

A study of the Latin American short story from its origins to the early twenty-first century. It considers how these stories represent ethico-political views, violence, paranoia, mass culture, gender, race and sexuality; and adapt and take part in important literary movements and modalities such as the testimony, adventure, magical realism, detective fiction, science fiction, and historical fiction.

The course also offers students the opportunity to pursue work in the art of writing short stories. Taught in Spanish. Prerequisite: SPAN 250

SPAN 329 Literature of Spanish Migration

This course explores migration and displacement theories as they apply to the analysis of the narrative and film of Spanish migration, with three focal points: interior migration from the linguistic, economic, and cultural periphery to the industrialized urban centers, migration to Latin America, and migration to other European countries.

Prerequisite: SPAN 250

SPAN 330 Spanish Literature of the Twentieth Century

Selective study of major literary figures and significant trends in twentieth-century Spanish literature. Emphasis on such figures as Baroja, Unamuno, Azorín, Valle Inclán, Ortega y Gasset, Benavente, Pérez de Ayala, Machado, Jiménez, Salinas, Lorca Guillén, 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 Buscón are read as examples of picaresque novels. Fray Luis de Leon, Santa Teresa de Jesús, 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, Calderón de la Barca, Alarcón, Guillén 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 centuries. Periods, genres, styles and schools, and a selection of major and minor authors and works, such as the Cantar de Mio Cid, Milagros de Nuestra Señora, Libro de Alexandre, Cantigas de Santa María, Libro de Buen Amor, Celestina, the poetry of Jorge Manrique and of the Marqués de Santillana. Includes an introduction to regional and non-Castilian literature in Spanish translation.

Prerequisite: SPAN 250

SPAN 334 Romanticism in Spain: Prose and Poetry

A study of poetry and prose of the Spanish romanticists. In the post-romantic period special attention is given to Bécquer and the aesthetics of the new poetry.

Prerequisite: SPAN 250

SPAN 335 Modern Spanish American Drama

A study of the evolution of the Latin American theater from its origins in the nineteenth century to the present. Representative works by Arriví, Buenaventura, Dragún, Gorostiza, Marqués, Solorzano, Usigli, Villaurrutia, Wolff, and others are studied. Taught in Spanish. (Cross-listed with LAS 335)

Prerequisite: SPAN 250

SPAN 337 The Romantic Theater in Spain

The emergence and development of the romantic theater in Spain; in-depth study of such works as Don Alvaro o la fuerza del destino, El Trovador, Don Juan Tenorio, Los Amantes de Teruel.

Prerequisite: SPAN 250

SPAN 338 The Literature of Latin America to Modernism

Studies the main literary currents, authors, and works from the Colonial period to the 1870s. Emphasis is given to particular authors who have made a significant contribution to the literary personality of Latin America. The study starts with the diaries of Christopher Columbus and continues until the first literary movement originated in Latin America, Modernismo. Taught in Spanish.

(Cross-listed with LAS 338)

Prerequisite: SPAN 250

SPAN 339 The Modern Literature of Spanish America

The course studies the trajectory of Latin American literature from Modernismo to the present. Emphasis is given to the "ismos" of the turn of the century, the "novelas de la tierra," "indigenismo," "novelas de la revolución," and the contemporary novel among others. Taught in Spanish. (Cross-listed with LAS 339)

Prerequisite: SPAN 250

SPAN 340 Narratives of the Mexican Revolution

An overview of the narratives of the Mexican Revolution from those that depict the conditions that prompted the armed movement to those that portray the disillusionment of a failed and betrayed revolution. (Cross-listed with LAS 340)

Prerequisite: SPAN 250

SPAN 341 Contemporary Dominican Literature

A selective study of the major figures and literary trends of contemporary Dominican literature, the course examines the connections between the most recent narrative and the preceding literacy tradition. (Cross-listed with LAS 341)

Prerequisite: SPAN 250

SPAN 343 Novel of Latin America

A study of the major authors of the last forty years and their works. The course emphasizes Boom and post-Boom narrative. Historical, aesthetic, and social developments, and philosophical influences are some of the main areas covered in the course. Taught in Spanish. (Cross-listed with LAS 343)

Prerequisite: SPAN 250

SPAN 346 Nineteenth Century Novel of Spain

Selective study of the major novelists and significant trends in nineteenth-century Spanish novel. Emphasis on such figures as Alarcón, Pereda, Valera, Galdós, Pardo Bazán, and Alas.

Prerequisite: SPAN 250

SPAN 360 Introduction to Spanish Linguistics

Topics include phonetics, phonology, morphology, syntax, semantics, historical linguistics, linguistic variation, semiotics, and discourse analysis.

Prerequisites: Spanish 221, 222, 250 or permission of chair.

SPAN 363 Spanish Methodology and Pedagogy

This course is designed to provide students the opportunity to learn about the methods used in teaching Spanish. The first part focuses on various pedagogical points and areas of applied linguistics, and the second half emphasizes different approaches and methods, as well as techniques and activities for the classroom.

SPAN 371 The Cinema of Spain: Nation, Exile, and Social Marginalization

Introduces the cinema of Spain from the political allegories and exile films of the Franco era to the cultural renaissance of the 1980s. Cinema is viewed as an inherent part of twentieth-century Peninsular literary/cultural production. Special attention is devoted to the unique situations of Spanish history, which render the country's cinema considerably distinct from other European national traditions. Topics to be discussed include the representation of nation in film, surrealist visions, women and cinema, and minority discourses. Course taught in Spanish.

Prerequisites: SPAN 221, SPAN 250

SPAN 372 The Cinema of Spain

Course presents an introduction to the cinema of Spain from the political allegories and exile films of the Franco era to the cultural renaissance of the 1980s. Cinema is viewed as an inherent part of twentieth-century Peninsular literary/cultural production. Special attention is devoted to the unique situations of Spanish history which render the country's cinema considerably distinct from other European national traditions. Topics to be discussed include the representation of nation in film, surrealist visions, women and cinema, and minority discourses. Course taught in English. May count for Spanish major if no other courses in student's major program have been taught in English.

SPAN 374 Changing Directions in Latin American Cinema

Course explores the historical and aesthetic development of Latin American cinema from its origins to the current post-national era. Taught in Spanish. (Cross-listed with LAS 374)

Prerequisites: SPAN 250 or permission of chair

SPAN 396 History and Literature of Medieval Spain

A historical, literary, and intellectual survey of the three principal religious communities of Medieval Spain (Christians, Jews, and Moslems) from approximately 500 to 1500 A.D.

Prerequisites: HIST 101, ENG 150, and SPAN 222

SPAN 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

SPAN 435 Cervantes and His Age

A study of Cervantes' artistic creation and its relation to the culture of the sixteenth century. Special emphasis is given to Don Quixote and the development of the novel as a genre.

Prerequisite: SPAN 250

SPAN 436 The Modern Spanish American Essay

A selective study of the most representative works by essay writers in Latin America. Emphasis is placed on those writers who have shaped the continental vision of the Latin American society. Writers include Arciniegas, Castro, Fernández Retamar, Fuentes, Henríquez Ureña, de Hostos, Mariátegui, Paz, Picón Salas, Reyes, Rojas, Vasconcelos, Varona, and others. Taught in Spanish.

(Cross-listed with LAS 436)

Prerequisite: SPAN 250

SPAN 437 Modernismo: Prose and Poetry

A study of the Modernismo movement in Latin America from its beginning in the 1870's to its conclusion in the 1930's. Different genres, authors, and modalities are emphasized whenever the course is offered. The scope is multinational, and it includes the various generations that constitute the movement. Authors included are del Casals, Darío, Díaz Rodríguez, Gutiérrez Nájera, Herrera y Reissig, Lugones, Martí, Nervo, Reyes, Santos Chocano, Valencia, and Collado Martell. Taught in Spanish. (Cross-listed with LAS 437)

Prerequisite: SPAN 250

SPAN 480 Seminar in Latin America Literature

An in-depth study of a selected author or theme in Spanish American literature. (Cross-listed with LAS 480)

Prerequisite: SPAN 250

SPAN 481 Seminar in Spanish Literature

An in-depth study of a selected author's work, or theme from Spanish Peninsular Literature.

Prerequisite: SPAN 250

SPAN 487 Seminar in Hispanic Cinema

Course provides students with an in-depth examination of a specific topic related to Peninsular Spanish cinema. Individual seminars may focus on an in-depth study of a director or movement, feminism and Spanish film, minority discourses, nationalism, etc. Despite the wide scope of issues the seminar may foreground, goals, objectives, outcomes, and assessments remain quite similar.

Prerequisite: one 300-level course in Spanish or permission of chair.

SPAN 498 Spanish Capstone for Seniors

This course synthesizes Spanish and Latin American literature and cultural expression from their beginnings to the present. Literary movements and artistic tendencies are studied along with representative works and authors. Emphasis is placed on individual students' career goals and overall career preparedness before graduation.

SPAN 499 Independent Study

As approved and to be arranged.

1-6 credits

OTHER LANGUAGES**ACADEMIC ENGLISH AS A SECOND LANGUAGE PROGRAM****ESL 210 Intermediate Reading for Multilingual Speakers**

This is a reading skills course for intermediate-level multilingual students from non-English language backgrounds. In this course, students develop their academic English reading strategies and practice a variety of critical reading skills using college-level texts and newspapers. In addition, students expand their academic vocabulary so that they are able to successfully negotiate the demands of their college coursework. (The advanced course addresses similar topics at a more sophisticated level.)

ESL 211 Intermediate Writing for Multilingual Speakers

This is a writing course for intermediate-level multilingual students from non-English language backgrounds. Students develop their skills in writing topic sentences, paragraph development, organization, fluency, clarity, grammar, and mechanics (e.g., spelling and punctuation). Students compose texts on general education academic topics. Emphasis is on experiencing different stages of the composing process through cooperative learning strategies. (The advanced course addresses similar topics at a more sophisticated level.)

ESL 310 Advanced Reading for Multilingual Speakers

This is a reading skills course for advanced-level multilingual students from non-English language backgrounds. In this course, students develop the ability to understand and interpret authentic college-level texts in content areas by applying appropriate reading strategies. Development of critical thinking skills and academic vocabulary through reading is emphasized. (The intermediate course addresses similar topics at a less sophisticated level.)

ESL 311 Advanced Writing for Multilingual Speakers

This is a writing course for advanced-level multilingual students from non-English language backgrounds. Students develop their ability to understand and respond to college-level writing assignments across the disciplines using the appropriate writing strategies, including proofreading and editing grammar. Major instructional approaches are writing process instruction, conference-centered writing instruction, and small group work. (The intermediate course addresses similar topics at a less sophisticated level.)

ESL 321 Advanced Writing Workshop for Multilingual Speakers

This is a writing workshop for multilingual students from non-English language backgrounds enrolled in ENG 110 (Writing Effective Prose). The course is intended to further develop students' competence on the rhetorical and syntactic levels. Students focus on gaining an understanding of the fundamental grammatical structures commonly used in academic writing as well as on developing effective editing skills.

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 or equivalency

ARAB 210 Intermediate Arabic I*

Course furthers the study of classical Arabic. It introduces an increasingly difficult level of both oral and written language and fosters the development of reading and listening comprehension. Literary Arabic will be presented through prose, fiction, poetry, and journalistic texts appropriate to the intermediate level of proficiency.
Prerequisite: ARAB 111 or equivalency

ARAB 211 Intermediate Arabic II*

Furthers the study of standard classical Arabic. It furthers a presentation of an increasingly difficult level of both oral and written proficiency and fosters the development of reading and listening comprehension at an intermediate high level. Course begins examination of language variables throughout the Arab-speaking world.
Prerequisite: ARAB 210 or equivalency

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

GERMAN**GER 110 Basic German I***

Presents a communicative approach to the basic elements of the German language. 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. 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.
Prerequisite: GER 110 or equivalency

GER 210 Intermediate German I*

Refinement and introduction to the subtlety of oral expression. Guided discussion of questions of topical interest. Reading of the more formal and intricate language of unedited texts; supplementary readings from newspapers, magazines, and journals.
Prerequisite: GER 111 or equivalency

GER 211 Intermediate German II*

Development of free conversation with the aid of newspapers, magazines, tapes, recordings. Topics of contemporary interest provide a basis for an up-to-date, comprehensive view of Germany.
Prerequisite: GER 210 or equivalency

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.
Prerequisite: Permission of the dean.
1-6 credits

GREEK**GRK 110 Basic Greek I**

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

GRK 111 Basic Greek II

Probes deeper into the reading and translation of complex forms of classical Greek. Primary emphasis is on syntax. Students are exposed to simple readings and translations of famous works of classical writers and taught how to handle variations of words with the aid of a dictionary in order to translate written material.

Prerequisite: GRK 110 or equivalency

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 or equivalency

HEBR 210 Intermediate Hebrew I*

Students are exposed to Hebrew literature in the form of simplified literary selections. Grammatical fundamentals are extended to facilitate reading of the texts. Speaking ability is extended beyond basic conversation to the expression of a range of ideas.

Prerequisite: HEBR 111 or equivalency

HEBR 211 Intermediate Hebrew II*

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

Prerequisite: HEBR 210 or equivalency

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.
Prerequisite: Permission of the dean.
1-6 credits

HINDI**HNDI 110 Basic Hindi I***

The first semester of a basic course in the Hindi language. Introduces students to the fundamentals of reading, writing, speaking, and understanding the third most spoken language in the world.

HNDI 111 Basic Hindi II*

The second semester of a basic course in the Hindi language. Continues to build on the fundamental skills of reading, writing, speaking, and understanding Hindi, the third most spoken language in the world. Students are also introduced to the rich and diverse culture of South Asia.

Prerequisite: HNDI 110 or equivalency

HNDI 210 Intermediate Hindi I

An intermediate course that presumes novice-high proficiency in Hindi, focusing on all four areas of language skills—speaking, listening, reading, and writing. Reinforces competence development of grammar and vocabulary. Training to read literary and journalistic selections in Hindi, and to write short, grammatically and stylistically-correct Hindi compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Enhancement of appreciation of the Hindi/Urdu-speaking world through cultural readings and films.

Prerequisite: HNDI 111 or equivalency

HNDI 211 Intermediate Hindi II

The second half of an intermediate course that presumes intermediate-low proficiency in Hindi, focusing on all four areas of language skills—speaking, listening, reading, and writing. Reinforces competence and proficiency gained in Intermediate I with a thorough review and further development of grammar and vocabulary. Training to read literary and journalistic selections in Hindi, and to write short grammatically and stylistically-correct compositions. Oral/aural practice through class discussions, presentations, and laboratory assignments. Enhancement of appreciation of the Hindi-Urdu-speaking world through cultural readings and films.

Prerequisite: HNDI 210 or equivalency

HNDI 221 Advanced Hindi: Spoken Language

Advanced speaking course in conversational Hindi studied in the South Asian historical and cultural context as well as in the context of Diaspora communities outside South Asia.

Prerequisite: HNDI 211 or equivalency

HNDI 222 Advanced Hindi: Reading and Comprehension

Advanced reading in Hindi. Examples will be taken from media, websites, and short literary and journalistic texts from South Asian and Diaspora communities.

Prerequisite: HNDI 211 or equivalency

HNDI 223 Advanced Hindi: Composition

Advanced writing. Course reinforces grammar and vocabulary development through short, focused writing exercises.

Prerequisite: HNDI 211 or equivalency

HNDI 301 Literature of India in Translation

A survey of the literature of South Asia, starting with selections from the Sanskrit epics and going to romantic and devotional poetry and the rise of modern literary forms, with an emphasis on Hindi or another contemporary Indian language. The texts will be read in translation. (Cross-listed with ASN 303)

HNDI 307 Modern Indian Literature and Film in Translation

An introduction to a selection of writings and cinema translated from various Indian languages into English. The course covers pre-independence texts as well as narratives of Partition and the voices of women. Students will examine contemporary texts and films to gain a broader understanding of how tradition and modernity are embedded in South Asian literature. (Cross-listed with ASN 307)

HNDI 310 Hindi Advanced Tutorial I

This course is intended for students who are interested in developing knowledge of Hindi at an advanced level. It focuses on improving the learners' Hindi language skills based on ACTFL (The American Council on the Teaching of Foreign Languages) proficiency guidelines—advanced/low. Within this framework, instruction aims at integrating listening comprehension, speaking, reading comprehension, and writing skills in order to help the learners communicate meaningfully, effectively, and creatively in the Hindi language.

Prerequisite: HNDI 223 or equivalency.

HNDI 311 Hindi Advanced Tutorial II

This course is a continuation of HNDI 310 and is intended for students who are interested in developing knowledge of Hindi at an advanced level. It focuses on improving the learners' Hindi language skills based on ACTFL (The American Council on the Teaching of Foreign Languages) Proficiency Guidelines – Advanced-Mid. Within this framework, instruction aims at integrating listening comprehension, speaking, reading comprehension, and writing skills in order to help the learners communicate meaningfully, effectively, and creatively in the Hindi language.

Prerequisites: HNDI 310 or equivalency.

HNDI 399 Selected Topics

As approved and to be arranged.

1-6 credits

ITALIAN**IT 110 Basic Italian I***

Presents a communicative approach to the basic elements of the Italian language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication.

IT 111 Basic Italian II*

Continues the communicative approach to the basic elements of the Italian language. Course further develops elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication.

Prerequisite: IT 110 or equivalency

IT 210 Intermediate Italian I*

Aims at strengthening written and oral communication in Italian in a wide range of subject matter. Course provides extensive experience in conversation, composition, and reading.

Prerequisite: IT 111 or equivalency

IT 211 Intermediate Italian II*

Aims at strengthening written and oral communication in Italian in a wide range of subject matter. Course continues to provide extensive experience in conversation and composition and introduces the reading of literary selections.

Prerequisite: IT 210 or equivalency

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.

Prerequisite: 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 knowledge of grammar, vocabulary and idioms, it provides the necessary basic foundation for further study in students' individual areas of study. Equal attention is given to listening comprehension, oral skills, reading, and writing.

Prerequisite: KORE 110 or equivalency

KORE 210 Intermediate Korean I

This course entails a review of basic Korean and completion of fundamentals of Korean grammar and vocabulary. Functional grammar and speech acts will be introduced. Students will be involved in guided discussions of selected topics and will be exposed to the subtlety of oral expression. These skills will be developed along with literacy skills through guided readings of a variety of texts and guided writing of simple essay.

Prerequisite: KORE 111 or equivalency.

KORE 211 Intermediate Korean II

A continuation of Intermediate Korean I. Reinforcement of Korean grammar and review of functional grammar. Exposure to the subtleties of verbal strategies. Guided discussion on a variety of topics in contemporary Korean life and society. Guided reading of Korean newspaper/magazine articles and short stories. Guided writing of short essays.

Prerequisite: KORE 210 or equivalency.

**KORE/ Korean Culture and Communication
ASN 321**

The course introduces Korean culture and culture-based Korean communication styles. Drawing upon the interdisciplinary work of cultural studies and pragmatics, it deals with selected topics in Korean culture, thoughts, and practices, and examines the intricacies of communication as cultural practices informed by social parameters. Greater emphasis will be devoted to modern societal patterns and developments in South Korea, but traditional society will be discussed in some depth. (No knowledge of Korean language or culture is presumed.) (Cross-listed with ASN 321)

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

PERSIAN**PERS 110 Basic Persian I***

Course presents the fundamentals of the modern Persian language and introduces the alphabet, orthography, present tense formations, past and future tenses, and pronominalization. It offers practice in reading, writing, listening and speaking at a graded level of difficulty. Course will present an introduction to Persian culture.

PERS 111 Basic Persian II*

Course continues study of the fundamentals of the modern Persian language, focusing on relative clauses, the conditional, the subjunctive, the passive voice, and indefinites. It offers practice in reading, writing, listening and speaking at a level of difficulty appropriate to novice-high. It also explores aspects of Persian culture.

Prerequisite: PERS 110 or equivalency.

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 or equivalency

PORT 210 Intermediate Portuguese I*

A thorough review of basic conversation followed by an aural/oral presentation of such topics as travel, student life, careers, sports, fine arts, industry, politics, etc. A review of the essentials of Portuguese, development of a larger vocabulary, including idioms, discussions of selected short stories, and other selected areas of interest. Prerequisite: PORT 111 or equivalency

PORT 211 Intermediate Portuguese II*

A continuation and intensification of Intermediate Portuguese I. Discussion is on a more sophisticated level. Modern selections, prose and poetry, from throughout the Luso-Brazilian world, are presented. Prerequisite: PORT 210 or equivalency

PORT 361 Brazilian Literature in Translation

This course explores the historical and aesthetic development of Brazilian literature from the colonial era, through Romanticism, Realism, Naturalism, and Parnassianism, and to the avant-garde experiments of the early twentieth century. (Cross-listed with LAS 361)

PORT 399 Selected Topics

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

PORT 499 Independent Study

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

RUSSIAN**RUS 110 Basic Russian I***

Presents a communicative approach to the basic elements of the Russian language. Course seeks to develop elementary proficiency in reading, writing, oral comprehension, and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures.

RUS 111 Basic Russian II*

Continues the communicative approach to the basic elements of the Russian language. Course further develops elementary proficiency in reading, writing, oral comprehension and speaking. Places special emphasis on situational communication as well as upon thorough development of knowledge of grammatical structures. Prerequisite: RUS 110 or equivalency

RUS 210 Intermediate Russian I*

A review of grammar fundamentals, followed by a study of advanced grammatical structure and idiom; reading a variety of texts, composition and conversation. Prerequisite: RUS 111 or equivalency

RUS 211 Intermediate Russian II*

A continuation of Intermediate Russian I. Selected problems in grammar, sentence structure, and idiomatic expression; a series of readings of moderate difficulty, with emphasis on reading comprehension and conversation. Prerequisite: RUS 210 or equivalency

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.
Prerequisite: Permission of the dean.
1-6 credits

TURKISH**TRK 110 Basic Turkish I***

Course presents the fundamentals of the Turkish language and introduces orthography, present tense formations, the case systems, and past and future tenses. Offers practice in reading, writing, listening, and speaking at a graded level of difficulty. Presents an introduction to Turkish culture.

TRK 111 Basic Turkish II*

Course furthers the presentation of the fundamentals of the Turkish language, focusing on complex tenses, voice, and mood, and continuing the presentation of the system of declensions. It offers practice in reading, writing, listening and speaking at a level of difficulty appropriate to novice-high. It will explore aspects of Turkish culture. Prerequisite: TRK 110 or equivalency

Department of Philosophy

Professors: M. Friquignon, D. Kolak, J. Peterman

Associate Professors: P. Mandik (chair), B. Andrew, E. Steinhart

Assistant Professors: S. Thompson, B. Vilhauer

“Philosopher” is an ancient Greek word meaning lover or friend of wisdom. From the time of the Greeks to today’s world, philosophy has sought after wisdom. It has tried to determine what can be known, how to go about trying to know things, and how to organize the knowledge that we do have to make it most useful in the pursuit of more knowledge. Most of the fields of study that are now taught in the modern university began as philosophical inquiries into the unknown, the space that occasionally opens in one’s experience and culture where the traditional explanations from science and religion do not apply and one is left with a feeling of wonder and questioning. Philosophy concerns the maintenance and pursuit of this inquiry: how to ask questions and when to accept answers. A key element in this process is criticism, evaluating our methods of dealing with information to minimize the distorting effects of prejudice, habit, and desire. Critical thinking in all of its forms is a central concern of all philosophical activity.

Philosophy inquires into many aspects of our thinking and experience. In ethics, logic, and aesthetics, it examines procedures and standards, if there can be any, for proper behavior, thinking, and feeling. Metaphysics examines the nature of space and time and the conditions of experience. Epistemology looks at how we know what we think that we know and the limits of knowledge. Many areas of our experience have separate philosophical inquiries dedicated to furthering our ability to discuss and understand them: language, art, religion, science, mind, history, politics, law, and mathematics. Philosophy is concerned with whether there is progress or constancy in human nature and reasoning and studies the history of ideas to compare methods of analysis and synthesis from other cultures and time periods. Many famous thinkers have offered advice on how to pursue inquiry or catalogued the results of their own efforts, and the department offers regular seminars in the work of a single thinker, such as Plato, Aristotle, Spinoza, Kant, Nietzsche, Wittgenstein, among others.

Philosophy concerns the most present, persistent, and difficult questions that confront us: What should I major in? Will I be successful? Should I marry this person or marry at all? Is there a God? Is the world around me really as I experience it and how could I ever know? Do scientists, politicians, or philosophers really know what they are talking about? Can I ever really know anything? Is being good good for anything? We rarely find a certain

answer to any such questions and, yet, they are not just intellectual exercises. We need answers to these questions and repeatedly in our lives experience the discomfort of not having them. The popular view of philosophy is that it concerns one’s attitude or outlook toward life. In actual practice it develops the means to investigate and evaluate all aspects of our experience and thinking. It is the fundamental practice for the proper uses (and exposing the abuses) of reason in our lives.

Philosophy is one of the traditional routes to advanced study in any of the humanities, as well as to the professions such as law. Undergraduate degrees prepare one for positions requiring clear thinking, problem analysis, and clear expression of ideas, such as managing or supervising in government or business, professional writing, and precollege education. Graduate degrees prepare one for college teaching, consulting on ethical questions to hospitals and business, and administrative positions in education and elsewhere. Philosophers’ love of language has led many to careers in law, journalism, comedy, and theater.

The Cognitive Science Laboratory

The philosophy department runs a cognitive science laboratory, which is currently directed by Professor Mandik. A cognitive science program is associated with the lab.

Cognitive science is the interdisciplinary study of the mind and the brain; it seeks to understand the brain and mind as computational systems, which manipulate representations. The disciplines involved include philosophy, psychology, neuroscience, computer science, and linguistics. Philosophy’s major contribution to the field is to supply basic understandings of the concepts of representation and cognition. Philosophical research in cognitive science typically involves activities like building computer models of nervous systems, designing robots to solve problems, and studying the mental properties of software agents in artificial environments.

Students actively participate in the planning and execution of research projects in the lab. Current lab research includes the study of neural representations of the world, the emergence of cognition in evolutionary artificial life simulations, the neural correlates of consciousness, and the modeling of cooperation and communication in robots.

Undergraduate study in cognitive science allows students with a general interest in the nature of mind to learn about many different approaches to it, and prevents them from putting on the blinders that often come with commitment to a single discipline. Undergraduate study in cognitive science provides a background for students to enter graduate school in any of the individual disciplines that make up the discipline, or to enter into a cognitive science graduate program itself.

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

Please see chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits.

PHIL 110 Introduction to Philosophy

Representative problems of philosophy, ranging from methods of inquiry, moral dilemmas, religious knowledge, problems of existence, artistic judgment, and criticism to political and social philosophy.

PHIL 200 Ethics

This course is taught in one of two ways: (1) an examination of representative ethical theories ranging from Socrates, Plato, Aristotle, Epicurus, the Stoics, Hume, Kant, Bentham, Mill, Dewey, and more recent philosophers; (2) an attempt to develop moral criteria by examining representative moral problems confronting society. An analysis is made of the nature of moral discourse and the meaning of moral terms.

Prerequisite: PHIL 110

PHIL 210 Logic

Covers formal techniques in the logic of propositions and predicate logic. Three kinds of deductive derivations—direct derivation, conditional proof and indirect derivation—are considered, as are shorter tests of validity and consistency. Recommended for debaters, lawyers, public speakers, and computer science majors.

Prerequisite: PHIL 110

PHIL 213 Asian and Western Comparative Ethics and Political Philosophy

An investigation of connections between Asian and Western traditions in political and social philosophy. Readings will include primary philosophical and literary texts from both traditions, as well as secondary texts that discuss relationships between the traditions. Topics to be covered may include Taoism, Buddhism, Confucianism, Hinduism, communitarianism, deontology, social contract theory, rights, attachment, colonialism, liberalism, rationality and induction.

Prerequisite: PHIL 110

PHIL 214 Asian and Western Comparative Metaphysics and Epistemology

Deals with relationships between Asian and Western traditions in metaphysics and epistemology. Topics to be covered may include Taoism, Buddhism, Confucianism, Hinduism, objectivity, relativism, conceptual frameworks, pragmatism, meaning, ontology, substance, temporality, event, change, causation, Wittgenstein, Kant, personal identity, and attachment.

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 and 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 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 229 Islamic Philosophy

An introduction to the history and major concepts of Islamic philosophy. The course begins with an overview of the Greek and Hellenistic tradition that influenced the Muslim philosophers. It then focuses on how the Muslim philosophers understood and developed that tradition. Attention will be paid to metaphysical issues such as the nature of God, cosmology, ontology, and epistemology. There will also be significant focus on how Islamic theology affected the ideas of the Muslim philosophers and on how orthodox theologians criticized philosophical concepts.

Prerequisite: PHIL 110

PHIL 230 Philosophy of Childhood

Philosophy of childhood addresses many areas of philosophy in relation to children. There is the metaphysical issue of *what is a child*; the question of what constitutes moral development in children; their rights and responsibilities; the rights of families over children; issues in medical ethics, such as the use of children as organ donors for siblings; responsibilities towards the world's *children*; and the possibility of providing children with some sort of unbiased moral and religious education. Special attention will be given to the question of whether or not children should ever be treated as adults in criminal matters.

Prerequisite: PHIL 110

PHIL 232 Philosophy of Technology

Studies the structure and purpose of technology. The basic conceptual foundations of technology as a complex system with something like a life of its own, and the way in which deep biological and religious drives animate the development of technology are examined. Advanced technologies, especially those that involve modification of the human body or nature, are also considered.

Prerequisite: PHIL 110

PHIL 240 Applied Ethics

This course considers specific issues in applied ethics such as: abortion, euthanasia, the death penalty, and professional ethics; issues of diversity and equality in regard to race, gender, and economic status; and the extent of our moral obligations to the poor and starving of other countries, to animals, and to the environment. The course will enable students to evaluate their own beliefs about concrete ethical issues and to consider theoretical questions, such as: Where does morality come from? What makes an ethical argument good or bad? What general rules or principles ought we to live by?

Prerequisite: PHIL 110

PHIL 269 Philosophy of Sex and Love

The course investigates philosophical questions regarding the nature of sex and love, including questions such as: What is sex? What is sexuality? What is love? What kinds of love are possible? What is the proper morality of sexual behavior? Does gender, race, or class influence how we approach these questions? The course will consider these questions from an historical perspective, including philosophical, theological, and psychological approaches, and then follow the history of ideas from ancient times into contemporary debates. A focus on the diversity theories and perspectives will be emphasized. Topics to be covered may include marriage, reproduction, casual sex, prostitution, pornography, and homosexuality.

Prerequisite: PHIL 110

PHIL 300 Contemporary Analytic Philosophy

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

Prerequisite: PHIL 110

PHIL 305 Existentialism and Phenomenology

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

Prerequisite: PHIL 110

PHIL 312 Metaphysics

Several traditional and recent views of the problem of existence and associated problems are discussed. Included are the relation between appearance and reality, mind and matter, mind and body, the nature of substance, and personal identity.

Prerequisite: PHIL 110

PHIL 315 Philosophy of Mind

The philosophical problems associated with the relation of mind and body, mind and matter, willing and acting. Also, a consideration of some representative solutions ranging from monism, dualism, epiphenomenalism, psychophysical parallelism, and behaviorism. Recent research in psychology, neurophysiology, and robot and computer automata studies is considered.

Prerequisite: PHIL 110

PHIL 317 Theory of Knowledge

An examination of the philosophical issues surrounding the notions of necessary truth, empirical knowledge, a priori knowledge, analytic statements and related topics. Views of traditional and contemporary philosophers are discussed.

Prerequisite: PHIL 110

PHIL 318 American Philosophy

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

Prerequisite: PHIL 110

PHIL 319 Philosophy and Mathematics

Deals both with the basic mathematical techniques used by contemporary philosophers and with the philosophy of mathematics generally. Students are introduced to basic mathematical tools such as sets, relations, functions, and graphs. Several traditional and recent philosophical views of mathematics are discussed (e.g. intuitionism, formalism, logicism, structuralism). The existence of mathematical objects and our knowledge of those objects are discussed.

Prerequisite: PHIL 110

PHIL 324 Philosophy and Feminism

An overview of some of the issues and work done in feminist philosophy. Students read philosophy specifically by, for, and about women, and consider how this theory informs ethics, politics, and metaphysics, as well as our views of the world and the classroom.

Prerequisite: PHIL 110

PHIL 326 Plato

A modern thinker said that all of philosophy has been a series of footnotes to Plato. This ancient Greek thinker developed in his Dialogues a method of analysis and expression that is still fresh and vital. The course examines such questions as the nature of human excellence, how to succeed in life, how to tell a lie (and how to recognize one), what is the best form of government, and whom you should love. Typical readings include the Republic, Symposium, Meno, Protagoras, and Phaedrus.

Prerequisite: PHIL 110

PHIL 327 Aristotle

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

Prerequisite: PHIL 110

PHIL 333 Philosophy of Law

Deals with both the development of law and an analysis of its principles and concepts. Examines and discusses the relationship between law and morality, and law and justice; the logical principles in legal arguments; and various kinds of legal theories, e.g., natural law, legal positivism, and legal realism.

Prerequisite: PHIL 110

PHIL 334 Business and Ethics

A study of large corporations as quasi-political and social institutions. Examines capitalism as a revolutionary force of the twentieth century and the consequences for society implied in the social attitudes that prevail and endure in these institutions.

Prerequisites: PHIL 110 and 200

PHIL 335 Environmental Ethics

This course deals with ethical issues related to our interactions with the natural environment, such as animal rights, aesthetic vs. monetary well-being, responsibility to future generations, short-term and long-term benefits vs. costs, intrinsic vs. extrinsic values, etc.

Prerequisites: PHIL 110 and ENV 110

PHIL 336 From Religion to Philosophy

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

Prerequisite: PHIL 110

PHIL 350 Buddhist Philosophy

This course examines various philosophies within the Buddhist tradition, such as the atomists, the idealists, and the schools that claim that ultimate reality is beyond the scope of words. The role of meditation and morality in relation to these schools is also discussed. The course introduces students to Buddhist philosophy as it evolved in India, China, Korea, Japan, and Tibet. The course ends with an examination of contemporary Buddhism.

Prerequisite: PHIL 110

PHIL 380 Indo-Tibetan Buddhist Philosophy

An introduction to "generic" Buddhist philosophy as the basis for Tibetan Buddhist philosophy. Emphasis is placed on the four noble truths, the eightfold path, the four immeasurables, and the virtues. The Early Schools and the Mahayana and Vajrayana paths are explained, as well as the major philosophical positions in Buddhism. Students are introduced to major teachers in the Tibetan tradition as well as to modern Tibetan thinkers.

Prerequisite: PHIL 110

PHIL 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

PHIL 402 Advanced Logic

A study of the nature of a formal deductive system, including the proofs of completeness, consistency, and independence. The equipollence of deductive systems is also examined, and more advanced notions of predicate logic, multiple quantification, higher functional logic, and logic of relations are covered.

Prerequisites: PHIL 110 and 210

PHIL 404 Seminar: Classics in Philosophy

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

Prerequisite: PHIL 110

PHIL 408 Philosophy of Language

Examines the philosophical theories of language.

Prerequisites: Any one of the following: PHIL 210, PHIL 312, PHIL 315, PHIL 317, CS 410, or ENG 401

PHIL 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Political Science

Professors: M. Chadda, S. Collins, W. Davis (chair), J. Mason, M. Principe, S. Shalom, C. Sheffield, C. Sesay, M. Weinstein

Associate Professor: C. Kelly

Assistant Professors: D. Judd, A. Lewis, A. Tesfaye, M. Thompson

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 education, business, government, and interest groups that interact with government are aided substantially by a political science background.

Political science majors take 18 credits in required core courses and an additional 18 credits in upper-level political science electives to meet particular personal and career interests.

A field study or internship program in applied politics affords interested juniors and seniors the opportunity to apply and enhance their training and often to obtain temporary or permanent employment. Internships are available with elected officials, in criminal justice work, and with a variety of civic or business organizations. A semester-long internship in Washington, D.C. is also offered, for which the student receives 15 academic credits from William Paterson. See the course, POL 495, for details.

Honors Society

***Pi Sigma Alpha*, Iota Kappa Chapter, the National Honors Society in Political Science**

Pi Sigma Alpha is a member of the Association of College Honor Societies and an affiliate of the American Political Science Association. The purpose of *Pi Sigma Alpha* is to stimulate scholarship and intellectual interest in political science. The Society functions both at the national level, sponsoring programs, scholarship opportunities and events of value to the profession and teaching of political science, and at the chapter level in honoring all those students who have demonstrated excellence in both political science scholarship and service to the campus and wider

community. Nominations to *Pi Sigma Alpha* are made twice a year by the department faculty—in January for mid-year graduates and in April for juniors and graduating seniors. Selection in the junior year is based on a 3.2 cumulative GPA, with at least 15 credits completed in political science, and with no lower than a B- in any political science course. Selection in the senior year is based on a GPA of 3.0 or above with no lower than a B average in political science courses. A departmental honors reception is held each April to honor *Pi Sigma Alpha* nominees as well as those who have won other awards and honors. To be officially enrolled as a *Pi Sigma Alpha* member, nominated students must pay a \$30 membership fee. In return, they receive a frameable certificate and a medalion that can be worn at graduation. For more information, please contact Dr. Wartyna L. Davis, at 973.720.2183 or davisw@wpunj.edu.

Honors Track Program

The Social Sciences Honors Track is intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on this track, see page 64 or consult the coordinator, Dr. N. Kressel, professor of psychology.

Special Programs

The political science department offers the following special programs:

Pre-Law

The pre-law program, housed in the department, is open to students majoring in any discipline. The most common disciplines are political science, philosophy, English, and history. The program consists of the following components:

- Extensive one-on-one mentoring by our pre-law director.
- Two out of three of the following law-related courses offered by the political science department: POL 226 The American Judicial System; POL 324 Constitutional Law: The Judicial Process; POL 325 Constitutional Law: Civil Liberties and Civil Rights. (Additional law-related courses, including international law, are available to those who are interested.)
- A series of workshops on applying for, getting in, and succeeding in law school given by guest speakers, including law school deans and current law school students.
- Reduced-fee LSAT preparation courses taught by professionals.

Students may take some or all of the components listed above, but only those who follow the complete program are eligible for the reduced-fee LSAT prep courses.

Model United Nations

Under the guidance of political science faculty, students prepare for and participate in at least two Model U.N. competitions each year with students from universities across the country. No academic credit is given for this extra-curricular program, but participants are given special awards.

Washington, D.C., Internship

Semester-long or summer internships in Washington, D.C. are available to juniors or seniors through the Institute for Experiential Education. Students wishing to participate must have a minimum GPA of 2.5. Fifteen credits are awarded by William Paterson. Students are placed in any one of a variety of Washington-based interest groups or with executive branch agencies or members of Congress and participate in two academic seminars with other students in the program. Students live together in housing provided by the internship program and enjoy the cultural and other benefits of Washington on weekends. Students wishing to participate must have the permission of the department chair and make special application.

Cambridge Summer Program in Comparative Politics and Law

The department offers a six-credit program in comparative politics and law during the month of July at St. Edmund's College, Cambridge University. Students share quarters and eat meals with undergraduates and graduate students from around the world. They have access to some of the world-class Cambridge libraries for their research and have the opportunity to hear guest lectures by Cambridge University professors. Field trips are planned to places relevant to the subjects they are studying, as well as to cultural and historic sites. Students wishing to participate must apply to Professor Michael Principe, program director.

Curriculum

MAJOR REQUIREMENTS36 CREDITS

Required Courses18 Credits

POL 120	American Government and Politics	3
POL 202	Research Methods in Political Science	3
POL 211	Classical and Medieval Political Theory.....	3
	or	
POL 212	Early Modern Political Theory	3
POL 230	Comparative Politics: Development and Modernization	3
POL 240	International Relations	3
POL 480	Seminar in Political Science	3

Political Science Electives18 Credits

Select six additional courses from among political science offerings.

MINOR REQUIREMENTS18 CREDITS

Required Course

POL 120	American Government and Politics	3
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Political Science Electives15 Credits

(By advisement)

Certification Requirements

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

Courses

Unless otherwise noted, all courses are 3 credits.

Prerequisites

All courses on the 200-level or above require either POL 110 Introduction to Politics, or POL 120 American Government and Politics. However, political science majors and minors are advised to take American government as their prerequisite. There are a few exceptions, which are noted under the course description.

POL 110 Introduction to Politics

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

POL 120 American Government and Politics

This course provides an overview and analysis of the constitutional foundations, the structure and function of the basic institutions of American Government and politics. Government and politics are examined within the historical political cultures of the United States and in relation to the evolving global context. Selected public policy topics may also be covered.

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. (Should be taken after completing 9 other credits in the major.)

POL 211 Ancient and Medieval Political Theory

Analyzes in depth the political ideas of important classical and medieval philosophers and schools of thought. Ideas of justice, authority, rights and duties, equality, laws and constitutions, and the "good life" are given an analytical and historical perspective.

POL 212 Early Modern Political Theory

This course focuses on major themes in political philosophy and theory from Machiavelli to the twentieth century. Themes emphasized in the course include, but are not limited to, unalienable rights, reason, liberty, equality, authority, justice and the law, sovereignty, community, and issues surrounding religion and politics.

POL 221 State Government

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

POL 223 Urban and Suburban Politics

A theoretical and empirical analysis of the distribution of political power in both central cities and suburban areas. Emphasis is placed on the historical role of United States cities and the present urban crisis.

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.

POL 225 Political Economy of the United States

This course is an interdisciplinary study of the political and economic problems of contemporary America. It uses the disciplines of political science and economics to deepen and broaden understanding of issues such as equality, fiscal and monetary policies, political institutional behavior, and militarism.
Prerequisite: POL 120 or ECON 210.

POL 226 American Judicial System

This course examines the role of the courts in the American political system. State courts, federal courts, the criminal justice system, Supreme Court history, and jurisprudence will be examined.

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.

POL 229 Latino Politics in the United States

This course examines the role of Latino electorates in shaping state and national politics. After a review of the political histories of the various Latino national origin groups, we discuss public policy issues that concern Latinos, the successes and failures of Latino empowerment

strategies, and the electoral impact of Latino votes. The class primarily focuses on the three largest Latino national origin groups, Mexican Americans, Puerto Ricans, and Cuban Americans, and the degree to which their political agendas are likely to merge or diverge over the coming years. The question that we return to throughout the course is the degree to which it is accurate to speak of Latino politics and a Latino community. Additionally, this course examines the cross-cutting cleavages of race, class, and gender in the political struggles of the Latino population in the U.S. (Cross-listed with LAS 229)

POL 230 Comparative Politics: Development and Modernization

Introduces the field of comparative politics. Emphasizes a critical analysis of the principal approaches and models currently employed by political science in an attempt to understand the process of political change and the varied political systems of the world.

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.

POL 272 Politics and Sex

What is it like to be female in a male-dominated society? This course critically examines the socio-political construction of patriarchy and the conscious and nonconscious, intentional and unintentional ways in which male supremacy is reproduced in contemporary society. Particular emphasis is placed on the mechanisms of social control designed to limit women's participation in society and to ensure the perpetuation of male dominance.
No prerequisite

POL 275 Politics and the Media

This course provides a critical examination of the role of the mass media as a major political player. The course provides an overview of the history of the development of the mass media, and explores the function of the mass media as watchdog, gatekeeper, agenda-setter, and manufacturer of consent. Questions of media bias, the effects of industry concentration, and issues associated with regulation of the press are considered. Students have the opportunity to engage in research on specific topics.

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.

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.

POL 320 Science and Politics

This course is designed to acquaint the student with the relationship of natural science to politics and policy making. Topics include the origins and nature of the modern scientific method, the political and cultural impact of major scientific discoveries and theories (such as Darwin's theory of evolution through natural selection), and the politics surrounding expert scientific advice to the U.S. government on issues including the environment, global warming, technology development, and other current concerns.

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.

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.

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

Examines the structure, culture, processes, intergovernmental and constituency relations that determine congressional policy making. Major policy battles over selected contemporary issues are considered.

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.

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.

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.

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. 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.

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.

POL 339 African Politics

Deals with post-independence governmental political parties and ideological inclinations among African states. Emphasis is on origin and evolution of political institutions and their functions within contemporary Africa. (Same course as AACS 338)

POL 340 International Law

This course examines the evolution of international law up to the present. In addition to its history, rules, and process, it explores such international topics as treaties, customary law, general principles of law, and conflict of laws. Also covered are a variety of international tribunals, organizations, and doctrines.

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.

POL 343 The United Nations

Studies the leading international organization in the world today and its role in maintaining security, peacekeeping, economic and social development and human rights.

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.

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.

POL 348 War and Peace

What causes war? What promotes peace? An examination of the economic, political, psychological, and other causes of war, and various strategies for preventing it.

POL 349 Southeast Asia in World Politics

Southeast Asia is a region of great diversity—encompassing democracies and dictatorships, a city-state and a vast archipelago, rich states and poor, the world's most populous Muslim country and one of the largest Catholic nations, ancient civilizations and one of the world's newest nations (East Timor). It is also a region of great economic and strategic importance: the scene of fast-growing states and of the United States' longest war. This course examines colonial legacies, nationalist and revolutionary movements, and big power interests in order to understand the foreign policy of regional states and the role of external powers.

POL 352 Politics of Poverty

This course views poverty as a socially constructed artifact—an effect of political ideas and decisions—and a source of continuing political controversy. The course explores the ways in which poverty and inequality are defined and measured as well as the extent of poverty and its effects on different population groups. Various theories that attempt to explain the causes of poverty and prescribe solutions are explored in the context of a study of U.S. poverty policy from the Great Depression through the present. U.S. approaches to poverty are also explored in relation to comparable industrial democracies.

POL 353 Politics and Labor Movements

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

POL 355 Politics of the Environment

Preserving and improving the natural environment is one of the most critical public policy issues of the twenty-first century. Like all political questions, it is bound up with ideology and power, but it also involves difficult moral and ethical issues, philosophical and economic belief systems and technical and scientific "facts" and their interpretation. This interdisciplinary course provides an overview of the origins and evolution of environmentalism as a philosophical paradigm that is reshaping politics and public policy. The course surveys the history of the environmental movement and provides an examination of the political institutions and processes involved in environmental decision making both nationally and globally, focusing on specific policy areas through case studies and simulations. (The prerequisites for this course may be waived with permission of the department chair.)

POL 362 Social Movements and Political Change

This course explores the theory and practice of social (or people's) movements to achieve political results. It examines at least one social movement in depth and several others in less depth, seeking answers to the following questions: Why do people's movements arise when and where they do? What kinds of resources, strategies and tactics do they employ? How do they relate to conventional politics? How do they affect their participants and the larger society? Why do some succeed and others fail? (Offered every third semester.)

POL 373 Politics of Sexual Violence

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

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

POL 380 Public Management

The course surveys the realm of public management. Topics include organizational theory, organizational culture and behavior, resource development and administration public sector ethics, and intergovernmental relations. An excellent introduction for those seeking careers in public administration.

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.

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.

POL 480 Seminar in Political Science

This senior capstone course is designed as a major research seminar to demonstrate the skills and knowledge that have been acquired throughout the course of the major. The course is limited to students who have taken at least 21 credits in the major, including all of the core required courses, or to those who can demonstrate to the professor that they have acquired the equivalent skills and knowledge. Topics vary from semester to semester. Participants in the semester-long Washington, D.C., internship program may substitute an evaluative critique of their internship placement and a portfolio of artifacts from that experience for the Senior Seminar. (Offered every semester.)

Prerequisite: POL 120, POL 202, POL 211 or 212, POL 230, and POL 240

POL 495 Internship in Politics

Designed primarily for students interested in practical aspects of politics and government. Students work approximately 120 hours during the semester under the guidance of experienced public officials. Field placements are made in local government, legislative offices, campaigning, or public service activities. Students must speak to the instructor regarding placement before the semester begins. Prerequisites: Junior or senior status and permission of internship coordinator

3-15 credits

POL 499 Independent Study

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

1-6 credits

Department of Psychology

Professors: S. Boone, T. Heinzen, N. Kressel, R. Lawson, G. Leventhal, A. Montare, B. Pakizegi, B. Silverstein, D. Vardiman

Associate Professor: B. Diamond, C. Holle, K. Makarec (chair)

Assistant Professors: J. Austin, L. Berness, J. Ekeocha, E. Haines, A. Learmonth, P. Ma, R. Nemeroff, M. Nina, K. Torsney

Instructor: T. Vander Gast

Theories and current research in psychology are explored as students seek to understand the field from its historical development to its newest directions. Students acquire a broad background in five main areas of psychology: human development, cognition, social psychology, physiological psychology, and clinical psychology, and have the opportunity to specialize in one or more areas of interest.

In experimental psychology, for example, students are encouraged to participate in faculty-directed research. With additional course experience, they have opportunities for independent study in areas of particular interest, including, for example, interpersonal relationships, mental illness, psychotherapy, perception, learning, brain-behavior relationships, neuropsychology, aging, political behavior, and others. Seniors can opt to gain clinical or organizational experience through a supervised practicum (internship).

These experiences in practice or the possibility of conducting scholarly or scientific research, with opportunities to present the fruits of such work at our "Annual Student Research Conference," further enrich the University's well-rounded program. Students are well prepared for graduate study in any branch of psychology, brain science, social work, human resources, business administration, law, or other areas related to human behavior.

Because psychology has important and challenging interdisciplinary areas, the department collaborates with the biology department in offering the Honors in biopsychology and with several other departments in offering Honors tracks in cognitive science and social sciences. For a description and curricular requirements of biopsychology, cognitive science, and social sciences, see the Honors track information further on in this section or pages 61 through 64. In addition, several honors sections of psychology courses are offered.

Honors Society

Psi Chi, the National Honors Society in Psychology

The National Honors Society in Psychology is a member of the Association of College Honor Societies and an affiliate of the American Psychological Association. *Psi Chi* provides students with workshops, such as resume building and G.R.E. preparation, and opportunities to volunteer in the community and on campus. Membership in *Psi Chi* requires that a student be registered as a psychology major or minor, have completed a minimum of 9 semester psychology hours, have an overall GPA of at least 3.0 and at least a 3.25 GPA in psychology. It is open to both undergraduate and graduate students.

Honors Track Programs

The department offers in collaboration with other programs the following honors tracks: biopsychology, intended for psychology and biology students; cognitive science, for psychology and philosophy students; and social sciences, intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on these tracks, contact the Honors College, or see the Honors track information on pages 61 through 64.

Curriculum

MAJOR REQUIREMENTS38 CREDITS

Students majoring in psychology are expected to fulfill the following standards: (1) attain grades of C- or better in all psychology courses; (2) PSY 110, PSY 202, PSY 203 and PSY 230 must be completed within the first 64 credits (and, for transfer students, within the first year at William Paterson).

Required Prerequisite3

PSY 110 General Psychology3

A. Required Core.....17 Credits

PSY 202 Experimental Psychology I: Applied Statistics4
 PSY 203 Experimental Psychology II: Research Methods ...4
 PSY 230 History and Systems of Psychology3
 PSY 480 Seminar in Psych.....3

B. Required Track Courses15 Credits

PSY 210 Developmental Psychology3
 PSY 220 Social Psychology3
 PSY 350 Theories of Personality3
 or
 PSY 351 Abnormal Psychology3
 PSY 353 Physiological Psychology3
 PSY 354 Psychology of Learning.....3
 or
 PSY 375 Cognitive Psychology3
 or
 PSY 420 Perception.....3

C. Additional Track Courses.....9 Credits

Students must select three other courses from any of the five tracks listed below. The purpose of the required track course distribution is to provide breadth to the curriculum. An independent study or internship may substitute for one of the additional track courses. The additional course(s)/independent study can focus on a single track or area to provide opportunity for depth.

Directed Elective4 Credits

(fulfills one GE science requirement)

BIO 114 Applied Anatomy and Physiology4

Psychology Tracks

1. Developmental

PSY 210 Developmental Psychology*3
 PSY 290 Child Abuse and Neglect3
 PSY 320 Psychology of Adolescence.....3
 PSY 330 Adult Development/Aging.....3
 PSY 340 Infancy3
 PSY 342 The Preschool Years3
 PSY 344 The School-Age Years3

*Prerequisite to all courses in this track

2. Information Processing/Cognition

PSY 250 Psychology of Consciousness.....3
 PSY 354 Psychology of Learning.....3
 PSY 375 Cognitive Psychology3
 PSY 379 Children's Learning3
 PSY 382 Behavior Modification3
 PSY 420 Perception.....3
 PSY 440 Human Factors3
 CGSI 200 The Interdisciplinary Study of Mind.....3
 CGSI 300 Selected Topics in Cognitive Science.....3
 CGSI 401 Cognitive Science Honors Thesis I3
 CGSI 402 Cognitive Science Honors Thesis II.....3

3. Social

PSY 220 Social Psychology.....3
 PSY 225 Psychology of Social Issues3
 PSY 260 Psychology in Business and Industry3
 PSY 290 Child Abuse and Neglect3
 PSY 311 Psychology of Women3
 PSY 325 Psychology of the Family3
 PSY 331 Psychology of Politics3
 PSY 360 Environmental Psychology.....3
 PSY 365 Psychology and Culture.....3
 PSY 381 Psychology of Aggression.....3
 PSY 465 Psychology Internship.....3

4. Physiological

PSY 353 Physiological Psychology*3
 PSY 415 Psychopharmacology3
 BIPY 474 Neuroscience.....4
 BIPY 475 Behavior Genetics.....4
 BIPY 476 Developmental Biopsychology3
 BIPY 479 Biorhythms in Physiology and Behavior.....3
 BIPY 490 Human Neuropsychology3
 BIPY 499 Independent Study3

*Prerequisite to PSY 415, BIPY 474, and BIPY 490

5. Clinical/Personality

PSY 310	Psychological Testing.....	3
PSY 322	Group Dynamics	3
PSY 350	Theories of Personality	3
PSY 351	Abnormal Psychology	3
PSY 410	Introduction to Counseling and Psychotherapy ...	3
Psy 455	Health Psychology	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 Requirements30 Credits

Students who wish to obtain teaching certification must complete additional courses as prescribed by the College of Education (see the certification section in the College of Education chapter of this catalog).

Courses

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

PSY 110 General Psychology

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

PSY 202 Experimental Psychology I: Applied Statistics

An introduction to basic statistical procedures for the Behavioral Sciences, including descriptive and inferential statistics, probability, correlational analysis, hypothesis testing, analysis of variance, and nonparametric statistics. Laboratory sessions enable students to apply concepts from the classes using computers and other computational approaches.

Prerequisites: PSY 110 and MATH 110 or 130
4 credits

PSY 203 Experimental Psychology II: Research Methods

The course builds upon skills acquired by students in PSY 202. Students continue their study of scientific methods with emphasis upon experimental techniques in the behavioral sciences. Students are trained in a wide range of methods for studying human and animal subjects consistent with APA guidelines for ethical research. A major requirement is participation in design and implementation of laboratory experiments, including an original research project. Students use sophisticated software for the management and analysis of their data. It is expected that students will submit their original projects to the Annual Student Research Conference.

Prerequisite: PSY 202
4 credits

PSY 208 Computer Statistical Applications in Psychology

An introduction to computer statistical applications in modern psychology research, this course emphasizes the use of statistical analysis software. Similarities and differences between statistical analysis software are presented. Computer laboratory sessions provide experience in the application of lecture material. Recommended for students interested in graduate school and research. The course counts as an "additional track course."

Prerequisite: PSY 202

PSY 210 Developmental Psychology

This course is about how humans develop physically, cognitively, socially and emotionally during the five major periods of life from conception through adolescence. Development is placed in its larger sociocultural context, and issues of race, class, gender and culture are examined as they impact on human development.

PSY 220 Social Psychology

This course provides an introduction to social psychological theory, research, and application. At its best, social psychology is an interdisciplinary endeavor. Thus, in our attempt to understand human social interaction, we draw from sociology, political science, and history, as well as from more traditional psychological sources. Topics to be covered include attitude formation and change, social influence processes, social cognition, moral development, interpersonal attraction, aggression, prejudice, and political psychology.

PSY 225 Psychology of Social Issues

This course applies psychological theories and research to the comprehension and resolution of major social problems confronting the contemporary world. Specific topics vary from semester to semester, but may include genocide, poverty, crime, terrorism; political extremism, international conflict, and/or other matters.

PSY 230 History and Systems of Psychology

This course introduces the student to the development of modern psychological thought beginning with the Greeks. While some topics, such as dualism, are discussed in terms of earlier origins, the emphasis is upon the development of post-renaissance concepts such as mechanism, determinism, and empiricism. The origins of the scientific method and the early attempt to apply this methodology to psychological issues are also presented from several perspectives. Particular attention is also given to the antecedents, formal development and ultimate fate of the major schools of thought in contemporary psychology.

PSY 250 Psychology of Consciousness

This course introduces students to numerous theories of mind and consciousness. Students learn about the evolution of consciousness, the physiological substrates of consciousness, and the different forms or states of consciousness. In addition, the course explores animal intelligence, emotions and consciousness.

PSY 260 Psychology in Business and Industry

This course introduces students to the science and practice of industrial/organizational (I/O) psychology. Psychological theory and research are applied to the solution of problems in business and industry. After an overview of research methods and the history of I/O psychology, students are exposed to basic concepts from human resources psychology, organizational development, and consumer behavior.

PSY 290 Child Abuse and Neglect

The problem of physical and psychological abuse and neglect of children is examined from intrapersonal, interpersonal and social perspectives. The multivariable etiology of the problem and attempts at intervention, prediction, and prevention will be discussed. Cross-cultural studies will be used to clarify issues in the area. Consequences of abuse and neglect for the cognitive, physical, and social emotional development of children will be analyzed.

Prerequisite: PSY 210 or permission of instructor

PSY 310 Psychological Testing

This course examines the nature and functions of psychological testing, the interpretation of test scores and the exploration of related clinical and research hypotheses. Intelligence, aptitude, and personality tests are covered with particular emphasis on clinical interpretation.

PSY 311 Psychology of Women

The lives of women are explored from several psychological perspectives, including the Stone Center relational model. The current research on girls and adolescent females are studied including the work of Dr. Carol Gilligan and her colleagues. Female biological development and sexuality, and cross-cultural and minority patterns of female socialization are examined. The course includes practical exercises.

PSY 320 Psychology of Adolescence

This course is about human development in the preteen and teenage years. It covers the physical, cognitive, social and emotional developments of this period of life in a socio-cultural context. Issues of race, class, gender and culture are examined as they interact with development. Prerequisite: PSY 210

PSY 322 Group Dynamics

Recognized theories and empirical research on the ways groups function are integrated with experiential classroom exercises and applied by the students to their own life experiences and perception of groups in the broader society. Areas covered include concepts and purposes of groups, group development and socialization, group structure, roles and communication, leadership, decision-making, productivity, and power and influence in groups. The effects of the physical environment, and some special topics such as cults, crowds and mass movements may also be included.

Prerequisite: PSY 110

PSY 325 Psychology of the Family

This course examines psychological processes that operate within the structure of the family which help to define function/dysfunction of individuals and families. Further emphasis is placed on understanding the family as a "system" of interlocking relationships that impact the thinking, feeling, and behavior of each member. The relationships between adults, parents and children, and among siblings over the span of the life cycle are highlighted as is the influence of the larger social system.

Prerequisite: PSY 210 or PSY 220

PSY 330 Adult Development/Aging

This course examines the psychology of aging from social, developmental, cognitive, and biological perspectives. It also explores aging as a social issue, with an emphasis on mental health aspects.

Prerequisite: PSY 210

PSY 331 Psychology of Politics

This course examines the psychological foundations of political behavior, focusing especially on four areas: (1) individual participation in democratic systems, (2) social psychology of international affairs, (3) political leadership, and (4) psychohistory. Political socialization, communication, and decision-making are also covered.

PSY 340 Infancy

This course focuses on human development from the time of conception through the second year of life. The heredity-environment question, motor, language, social-personality and cognitive development, and the stability of infancy traits during life, are studied in their multi system context.

Prerequisite: PSY 210

PSY 342 The Preschool Years

This course focuses on normal human development from three to six years of age. An in-depth analysis of the main areas of development, including the physical, intellectual, social, and emotional is made. Development is considered in its larger sociocultural context, and issues of race, class, gender and culture are examined as they impact on human development during this period.

Prerequisite: PSY 210

PSY 344 The School Age Years

This course focuses on normal human development from six to twelve years of age. An in-depth analysis of the main areas of development, including the physical, intellectual, social and emotional, is made. The course also discusses the applied implications of these developments for parenting, education, and therapeutic work for children of this age period.

Prerequisite: PSY 210

PSY 350 Theories of Personality

This course surveys the nature and concerns of personality theory. Coverage includes the contributions of major theorists from the classical psychoanalytic, social analytic, humanistic, radical and cognitive behavioristic viewpoints.

PSY 351 Abnormal Psychology

This course explores concepts of psychological abnormality and distinguishes between the main theoretical approaches to understanding behavior, normal and abnormal. These models or explanations are actively applied to discussions of major syndromes of abnormal behavior, with special reference to the revised DSM-IV.

PSY 353 Physiological Psychology

This course explores some of the major relationships between brain functions and behavior and the methods and techniques that are currently used to examine these relationships. In addition, current research findings and how these findings impact on our lives are discussed.

Prerequisites: PSY 110 and BIO 114 or equivalent

PSY 354 Psychology of Learning

Examines the research methods, empirical findings, and theoretical explanations of conditioning, learning and other complex cognitive forms of knowledge acquisition. The course includes a consideration of the comparative findings from both the animal and human learning literatures. Historical and contemporary trends in the study of learned phenomena are also included.

PSY 365 Psychology and Culture

This course provides a comprehensive overview of the role of culture in shaping a person's behavior and mental processes. Additionally, we assess the extent to which the approaches and conclusions of Western (especially American) psychology apply to people coming of age in non-Western cultures.

PSY 375 Cognitive Psychology

This course critically examines people's information-processing capabilities and limitations. Emphasis is placed on the theoretical principles that underlie the attention, perception, and memory of events as well as current research problems.

Prerequisite: PSY 203 recommended

PSY 379 Children's Learning

The course surveys the major forms of children's learning and cognitive processes, examining both the empirical data base and the theoretical formulations used to account for the findings. Topics covered include conditioning in infancy and early childhood, language acquisition, behavior modification, discrimination reversal learning, verbal learning, concept learning, and learning to read.

PSY 381 Psychology of Aggression

This course focuses on the internal, external, and experiential components of human aggression. The acquisition and development of aggression is examined from psychoanalytic, learning, social learning, cognitive, and physiological theoretical perspectives. The main objective of the course is to provide students with a better understanding of individual and collective violence and aggression.

PSY 382 Behavior Modification

The modification of animal and human behavior is explored through the application of principles of learning. Behavioral phenomena and techniques including generalization, acquisition, extinction, conditioned reinforcers, schedules of reinforcement, and aversive control are studied. Using computer software that re-creates animal learning typical of animal learning studies, students gain familiarity with traditional laboratory techniques and basic principles of learning. The latter half of the course addresses how these basic principles are translated into use in applied settings with humans.

Prerequisite: PSY 354

3 credits

PSY 399 Selected Topics

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

Prerequisite: Permission of the department chairperson

3 credits

PSY 410 Introduction to Counseling and Psychotherapy

This course explores the major theories of psychotherapy and the application of those theories. For each therapy mode, the theory of psychopathology is related to the methods used and the theory of change. Research outcomes for each type of psychotherapy are reviewed.

Prerequisite: PSY 350 or PSY 351

PSY 415 Psychopharmacology

To provide a groundwork for this course in the neurosciences, a behaviorally oriented overview of nervous system functioning and biochemistry is integrated with discussions of basic pharmacological principles and behavioral research methods. The physiological, behavioral, and psychological effects of the major classes of psychoactive drugs are presented. Emphasis is placed on understanding the mechanisms of these drugs at molecular, cellular, and neurophysiological levels; the similarities and differences in mechanisms between drugs; and the experimental paradigms utilized to arrive at the findings.

Prerequisite: One year of biology or BIO 114 or PSY 353

Physiological Psychology

PSY 420 Perception

Using a lecture and phenomenological approach, this course explores how the living organism experiences the real world. All sensory systems are examined in terms of the paradigm of information coming from the distal stimulus to the proximal stimulus (physical energy); the sense organs converting the physical energy into electrochemical energy (sensations); the organism operating on and experiencing the world (perception).

PSY 440 Human Factors

Through a review and discussion of the physiological and psychological processes that underpin human performance, e.g., perception, attention, and memory, students will be led to an understanding of why knowledge and consideration of human tendencies, capabilities, and limitations are critical in the design of tools, products, and procedures intended for human use. The goal of this course is to expose students to the application of psychology in the industrial sector.

PSY 455 Health Psychology

This course provides a broad overview of the related fields of health psychology and behavioral medicine. Various theoretical perspectives are examined to understand how biological, psychological, and social factors interact with and affect the health of individuals.

PSY 465 Psychology Internship

Through work in an appropriate supervised placement setting, students are provided an opportunity to become acquainted with the application of theories, principles, and empirical findings in the area of clinical psychology, human resources, organizational psychology, and other areas of applied psychology. Students must meet with the professor prior to signing up for the course.

Prerequisites: Senior status; PSY 203 and permission of instructor. PSY 351 is necessary for a clinical internship; PSY 260 is necessary for an organizational internship.

PSY 480 Seminar in Psychology

In one of a variety of formats, this writing and thought intensive course serves as an overview of previous learning, a forum for students to integrate knowledge and ideas across the subdisciplines of psychology, and an impetus for expansion of thinking. Students also hone their abilities to apply their knowledge to the theme or themes of the course.

Prerequisites: All core and track requirements must be met and senior status

PSY 499 Independent Study

As approved and to be arranged.

Prerequisites: PSY 203

1-3 credits

Department of Sociology

Professors: M. Ansari, M. Baumgartner, C. Flint, K. Korgen, V. Parrillo, S. Tardi, G. Wang (chair)

Associate Professors: M. Ellis, C. Magarelli, J. Mahon

Assistant Professors: K. Chen, J. DiNoia, P. Fernandez, G. Furst, L. Nuno, K. Park

Instructors: J. Felson, S. Ranjan

The sociology major is a bachelor of arts degree program. The sociology department at William Paterson University provides a rigorous program of study that integrates the unique perspectives and tools of sociology in all its courses. The department's mission is to enable its undergraduates to become effective citizens, with the ability to recognize and grapple with such issues as multiculturalism, inequality, and globalization. By integrating these key concepts with the unique social theory and methodology of the discipline in courses, students become capable of fulfilling the two core commitments of sociology: critical inquiry and civic engagement. For students interested in a more sharply focused program of studies, concentrations in criminal justice, social services, and sociological practice are available.

All sociology majors complete a total of 36 credits in the major. Whether completing the general program of sociology studies or a concentration, all students take 18 credits of required core courses, 15-18 other credits in specific courses as detailed below, and 0-3 credits of sociology electives, under the guidance of their academic advisor.

Honors Society in Sociology

Alpha Kappa Delta

This National Honors Society in sociology is a member of the Association of College Honor Societies and an affiliate of the American Sociological Association. *Alpha Kappa Delta* sponsors an annual installation and awards dinner for new inductees and their families, and provides honor chords to be worn at commencement. In conjunction with the Sociology Club and MOST programs, it provides opportunities to attend regional and national professional meetings, and on-campus workshops on research, resume writing, and career opportunities. Membership in *Alpha Kappa Delta* requires that a student be matriculated as a sociology major, with completion of a minimum of ninety hours, a minimum of a 3.0 GPA, and demonstrated high standards of personal behavior. For more information, please contact Dr. Rosanne Martorella, Department of Sociology, 973.720.2388, or by e-mail at martorellar@wpunj.edu.

Honors Track Program

The Social Sciences Honors Track is intended primarily for motivated anthropology, political science, psychology, and sociology majors, though interested students from other majors can apply. For further information on this track, see page 64 or consult the coordinator, Dr. N. Kressel.

MAJOR REQUIREMENTS36 CREDITS

Required Core Courses for all concentrations18 Credits

SOC 101	Principles of Sociology.....	3
MATH 130	Elementary Statistics.....	3
	or	
SOC 211	Elementary Sociological Statistics.....	3
SOC 213	Sociological Theory.....	3
SOC 214	Quantitative Methods.....	3
SOC 215	Qualitative Methods.....	3
SOC 482	Senior Seminar in Criminal Justice.....	3
	or	
SOC 485	Senior Seminar in Sociology.....	3

SOCIOLOGY CONCENTRATIONS

General Sociology 15-18 Credits

SOC 220	Social Organization of Work.....	3
SOC 231	Sociology of the Family.....	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 U.S.....	3
SOC 242	Muslims and Islamic in U.S. Institutions.....	3
SOC 262	Violence in the Community.....	3
SOC 271	Sexuality in Modern Life.....	3
SOC 272	Urban Sociology.....	3
SOC/		
URBN 273	Global Cities.....	3
SOC 318	Race, Ethnicity & Health in the U.S.....	3
SOC 320	Contemporary Issues in the Workplace.....	3
SOC 323	Labor Relations and Law.....	3
SOC 326	Sociology of the Arts.....	3
SOC 331	Evaluation of Social Action.....	3
SOC 335	Sociology of Law.....	3
SOC 337	Sociology of Education.....	3
SOC 343	Ethnic and Racial Conflict Resolution.....	3
SOC 344	Sociology Italian Art/Culture.....	3
SOC/WS 347	Sociology of Women.....	3
SOC 349	Sociology of Adulthood.....	3
SOC 351	Sociology of Socialization.....	3
SOC 352	Self and Society.....	3
SOC 354	Social Stratification (required).....	3
SOC 355	Sociology of Aging.....	3
SOC 357	Sociology of Health and Illness.....	3
SOC 358	Sociology of Death and Grief.....	3
SOC 365	Social Deviance.....	3

SOC 369	Sociology of Democracy.....	3
SOC 370	Social Demography.....	3
SOC 372	Sociology of Organizations.....	3
SOC 373	Sociology of Social Movements.....	3
SOC 374	Sociology of War.....	3
SOC 375	Social and Environmental Change.....	3
SOC 376	Global Sociology.....	3
SOC 391	Population and Development in Asia.....	3
SOC 491	Internship in Sociology.....	1-6
	Other sociology elective.....	0-3

Criminal Justice..... 15-18 Credits

SOC 261	Essentials of Criminal Justice (required)	3
SOC 262	Violence in the Community.....	3
SOC 335	Sociology of Law.....	3
SOC 336	Comparative Criminal Justice Systems.....	3
SOC 364	Criminal Investigation.....	3
SOC 365	Social Deviance (required)	3
SOC 366	Sociology of Corrections.....	3
SOC 367	Juvenile Delinquency.....	3
SOC 368	Criminology.....	3
SOC 403	Community Corrections.....	3
SOC 492	Internship in Criminal Justice.....	3
	Other sociology elective.....	0-3

Social Services..... 15-18 Credits

SOC 223	Introduction to Human Services (required)	3
SOC 224	Social Work Practice and Policy.....	3
SOC 231	Sociology of the Family.....	3
SOC 241	Minority Groups in U.S.	3
SOC 262	Violence in the Community.....	3
SOC 318	Race, Ethnicity and Health in the U.S.....	3
SOC 349	Sociology of Adulthood.....	3
SOC 351	Sociology of Socialization.....	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 367	Juvenile Delinquency.....	3
SOC 493	Field Work in Social Services (required)	3
	Other sociology elective.....	0-3

Sociological Practice..... 15-18 Credits

SOC 220	Social Organization of Work (required)	3
SOC 315	Computer Applications and Sociological Practice.....	3
SOC 316	Forecasting Future Societies.....	3
SOC 320	Contemporary Issues in the Workplace.....	3
SOC 323	Labor Relations and Law.....	3
SOC 326	Sociology of the Arts.....	3
SOC 331	Evaluation of Social Action.....	3
SOC 370	Social Demography.....	3
SOC 372	Sociology of Organizations.....	3
SOC 491	Internship in Sociology (required)	3
	Other sociology elective.....	0-3

MINOR REQUIREMENTS.....18 CREDITS

Required Courses.....9 Credits

SOC 101	Principles of Sociology.....	3
SOC 215	Qualitative Methods.....	3
SOC 213	Sociological Theory.....	3

Related Sociology Electives (all concentrations)9 Credits

With advisor approval only, students may select those sociology courses not on the above list.

Certification Requirements

Please see the chairperson in the Department of Early Childhood and Elementary Education (P-3) (N-8) for the appropriate certification sequence.

Courses

Unless otherwise noted, all courses are 3 credits. SOC 101 is a prerequisite to all other sociology courses unless waived by the instructor.

SOC 101 Principles of Sociology

Examines the structure and dynamics of human society and interprets social behavior within the context of modern society and culture. A prerequisite to all other sociology courses unless waived by the instructor.

SOC 102 Social Problems

An examination of various social problems from a sociological perspective. The interrelatedness of social problems and the role of value-beliefs are stressed.

SOC 211 Elementary Sociological Statistics

A basic course introducing the use of quantitative methods to describe social life. No special mathematics background or aptitude required. Emphasis is on learning to measure and make decisions about problems that sociologists currently face in government, business, evaluative, and theoretical research.

SOC 213 Sociological Theory

This course introduces students to the major strategies of sociological theory. After an introductory consideration of the scientific method and its application to the study of human social life, it examines the principal categories of theory developed by sociologists. In addition to exploring the distinctive characteristics of each theoretical strategy, the course addresses such important issues as the relationship between theory and empirical research, the changing character of sociological theory over time, and the nature of theoretical controversies and debates in the field. The most important theories and theorists from all historical periods in sociology are considered.

SOC 214 Quantitative Methods

This course provides students with “hands-on” experience in all phases of quantitative research, including: research design, sampling, questionnaire construction, data analyses, and formal research report writing. Students also learn to evaluate information so that their future decisions and work are based on social facts. Class discussions explore reasons why valid research is the basis for effective social action.

Prerequisites: MATH 130 or SOC 211 and SOC 213 or SOC 218 or SOC 219

SOC 215 Qualitative Methods

This course examines different techniques and applications of qualitative data collection and analysis. After formulating a relevant research question, students are guided through the various phases of the search process. Particular emphasis is given to the selection of appropriate choice of research design and methods of data collection in relation to the research question, and the limitations as well as the advantages of different field research strategies. Students are also afforded the opportunity to execute mini-research projects in consultation with the instructor.

Prerequisites: SOC 213 or SOC 218 or SOC 219

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 U.S.

This course examines the experiences of all racial and ethnic groups from colonial beginnings to the present day with a sociological perspective. Particular emphasis is on the recurring patterns in dominant-minority relations; differential powers; the ethnic diversity in U.S. society; and 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 the U.S. society (Non-Western course).

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

This course examines 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 U.S. metropolis: ecological patterns; urban institutions, with a particular emphasis on the problems of the inner city; the rise of suburbia; and future prospects.

SOC/URBN 273 Global Cities

This class considers the changing place of the city as a site of action and socialization under conditions of increasing globalization. It looks at current theories in urban sociology in relation to the global environment, "global cities," transnational urban politics, and the interacting effects of transnational migration and urban development.

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 318 Race, Ethnicity, and Health in the U.S.

This course examines the role of race and ethnicity in the production of unequal health outcomes. The course raises questions about the ways race and ethnicity have been treated in health care research and presents a conceptual paradigm for examining the various levels at which racial dynamics impact the health status of diverse populations (with a focus on African-Americans and Latinos), and the process through which inequality in health status and outcomes is produced. The course readings will focus on theories on race, ethnicity, and power; inequality in health status and health outcomes; analyses of racial dynamics in health outcomes; and issues of cultural competence in health care delivery. Students will be encouraged to give critical thought to the question of what it means to deliver culturally competent care.

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 331 Evaluation of Social Action

This course begins with an overview of the history of evaluation methods and strategies. It examines how evaluation research contributes to the analysis of policy and program performance. Special emphasis will be given to how evaluators prepare and conduct evaluations, and what risks are associated with different evaluation strategies in the social sciences. Finally, the course will investigate how evaluation methods are currently applied to such areas as education, poverty reduction, criminal justice, and health care policies.

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

With a comparative approach, this course analyzes how the criminal justice systems interconnect to countries' crime and crime control issues and to their broader economic and social issues and institutions. It focuses on how countries that have faced major political and social upheavals during the past several decades have struggled to develop workable crime control methods as well as methods of conflict resolution that provide justice for victims, fairness for those accused, and avenues for reconciliation. It also analyzes how global terrorism and internal criminal threats affect countries' ability to maintain and improve their citizens' civil liberties and human rights.

SOC 337 Sociology of Education

This course examines the institution of education through the lens of sociological theory. Areas to be analyzed include the growth of the educational system, the institution's role in creating equality of opportunity, measurement of school outcomes, cultural transmission through curriculum design, schools as organizations, and current reform movements.

SOC 340 Animals and Society

This course examines the social dynamics of relationships between humans and non-human animals, including wild animals, captive and domesticated animals, and companion animals. After considering the social connotations of the concept of "animal" itself, the course surveys the wide range of roles played by non-human animals in human societies, as well as the various ways in which humans interact with animals in diverse settings. A principal focus of the course is the effort to predict and explain such variation with sociological principles. Changes in the relationships between humans and non-humans are considered, and parallels between the treatment of non-humans and humans are critically assessed.

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 other students taking the course simultaneously throughout the world. Role playing, analytic reports, and a cooperative final project are required.

SOC 344 Sociology of Italian Art and Culture

This course involves a seminar and field trip to Italy. Focusing on a sociological perspective of the culture and art of Italy, the course addresses patronage, art markets, social change, the social content of art, cultural identity, artists' social roles, and subcultures. On-site visits to museums and public monuments are made in Rome, Florence, Venice, Siena, and Pompeii.

SOC 347 Sociology of Women

Following the ideas of C. Wright Mills, this class connects the "personal troubles" of individual women with the "social issues" pertaining to women as a minority group in the United States. It provides a sociological analysis of women in the major institutions in U.S. society, and highlights the intersection of race, class, and gender and the unique manner in which sociologists research these interconnections and women in general.

SOC 349 Sociology of Adulthood

Focuses on the major issues for women and men during the early and middle years of adulthood. Included are an examination of personality development; singlehood, marriage, family, and parenting roles; and work, career, and vocational experiences.

SOC 351 Sociology of Socialization

This course is an in-depth analysis of the social learning and social control mechanisms of humans, from infancy until adulthood. Included will be a study of the traditional and sometimes conflicting agents of socialization: family, peers, school, religion, and the media.

SOC 352 Self and Society

A study of the impact of society on the formation of each individual's personality through analysis of language, definitions, and values.

SOC 354 Social Stratification

Treats both theory and realities with an emphasis in the U.S. 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 socio-historical perspective. Included are how prisons emerged, the "prisonization" process, women's prisons, and the rehabilitation re-entry process.

SOC 367 Juvenile Delinquency

With different theoretical perspectives, this course is a comprehensive study of various juvenile delinquents and their patterns, causes, treatment, and control.

SOC 368 Criminology

Examines various explanations of crime through history and how these explanations reflect societal values and attitudes. Components of the criminal justice system and researching and counting crime are also examined.

SOC 369 The Sociology of Democracy

This course applies modern sociological paradigms and analytical frameworks to the study of democracy as both a theory and a set of practices.

Prerequisite: SOC 101 or ANTH 130 or HIST101 or POL110

SOC 370 Social Demography

Addresses four problems: 1) dangers of world population growth for individual survival; 2) the interaction between change, social structure, and population; 3) social psychological attitudes in fertility decisions; and 4) the uses of the census to describe social problems.

SOC 372 Sociology of Organization

This course examines various theoretical perspectives, including images of organizations as decision-making systems, as arenas for conflict over power and status, and as elements in broader social and cultural milieus. Within this framework students examine the characteristics of organizational cultures, communication patterns, the role of elites, sources of effective leadership, coercion and control, structures of status and opportunities, market exchanges and exploitation, decision-making processes, treatment of conflict and differences, and participation and recognition of performances of its members.

SOC 373 Sociology of Social Movements

This is a survey course on collective behavior, the sociological specialty devoted to the study of innovative, unstructured social phenomena such as crowd behavior; collective violence; individual, group, and organizational behavior in disasters; collective preoccupations; and social movements. The course is divided into two general areas of focus: (1) an overview of sociological theories that have been developed to explain collective behavior; and (2) lectures, discussions, and case studies on different forms of collective behavior.

SOC 374 Sociology of War

Examines the theories surrounding the causes, nature, and effects of modern warfare and its influence on shaping social structure and personality.

SOC 375 Social and Environmental Change

Problems of environmental social change are critically examined and evaluated. Emphasis is on exploring small and large scale modes of change.

SOC 376 Global Sociology

The course examines different perspectives and issues in contemporary global sociology. Particular attention is given to non-Western sociological views and perspectives. A number of social inequality issues are analyzed within a global context to examine the international dimension of issues in contemporary society. In addition, students gain an understanding of conducting and implementing research on international development issues (Non-Western course).

SOC 391 Population and Development in Asia

This course introduces students to an overview of (1) the population growth and population problems in major Asian countries, such as China and India; (2) the relationship between population and socioeconomic development; and (3) the relationship between Asian development and the world (Non-Western course).

SOC 399 Selected Topics

Special course(s) offered either on an experimental basis, or to draw upon the strengths of a visiting scholar, or to examine issues of contemporary significance. 1-6 credits

SOC 403 Community Corrections

Focuses on an analysis of theories and practices of parole and probation. Is also concerned with the current trend toward diversion of offenders from the criminal justice system, and special community programs.

SOC 482 Senior Seminar in Criminal Justice

An in-depth, critical analysis of the literature in the field of criminal justice. Each student is expected to select a specific social organization, problem or policy, explore the current research literature, and make a presentation about the empirical research findings.

Prerequisites: SOC 214 and 215

SOC 485 Senior Seminar in Sociology

An in-depth, critical analysis of the literature in the field of sociology. Each student is expected to select a specific social organization, problem, or policy, explore the current research literature, and make a presentation about the empirical research findings. Topics vary each semester according to students' interests.

Prerequisites: SOC 214 and 215

SOC 491 Internship in Sociology

This course provides qualified students practical work experience in an applied sociology setting. A variety of placements are available depending on students' interests. Periodic conferences and seminars are an integral part of this program.

Prerequisite: permission of instructor required.

1-6 credits (3 credits is most common).

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 493 Field Work in Social Services

This course provides qualified students with practical work experience in a social service setting. Periodic conferences and a monthly seminar are integral parts of this program. (1-6 credits)

SOC 499 Independent Study

This is to encourage self-education under the auspices of a faculty supervisor. It is open to junior and senior students with a grade point average of at least 3.0, both overall and in the major, or in the field of the independent study.

1-6 credits

Department of Women's Studies

Professor: Arlene Holpp Scala (chair)

Assistant Professor: Elena Sabogal

Assistant Professor: Sreevidya Kalaramadam

Women's studies is an interdisciplinary field, applying feminist perspectives to all areas of the study of women and gender. The program emphasizes gender as shaped by its interaction with race/ethnicity, class, sexuality, religion, age, ability/disability, and other identities. Its goal is to demonstrate both the commonality and diversity of women's experiences in the U.S., as well as globally. The program offers both: 1) interdisciplinary courses studying a range of issues; and 2) courses which deal with the impact of gender within individual disciplines. Its courses are designed to familiarize General Education students with women's studies, to offer upper-division students a chance to pursue further study through a wide variety of electives, and to give a student majoring or minoring in women's studies a thorough grounding in the discipline and the preparation necessary to pursue career and/or graduate work in the field. Women's studies is committed to activism as well as academics, and students are encouraged to do service learning projects, internships, and to participate in other community activities. Activist projects also help students prepare for careers. In addition to regular course offerings, special selected topics are offered each semester.

Curriculum

MAJOR REQUIREMENTS 33 CREDITS

Required Core Curriculum12 Credits

WS 210	Introduction to Women's Studies	3
POL 272	Politics and Sex	3
WS 310	Contemporary Feminist Issues	3
WS 410	Capstone Course in Women's Studies	3

Electives21 Credits

WS 110	Women's Changing Roles	3
WS 150	Racism and Sexism in the U.S.	3
WS 207	Women, Sport, and Culture	3
WS 208	Female Icons in Contemporary U.S. Culture	3
WS 218	Life Passages: The Female Experience	3
WS 301	Feminist Methodologies	3
WS 307	Sex Equity in Education	3
WS 314	Reproductive Rights (also listed as CMHL 314)	3
WS 320	Women of Color in the U.S.	3
WS 324	Philosophy of Feminism (also listed as PHIL 324) 3	
WS 325	Nineteenth and Twentieth Century Latin American Women Writers (also listed as SPAN 325).....	3
WS 326	Women in Modern Japanese Literature (also listed as ASN & JPAN 326)	3
WS 329	Women and the Law (also listed as POL 329)	3

WS 335	Latina Testimonios: Ethnographies, Memoirs and Poetry (also listed as ANTH and LAS 335).....	3
WS 340	Media Representation of Lesbians, Gays, Bisexuals, and Transgender	3
WS 347	Sociology of Women (also listed as SOC 347)	3
WS 348	Ecofeminism	3
WS 350	Lesbian Issues	3
WS 355	Women and Gender in Modern South Asia (also listed as ASN 355)	3
WS 358	Asian American Women: Gender Transformations	3
WS 359	Women and Islam (also listed as HIST 359)	3
WS 368	Women and War	3
WS 370	Feminist Theory: World War II to the Present.....	3
WS 373	Politics of Sexual Violence (also listed as POL 373).....	3
WS 375	Life and Writings of Indigenous Women (also listed as ASN and ENG 375)	3
WS 398	Women in the City (also listed as URB 398)	3
WS 399	Selected Topics.....	3
WS 420	Global Perspectives of Women's Lives	3
WS 465	Internship in Women's Studies	3
WS 499	Independent Study	3
AACS 150	Racism and Sexism in the U.S.	3
AACS 155	Perspectives on Justice and Racism.....	3
AACS 255	The Black Woman's Experience	3
AACS 262	Caribbean Women.....	3
CMHL 210	Women's Health.....	3
ENG 217	Images of Women in Modern Literature	3
ENG 219	Nineteenth Century Women's Voices.....	3
PSY 311	Psychology of Women	3
HIST 316	American Women's History	3
HIST 346	Modern European Women's History	3
HIST 352	Medieval and Early Modern Women's History.....	3
HIST 470	Women and the Chinese Revolution.....	3

MINOR REQUIREMENTS.....18 CREDITS

Required Courses.....9 Credits

WS 210	Introduction to Women's Studies	3
WS 310	Contemporary Feminist Issues	3
POL 272	Politics and Sex.....	3

Elective Courses:9 Credits

Choose three (3) courses from the elective list.

Courses

Refer to the appropriate departments for descriptions of courses outside women's studies. Please note that at the time of publication there were additional courses pending approval. Consult with the department for the most recent list of available courses. Unless otherwise noted, all courses are 3 credits.

WS 110 Women's Changing Roles

A history and analysis of the origins, philosophies, issues, and activities of the women's movement. Deals with sex roles in a changing society and role conflicts for both women and men resulting from this transition. Explores the impact of sexism, racism, heterosexism, classism, ableism, ageism, and other oppressions on women's lives.

WS 150 Racism and Sexism in the U.S.

This course examines systems of oppression and liberation struggles. Racism, sexism, heterosexism, and classism are the major issues addressed. Laws, historical documents, academic articles, narratives, statistics, films, and personal experiences are used to interrogate oppressive systems.

WS 207 Women, Sport, and Culture

This course explores the role of women in sport from historical, philosophical, physiological, and psycho-social perspectives. Trends, patterns, issues, and future perspectives are woven into the fabric of this course in order to understand the sport experience as parallel to women's role in society.

WS 208 Female Icons in Contemporary U.S. Culture

This course examines female icons in a variety of contexts, focusing on popular culture and media representations. Analyzing the relationship between female icons and ideologies about women in the United States, the course considers how different images of women – from heroes to sex objects – challenge and/or reinforce dominant gender norms. American representations are contextualized within global flows of culture and media.

WS 210 Introduction to Women's Studies

This course is an in-depth introduction to the interdisciplinary field of women's studies. Introduces gender as a complex category of analysis and lived experience that is inextricably linked to other social and political categories including race, ethnicity, class, nation, sexuality, and disability. Explores and critiques representations of women in the arts and sciences, literary and philosophical traditions, as well as legal, economic, and political contexts. The course also focuses on the ways in which women have worked for social change and transformation, collectively and in coalition with other groups.

WS 218 Life Passages: The Female Experience

This course looks at the diversity of the female experience over a life-span: infancy, girlhood, menarche, adolescence, adulthood, middle age, menopause, and old age. Attention is given to diversity issues including race, ethnicity, gender, sexual orientation, abilities and disabilities, class, religion, and political perspectives. Some of the topics addressed include mother-daughter and father-daughter relationships, gender and sexual identity awakenings and struggles, motherhood, marriage/partnership, friendships, and ageing. The course materials include contemporary, multicultural and interdisciplinary essays, literature, and films.

Prerequisite: ENG 110

WS 301 Female Methodologies

Explores the implications of feminist theorizing across disciplinary and cultural contexts for both methodology (theories about the research process) and epistemology (theories of knowledge). Examines how knowledge and power intersect, how genre or form impacts knowledge, how the knower is implicated in the knowledge produced, and how social location shapes inquiry. Considers implications of intersectional approaches to representing knowledge and identity.

Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 307 Sex Equity in Education

Develops awareness of sex/gender biases in our culture with particular emphasis on the role of the school. Sex-role socialization patterns and sexual harassment are closely examined as they impact the lives of students. The course also addresses race, class, and sexuality inequities as education issues. Explores methods of eliminating such biases in classroom instruction.

WS 310 Contemporary Feminist Issues

Using recent scholarship and pedagogy in gender studies, this course discusses new issues in feminism with an emphasis on diversity, including race, class, culture, ethnicity, sexual orientation, age, and degree of physical ability. It reexamines ways of knowing, and discusses the impact of gender studies on traditional disciplines.

Prerequisites: WS 110 or WS 150 or AACS 150 or AACS 155 and ENG 110

WS 314 Reproductive Rights

This course explores the multifaceted and complex issues related to reproductive rights from an interdisciplinary perspective. The controversies surrounding reproductive technologies, pregnancy and childbirth, birth control, foster care, abortion, and adoption are explored with particular focus on public policy and its impact on the private lives of individual women. (Also listed as CMHL 314)

Prerequisites: WS 110 or WS 150 or AAACS 150 or AACS 155 and CMHL 120 or PEGE 150

WS 320 Women of Color in the U.S.

This introductory women's studies course places the experiences and concerns of U.S. women of color at the center. It is designed for students interested in exploring similarities and differences among women in major U.S. racial/ethnic groups. The focus is on women born in the United States who, because of their nonwhite or mixed racial heritage, identify as both American and as Native Indian, African, Chicana, Puerto Rican, Chinese, or Japanese. To develop students' skills to critically examine issues of race/ethnicity, class, gender, and sexuality, readings, lectures, and class discussions explore experiences and concerns of women of color in the workforce, in the family, and in their respective communities.

WS 324 Philosophy and Feminism

This course is an overview of some of the issues and work done in feminist philosophy. It introduces students to philosophical perspectives on sex and gender and the historical and contemporary debates regarding their significance for ideas of selfhood, ethics, and political theory. Readings from liberal, socialist, radical, psychoanalytic, and postmodern feminist theory are discussed, as well as issues such as race, class, power, sex, and sexual identity. (Also listed as PHIL 324)

WS 325 Nineteenth and Twentieth Century Latin American Women Writers

This course explores the history of migration/annexation/colonization and consequential social status informing the experience of Latinas in the United States. While the course title assumes a panethnic label, the course explores the complex diversity of women who trace their ancestry to geographical areas including Mexico, Puerto Rico, Cuba, and the Dominican Republic. Special attention is paid to subjectivity and representation by social signifiers such as gender, race, class, and sexuality. (Also listed as SPAN 325)

WS 326 Women in Modern Japanese Literature

This course introduces students to the treatment of women, gender, and sexuality in twentieth-century Japanese literature. The course examines modern Japanese society and culture and the interplay between tradition and modernity through the prism of canonical and contemporary literature. Topics include notions of the self, national and gender identity, and the impact of Westernization, modernization, urbanization, industrialization, and globalization.

WS 329 Women and the Law in the U.S.

This course examines the legal and social status of women historically and in modern American society as well as the law and policy relating to that status. The course discusses legal tools developed to address sexual inequality, and the possibility that law both challenges and supports women's subordination. The course and the materials are organized around concrete legal problems of particular and current concern to women. Issues are approached intersectionally, addressing sex, race, sexual orientation, and other differences simultaneously. The issue areas include, but are not be limited to, employment, education, family, reproduction, health, sexuality, violence, Equal Rights Amendment, criminal law, and equality theory, as well as the laws, cases, current statutes and legislative proposals that apply to and affect women. (Also listed as POL 329)

Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

**WS 335 Latina Testimonios: Ethnographies
Memoirs and Poetry**

This course is an introduction to the similarities and differences in migration/ annexation/colonization and consequential social status informing the experience of Latinas in the United States. Special attention will be paid to subjectivity and representation by social signifiers such as gender, race, class, and sexualities. While the course title assumes a pan-ethnic label, the course will explore the complex diversity of women who trace their ancestry to geographical areas including Mexico, Puerto Rico, Cuba, and the Dominican Republic.

Pre-Requisites: WS 110 or WS 150 or AACS 150 or AACS 155 and ENG 110

**WS 340 Media Representation of Lesbians, Gays,
Bisexuals, and Transgender**

Investigates the ideological functions of moving images (film/television/video), still images (photography/magazines), and aural images (music) of lesbians, gays, bisexuals, and transgenders created by mass media institutions to legitimize discrimination and oppression in the United States. Explores images by independent producers/directors/artists to challenge and resist negative images and create transgressive images of lesbians, gays, bisexuals, and transgender. Employs critical and theoretical methods from feminist—gender, psycho-analytic, and semiotic—theorists to interpret meaning in these representations.

Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 347 Sociology of Women

This course examines women in U.S. society from a sociological perspective. Following the ideas of C. Wright Mills, this class connects the “personal troubles” of individual women with the “social issues” pertaining to women as a minority group in the United States. In doing so, it provides a sociological analysis of women in the major institutions in U.S. society. Throughout the semester, the course highlights the intersection of race, class, and gender and the unique manner in which sociologists research these interconnections and women in general.

Prerequisite: SOC 101 (Also listed as SOC 347)

WS 348 Ecofeminism

In this course students explore the connections between women and nature from an ecofeminist perspective. The course encompasses the history, theory, and praxis of ecofeminism, considers the variety of positions within ecofeminism, investigates political, social, and developmental impacts of ecofeminism, and provides students with the opportunity for activism in their own lives.

WS 350 Lesbian Issues

This course assumes that sexuality is embedded in social structures and interconnected with various forms of structural injustice. Keeping in focus that lesbian women are a very diverse people, the course reviews historical trends, considers issues of definition, and studies relationships, family, and community, including a unit on lesbianism and religion.

Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 355 Women and Gender in Modern South Asia

This course examines the history of women and gender in modern South Asia (India, Pakistan, Bangladesh, and Sri Lanka) during the nineteenth and twentieth centuries. It analyzes the historical processes that transformed women’s lives, and considers how women themselves negotiated or subverted these processes in their own interest. Major themes and topics include the transformation of gender through colonialism and nationalism, the emergence of women’s movements, women’s labor and globalization, and gender in the South Asian diaspora. (Also listed as HIST 355)

Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

**WS 358 Asian American Women:
Gender Transformations**

This course focuses on the contemporary Asian immigration to the United States and examines its impact on immigrant women’s roles in the workplace, family, and the community. It addresses the importance of gender in immigrant adaptation and identity formation not only among the immigrants but also among their U.S.-born children. Discussion includes the ways in which ethnicity, class, age, citizenship, and sexuality intersect to shape various experiences of Asian American women in the context of work and life. The complexity of ethnicity, including multiracial/multiethnic identities and the phenomenon of intermarriages, is explored in connection with gender relations in the contemporary Asian American communities.

Course Prerequisites: WS 110 or WS 150 or AACS 150 or AACS 155 or ENG 110

**WS 359 Women and Islam: History, Politics, and
Culture**

This course examines women and gender in Islamic societies in the Middle East, North Africa, and Asia. Beginning with an overview of pre-modern history, the course focuses on the nineteenth and twentieth centuries. Topics include: women’s roles in production and reproduction, gender ideologies and representations of Muslim women, and the development of feminist, nationalist, and Islamist movements.

Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 368 Women and War

This course will look at how war and the preparation for war have affected the lives, hopes, and images of women around the world. It will examine roles of women in war, military service, and militarism in societal development in world history primarily since the eighteenth century with these questions central: What roles have women played in war? Are women victims of conflict alone or are they active participants as well? And how has war helped shape female roles, gender stereotypes, and national mythologies? A broad comparative framework, exploring "Western" and "non-Western" societal experience and analytical approaches, will be adopted throughout. (Cross-listed with ASN 368 and HIST 368)

Prerequisite: AACS 150 or AACS 155 or WS 110 or WS 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 or AACS 150 or AACS 155

WS 373 Politics of Sexual Violence

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 non-conscious, 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.

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

WS 375 Life and Writings of Indigenous Women

This course is designed to expose the students to the richness of the culture and literatures of women from indigenous communities, and the systemic oppression that they have been/are subject to due to race, caste, gender, and class. The communities will include Native American, Australian Aborigine, and Dalit women from India. The traditional and historical status of these women in relation to their social, economic, and political status today will be discussed. These silenced voices of women will be presented and analyzed in the forms of individual stories, memoirs, songs, poetry, and fiction of the women from the three aforementioned communities. Significant texts in translated literary forms and works will be used as primary resources. This course will involve reading literary works, dealing with them via lecture, class discussions, small group discussions, and writing about significant aspects of the literatures.

Prerequisites: WS 110 or WS 150 or AACS 150 or AACS 155 and English110

WS 398 Women in the City

This course explores the impact of urban environments in the United States on women from 1890 to the present. Particular attention is paid to the ways in which cities facilitate and constrain opportunities and roles for women. Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155 (Also listed as URBN 398)

WS 399 Selected Topics

Courses that are newly developed are often presented as "selected topics" before becoming "permanent courses." Some selected topics are offered by visiting professors.

WS 410 Capstone Course in Women's Studies

This senior level course focuses on theories of gender and issues relating to women's diversity. Students do a major research project in order to show ability to do feminist research.

Prerequisites: WS 210, POL 272, and WS 310

WS 420 Global Perspectives of Women's Lives

This course addresses the social, sexual-reproductive, economic, political, and cultural dimensions of women's lives from a global perspective. The course scrutinizes the status of women and girls, identifying the consequences of globalization for life in societies, in communities, and of individuals. Particular attention is given to finding ways to connect activism at the local level to activism at the national and global levels.

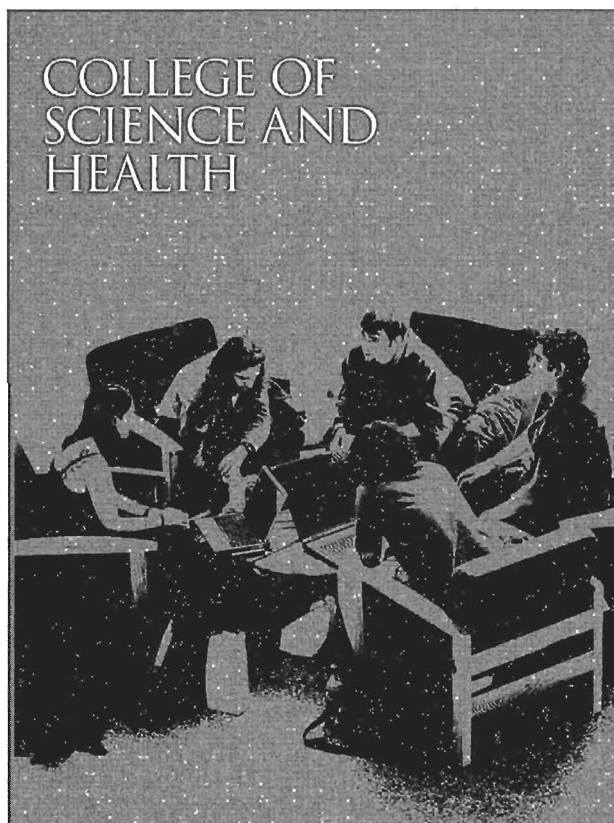
Prerequisite: WS 110 or WS 150 or AACS 150 or AACS 155

WS 465 Internship in Women's Studies

Students work in an off-campus field placement for eight to ten hours each week. This course gives students the opportunity to get involved with programs which affect women's lives directly, applying the theories, principles, and empirical findings in the area of women's studies. Prerequisites: WS 110 or WS 150 or AACS 150, or AACS 155 and WS 310

WS 499 Independent Study

As approved and to be arranged.
1-6 credits



Dean: Sandra DeYoung, Ed.D.
Science Hall 317; 973.720.2194

Associate Dean: Jean Fuller-Stanley, Ph.D.
Science Hall 317; 973.720.3415

Degrees Offered:

Applied Health (B.S.)
Athletic Training (B.S.)
Biology (B.S.)
Biotechnology (B.S.)
Chemistry (B.S.)
Communication Disorders (B.A.)
Computer Science (B.S.)
Earth Science (B.S.)
Environmental Science (B.S.)
Exercise Science (B.S.)
Liberal Studies: Integrated Math and Science (B.A.)
Mathematics (B.A., B.S.)
Nursing (B.S.)
Public Health (B.S.)
Physical Education (B.S.)

Pre-Professional Programs:

Communication Disorders Minor
Dentistry
Engineering
Medicine
Pharmacy
Physical Therapy
Veterinary Medicine

Honors Tracks

Biopsychology
Life Science and Environmental Ethics

Special Science Courses

Introduction

Mission

The mission of the College of Science and Health is threefold:

- To provide undergraduate students with a sound foundation in mathematics, biological, physical, and health sciences, and to apply this knowledge that will equip them either to enter their chosen profession or pursue advanced studies;
- To provide graduate students with advanced knowledge and experience in their field of specialization that will allow them to move to the forefront of their profession; and,
- To reach out to the community and provide services that fulfill the needs of the general population.

Objectives

The College aims to fulfill this mission and the mission of the University by:

1. Enhancing student success through challenging courses, enrichment activities, research experience, and faculty mentoring;
2. Promoting excellence through departmental national certifications, periodic departmental curricular reviews, state-of-the-art equipment and technology, and the contributions of highly competent and productive faculty;
3. Serving as a community resource by involving students and faculty in consultations, continuing education, clinical experiences, internships, and other community-service opportunities;
4. Promoting diversity by accepting and nurturing culturally diverse faculty and students.

Message from Dean Sandra DeYoung

The College of Science and Health provides undergraduate students with the resources needed for an excellent education including well-equipped laboratories and sophisticated instruments. Advances in computer and scientific technology are explored and used in the classrooms. Biological and environmental studies students utilize their access to woods, ponds, and waterfall. Students in health-related subjects receive valuable experience in the many health facilities in northern New Jersey communities. The College is pursuing a strategic direction which provides students with undergraduate research experiences and teaches them to be critical thinkers and problem-solvers.

The College has over one hundred full-time faculty who are accomplished teachers, researchers, and grant winners. They foster an environment that combines intellectual inquiry with the learning of practical skills, and nurture and guide students toward success in their future roles as knowledgeable and responsible employees and citizens.

Center for Research

The College has established the Center for Research to focus the college's teaching and research in the areas of science and health. Students have the opportunity to work with faculty on summer research projects.

Pre-Professional Programs

The College of Science and Health offers various pre-professional programs as outlined below. Students planning to attend professional school are afforded guidance in the application process and an interview with the pre-professional committee. They are also assisted in developing a brief resume of curricular and extracurricular activities. For details, visit our Web site or contact 973.720.2791.

Communication Disorders Minor

Students in other majors who would like to pursue a graduate degree in communication disorders (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 a speech-language pathology graduate program and reduce the amount of time needed to obtain the master's degree.

In addition to the prerequisite courses, there is also directed course work in biology, statistics/research, psychology, and physics. Specific prerequisite and recommended courses are listed under the Department of Communication Disorders.

Interested students should contact the chairperson of the department at 973.720.2208 for information regarding the appropriate sequence of courses or for information about the graduate program in communication disorders.

Pre-dental preparation

Admission requirements to dental schools are set by the American Dental Association. Minimum requirements are similar to the medical school requirements listed below.

Pre-engineering program

The pre-engineering program is an interdisciplinary course of study offered jointly by the Departments of Chemistry, Physics, Computer Science, and Mathematics. Students in the pre-engineering program complete a rigorous foundation of coursework in preparation for transfer to an engineering institution. This two-year, non-degree program is specifically designed to provide students with a curriculum equivalent to the first two years of engineering study. Students seeking careers in any of the primary fields of engineering (chemical, civil, computer, electrical, industrial, or mechanical engineering) are eligible, on completion of the program, for transfer to an accredited engineering institute.

The core curriculum consists of courses in chemistry, computer science, mathematics, and physics. Students also complete basic humanities and social science courses and choose science and mathematics electives depending on their particular choice of engineering subdiscipline.

An articulation agreement guaranteeing transfer admission to NJIT has been developed. Students interested in the program are invited to contact the Director of the pre-professional program in engineering, Dr. Kevin Martus, department of physics. The curriculum requirements for this program are listed under the Department of Physics.

Pre-medical program

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

Students should complete at least 8 credits in each of the following course areas in order to meet the minimum requirements for the majority of medical schools: general biology, general chemistry, calculus, organic chemistry, and physics.

All medical school applicants are required to take the Medical College Admissions Test (MCAT), administered twice a year, by the American College Testing Service. MCAT applications may be obtained from the pre-professional advisor. Students interested in this program are invited to contact the pre-professional advisor, Dr. Claire Leonard, at 973.720.2791.

Pre-pharmacy program

Our pre-pharmacy program provides students with a concentration of prerequisite courses that will allow entrance into a doctorate of pharmacy program in the United States. The prerequisite courses are basically the same as the premedical courses with the addition of biochemistry. We also offer students the opportunity to take graduate level courses in pharmacology and neuropharmacology. Our success rate for applicants into reputable doctorate of pharmacy programs is one of the best of the pre-professional programs at William Paterson.

Pre-veterinary medicine preparation

Prospective veterinary students should acquaint themselves with the entrance requirements for veterinary schools by consulting the handbook published annually by the American Veterinary Medicine Association or catalogs of specific veterinary colleges. Because requirements change, it is important to check requirements annually. Students interested in this program are invited to contact the pre-professional advisor at 973.720.2791.

Minimum requirements are biology or zoology, 8 credits; chemistry, including organic and bio-chemistry, 16 credits; mathematics, including some analytic geometry and calculus, 6 credits; physics, 8 credits; microbiology, 3 credits; genetics, 3 credits. Either working on a farm or with a veterinarian is a requirement.

All students must take the Veterinary College Admissions Test or the GRE, whichever is required by the individual school.

Pre-physical therapy program

The pre-physical therapy program is housed in the Department of Biology. This is a six-year collaborative program with the University of Medicine and Dentistry of New Jersey (UMDNJ), located in Newark. Students spend three years at William Paterson (or the time required to complete 96 to 98 credits), then apply to UMDNJ for the final three years to enroll for the doctor of physical therapy program. Following the first year at UMDNJ, students are awarded a bachelor's degree from William Paterson.

The core curriculum that must be completed in the first three years includes General Chemistry I and II, College Physics I and II, General Anatomy and Physiology I and II, Calculus I, Statistics I, and General Psychology. In addition to earning grades of C or better in the core courses, students must maintain a GPA of at least 3.2 to remain competitive for admission to UMDNJ's physical therapy program. They must also take the GRE exam. Students are requested to perform volunteer work in two different physical therapy settings, under two different physical therapists who will write a recommendation for them as part of the application process to UMDNJ.

Honor Tracks

See relevant departments for descriptions of Honors Tracks (Biopsychology or Life Science and Environmental Ethics Honors Tracks) on pages 62 and 63.

College of Science and Health Courses

The College of Science and Health sponsors several multidisciplinary courses. These courses span several science disciplines and the CSH 250 and 350 courses combine the science and health disciplines. CSH 150 is administered by the environmental science department. CSH 250 and 350 are administered through the dean's office. These last two courses are made possible by funding from the National Science Foundation.

CSH 150 Integrated Science

In this course, students are introduced to science and how, through observation, hypothesis formation, testing, and evaluation, knowledge is gained. They participate, along with their instructors, in the integration of such disciplines as physics, astronomy, chemistry, mathematics, computer science, health, fitness, biology, evolution, geology, and environmental science. Not all disciplines are included every semester, but are selected depending on the experience of the instructors and the interests of the class. Emphasis is on the laboratory experience where the principles discussed are illustrated and tested. Mathematics and geometry are emphasized throughout the course.
4 credits

CSH 250 Integrated Research Methods/Statistics I

This course focuses on developing a research question and corresponding hypothesis for a research project. Writing the introduction and review of literature sections of a research report and basic statistical procedures are included in this course. Basic methods of survey and correlational research are also covered. Students complete group research projects in CSH 350.
3 credits

CSH 350 Integrated Research Methods/Statistics II

This course focuses on refining a research question and designing appropriate methods to collect data. Writing the method, results, and discussion sections of the research report and basic statistical procedures are included in this course. Basic methods of experimental research are also covered. Students complete group research projects started in CSH 250.
3 credits.

Department of Biology

Professors: R. Benno, R. Chesney, D. Desroches, E. Gardner, J. Menon, L. Risley (chair), M. Sebetich, S. Vail, M. Wahrman

Associate Professors: C. Leonard, E. Onaivi, P. Patnaik, D. Slaymaker

Assistant Professors: D. Gilley, J-W. Lee, K. Martin, M. Peek, J. Spagna, C. Waldburger

The Department of Biology offers programs leading to a bachelor of science (B.S.) in biology, a bachelor of science in biotechnology, and a minor in biology. It also offers a number of pre-professional programs in medicine, dentistry, physical therapy, and veterinary medicine, which are coordinated by the department's pre-professional advisor (for details, see page 59). Additionally, a variety of service courses are provided for students majoring in other disciplines.

All programs in the department of biology combine a strong core of fundamentals followed by advanced training in upper-level courses. The department emphasizes hands-on experience in field and laboratory settings. Students pursuing the B.S. in biology may choose to concentrate in one of three areas: general biology, ecology, or physiology and behavior. Students in the biotechnology program complete courses that emphasize biology at the molecular and cellular levels and the application of this knowledge to medicine, agriculture, and other developing industries.

Students majoring in biology or biotechnology may continue their education in medical, dental, and veterinary schools, or pursue graduate study in such diverse fields as animal physiology, molecular biology, botany, biochemistry, genetics, behavior genetics, ecology, microbiology, and neuroscience. Graduates not electing advanced study may obtain employment as technicians or research assistants in pharmaceutical industries, in hospital, clinical, and government laboratories, or environmental firms. There are also many career opportunities for teachers with good training in the sciences. Certification is available for students interested in teaching science at the elementary or secondary level.

The biology department is equipped with state-of-the-art laboratories and facilities for biological and biotechnological studies. These facilities are accessible to undergraduates for use in laboratory courses and research projects. The department strongly encourages students to participate in faculty-directed research, maintains specially equipped laboratories for this purpose, and provides a number of awards for those students who work on these projects. The Center for Research of the College of Science and Health also offers a limited number of summer research grants for qualified upper-level undergraduate students.

Major facilities and equipment include the following: animal facilities, with colonies of genetically selected mice and rooms for data collection and analysis; neurobiology facilities, including a computerized image processing system and facilities for animal surgery and behavioral and physiological recording; electron microscopy facilities, including transmission and scanning electron microscopes and associated specimen preparation equipment, an x-ray analyzer, and three darkrooms; biotechnology facilities and tissue culture lab, including PCR thermocyclers, a liquid scintillation counter, electrophoresis units, computerized UV spectrophotometers, high-pressure liquid chromatography units, and ultracentrifuges; two greenhouses and a well-equipped ecology laboratory with both stationary and field equipment. In addition to laboratory facilities, the department is well equipped for field-oriented aquatic and terrestrial ecological research. Natural outdoor laboratories on our forested campus include a campus pond, waterfall, several streams, the John Rosengren Laboratory for ecology and environmental science at Oldham Pond, and the adjacent, 1,000-acre High Mountain Reservation Forest.

Interested students may inquire about the biopsychology honors track and the life sciences and environmental ethics honors track offered jointly by the Colleges of Science and Health and Humanities and Social Sciences. Visit the department's Web site at www.wpunj.edu/biology.

Honors Society

Beta Beta Beta: Chi Rho Chapter, the International Honors Society in Biology

Beta Beta Beta is an international honor society for undergraduate students in the biological sciences. The *Chi Rho Chapter* has been at William Paterson since 1986. Prospective members are invited to join in either their junior or senior year. To be considered for membership, a student must have completed at least four 200 level or higher courses in biology, have at least a 3.0 average GPA in all the major's courses, and maintain an overall GPA of at least 3.0. For more information, please contact Dr. Robert Chesney, Department of Biology, at 973.720.3455.

Honors Track Programs

The Biopsychology Honors Track is intended primarily for motivated anthropology, biology, applied chemistry, nursing, psychology, and speech pathology majors, though interested students from other majors can apply. For further information on this track, consult the coordinator, Dr. R. Benno, 973.720.3440, or see page 62 of this catalog.

The Life Science and Environmental Ethics Honors Track is open to any major and could be of special interest to those students who choose to anchor their scientific knowledge in a classical ethical foundation. For further information on this track, consult the coordinator, Dr. K. Swanson, 973.720.2589, or see page 63 of this catalog.

Program in Biology

The B.S. 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 co-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 physiology and behavior.

Curriculum

All biology majors must maintain a minimum overall grade point average of 2.0 in the major in order to graduate with a B.S. degree in biology. Biology majors must achieve a C- or above in all biology core courses before continuing in their respective concentration (+ denotes core courses).

BIOLOGY MAJOR REQUIREMENTS33-39 CREDITS

Core Requirements 17-19 Credits	
BIO 163	General Biology I*+ 4
BIO 164	General Biology II*+ 4
BIO 206	General Genetics+ 4
BIO 249	Ecology, Evolution, and Behavior+ 4
BIO 480	Biology Seminar 2
or	
BIO 499	Independent Study 1-3

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

Plus the following courses appropriate to each concentration:

GENERAL BIOLOGY CONCENTRATION16-20 CREDITS

BIO 205	Cell Biology+ 4
	Plant Elective 3-4
	Major Electives 9-12

ECOLOGY CONCENTRATION 17-20 CREDITS

BIO 342	Ecology of Individuals and Populations 4
BIO 344	Community and Ecosystem Ecology 4
	Plant Elective 3-4
	Major Electives 6-8

ANIMAL PHYSIOLOGY AND BEHAVIOR CONCENTRATION 17-19 CREDITS

BIO 205	Cell Biology+ 4
BIO 308	Animal Physiology 4
BIO 350	Animal Behavior 3
	Major Electives 6-8

COREQUIREMENTS32 CREDITS

Chemistry	16 Credits
CHEM 160-060	General Chemistry I 4
CHEM 161-061	General Chemistry II 4
CHEM 251-051	Organic Chemistry I 4
CHEM 252-052	Organic Chemistry II 4

Mathematics	8 Credits
MATH 160-161	Calculus I and II 8
or	
MATH 160	Calculus I 4
MATH 230	Statistics 4

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

MAJOR ELECTIVES COURSE LISTING

BIO 112	General Anatomy and Physiology I * 4
BIO 113	General Anatomy and Physiology II * 4
BIO 308	Animal Physiology [a, b] 4
BIO 318	Invertebrate Zoology 4
BIO 320	Microbiology 4
BIO 335	Field Botany 3
BIO 342	Ecology of Individuals and Populations [a, c] 4
BIO 344	Communities and Ecosystems [a, c] 4
BIO 345	Conservation Biology 3
BIO 350	Animal Behavior [a, b] 3
BIO 352	Economic Botany 3
BIO 361	General Botany 4
BIO 365	Plant Physiology 4
BIO 399	Selected Topics 1-6
BIO 402	Aquatic Ecology 4
BIO 411	Physiology of Human Reproduction and Fertility 3
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 460	Pharmacology 3
BIO 470	Bioethics and Society 3
BIO 484	Scanning Electron Microscopy 4
BIO 485	Transmission Electron Microscopy 4
BIPY 399	Selected Topics 3-4
BIPY 474	Neuroscience 4
BIPY 475	Behavior Genetics 4
BIPY 479	Biorhythms in Physiology and Behavior [c] 3
BIPY 490	Human Neuropsychology [c] 3
CHEM 327	Biochemistry I 4
BIO 5--	[See No. 4 below]

Note:

- Several courses from the Department of Environmental Science and Geography can be used as electives for the ecology concentration. A list of approved courses is available from the biology department.
- Electives in bold are plant electives.

3. Electives without superscripts are available for all concentrations:
 - a. Elective for general biology concentration
 - b. Elective for ecology concentration
 - c. Elective for physiology and behavior concentration
4. Junior and senior biology majors may take graduate biology courses at the 500 level with the permission of the instructor and the department chairperson.
5. A student in any of the biology concentrations must complete a minimum of two laboratory courses at the 300 level or above to graduate from the biology program.

*BIO 112 and 113, General Anatomy and Physiology I and II, may be taken instead of BIO 164 by permission of the department chairperson, in which case BOTH must be taken. These courses are for students interested in health-related fields, such as physical therapy or chiropractic study.

Assessment

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

MINOR REQUIREMENTS..... 18-20 CREDITS

BIO 163	General Biology I.....	4
BIO 164	General Biology II.....	4

Plus three additional biology courses, at least one of which must include a laboratory, by advisement (BIO 206 is strongly recommended).

Note: Students who wish to minor in biology are strongly urged to include in their background a basic course in statistics and one year of general chemistry.

CERTIFICATION REQUIREMENTS.... 27-30 CREDITS

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

Program in Biotechnology

The Department of Biology offers a major leading to a bachelor of science in biotechnology. This innovative program emphasizes course work and training in many aspects of molecular biology, plant tissue culture, animal cell culture, DNA analysis, protein isolation, and recombinant DNA techniques. Students with the required grade point average may enter the biotechnology master's degree program directly.

Curriculum

BIOTECHNOLOGY MAJOR REQUIREMENTS..... 38-39 CREDITS

BIO 163	General Biology I.....	4
BIO 205	Cell Biology.....	4
BIO 206	General Genetics.....	4
BIO 320	Microbiology.....	4
BIO 361	General Botany.....	4
	or	
BIO 365	Plant Physiology.....	4

BIO 470	Bioethics and Society.....	3
BIO 524	Molecular Biology.....	3
BIO 530	Biotechnology: DNA.....	4
BIO 531	Biotechnology: Cell Culture.....	4
CHEM 427	Biochemistry.....	4
	Major Elective.....	3-4

COREQUIREMENTS.....32 CREDITS

Chemistry.....16 Credits

CHEM 160-060	General Chemistry I.....	4
CHEM 161-061	General Chemistry II.....	4
CHEM 251-051	Organic Chemistry I.....	4
CHEM 252-052	Organic Chemistry II.....	4

Mathematics.....8 Credits

MATH 160-161	Calculus I and II.....	8
	or	
MATH 160	Calculus I.....	4
MATH 230	Statistics.....	4

Physics.....8 Credits

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

BIOTECHNOLOGY ELECTIVES COURSE LIST

BIO 265	General Plant Physiology.....	4
BIO 416	Comparative Animal Physiology.....	4
BIO 417	Histology.....	4
BIO 421	Developmental Biology.....	4
BIO 450	Molecular Biology of Prokaryotes.....	4
BIO 470	Bioethics and Society.....	3
BIO 499	Independent Study.....	1-3
BIPY 474	Neuroscience.....	4
CHEM 428	Advanced Biochemistry.....	3

Assessment

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

Courses

BIO 112-113 General Anatomy and Physiology I and II

A study of the structural and functional relationships of the human body. First semester: detailed study of the individual organism, cell functions, histology, integumentary, skeletal, muscular, respiratory, and circulatory systems. Second semester: nervous, endocrine, reproductive, urinary, and digestive systems. First-semester laboratory: dissection of the cat, human skeleton. Second semester: nervous, endocrine, reproductive, digestive, and urinary systems; metabolism, acid-base balance, and water and electrolyte balance. Required of nursing and community health majors, and students planning to obtain a degree in physical therapy.

Prerequisites: BIO 112 for BIO 113

4 credits each

BIO 114 Applied Anatomy and Physiology

A study of human anatomy and physiology with emphasis on developing an understanding of the interrelationships of the body systems in maintaining homeostasis in both health and disease. Emphasis on nervous and endocrine control mechanisms and the muscular and respiratory systems. Required of psychology and speech pathology majors; open to others. Not open to biology/biotechnology majors, or students who have taken any of the following courses: BIO 112, BIO 113, BIO 118, or BIO 119. 4 credits

BIO 118 Basic Anatomy and Physiology

A study of the anatomy and physiology of the human organism showing relationships between structure and function, the integration of the various systems, and maintenance of homeostasis. Required of movement science majors. Not open to biology/biotechnology majors. 4 credits

BIO 119 Basic Anatomy and Physiology II

A basic study of the anatomical and physiological relationships of humans. It includes a lecture sequence on specific systems not covered in Basic Anatomy and Physiology I (BIO 118) with corresponding lab exercises, designed to bring about an understanding of the interrelationships of these systems. Not open to biology/biotechnology majors. Prerequisites: BIO 118 4 credits

BIO 120 Human Biology

Accent on human structure, function, and behavior; genetic makeup and hereditary potential; evolutionary history. Laboratory includes the dissection of the fetal pig as an example of mammalian anatomy, as well as varied exercises in human physiology, genetics, and evolution. General Education course. Not open to biology majors, biotechnology majors, or students who have taken any of the following courses: BIO 112, BIO 113, BIO 114, BIO 118, or BIO 119. 4 credits

BIO 130 Field Biology

An exploration of interrelationships among organisms and the environment. The course includes natural history of the major groups of organisms, basic ecological principles, and applications of this knowledge to environmental problems. Laboratory exercises focus on New Jersey wildlife and field methods for its study in pond, forests, and other habitats of northern New Jersey. General Education course. Not open to biology/biotechnology majors. 4 credits

BIO 163 General Biology I

For students intending to major in biology, this course provides a background in biological principles. Similarities and differences between living organisms, both plant and animal, are discussed. Content includes cellular and subcellular structure and function, cellular respiration, photosynthesis, genetics, DNA structure, replication, transcription, and protein synthesis. Required of biology/biotechnology majors. 4 credits

BIO 164 General Biology II

The course includes principles of whole organism structure and function with emphasis on organ systems. Required of biology majors. Prerequisite: BIO 163 4 credits

BIO 170 Basic Microbiology

Structure, function, nutrition, and physiology of the various groups of microorganisms. Relationships of microorganisms to the environment and organisms related to health issues are emphasized. Required of nursing and community health majors; not open to biology/biotechnology majors, or students who have taken BIO 320. 4 credits

BIO 205 Cell Biology

A study of the physiological and biochemical processes that regulate and maintain cell function. Cellular and subcellular structures are studied particularly as applicable to cell function. Prerequisites: BIO 163; CHEM 061; CHEM 161 4 credits

BIO 206 General Genetics

A study of some of the basic principles and laws of genetics as revealed by modern molecular-genetic approaches. The intention is to familiarize a student with the organization and properties of hereditary material (nucleic acids) and highlight some of the critical experiments that laid the foundations of our understanding. Prerequisite: BIO 163; CHEM 061; CHEM 161 4 credits

BIO 249 Ecology, Evolution, and Behavior

Introduction to the study of ecology, evolution, and behavior. Diversity and classification, history of life, evolutionary theory, population growth and regulation, species diversity and community structure, energy flow and nutrient cycling, ethology, behavior genetics, evolution of behavior, sociobiology, behavioral ecology. Prerequisite: BIO 164 4 credits

BIO 302 Human Heredity

A lecture course on the basic tenets of genetics including the organization, function, and regulation of heredity material with an emphasis on human and medical applications. Includes the ethical ramifications of genetic testing, gene transfer, and related areas. Recommended for nursing and community health majors. Not open to biology/biotechnology majors. Lecture only.

Prerequisites: One of the following: BIO 113, BIO 114, BIO 118, BIO 120, or BIO 130
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 249
4 credits

BIO 312 Advanced Anatomy and Physiology

Advanced studies in human physiology. Emphasis on cardiology, circulation, respiration, acid-base balance, water balance, and disorders of the nervous system. For nursing majors; open to others with some physiology background; not open to biology/biotechnology majors.

Prerequisites: BIO 113; CHEM 032; CHEM 132
4 credits

BIO 318 Invertebrate Zoology

This study of invertebrate animals places special emphasis on ecology, habitat, economic importance, and special structures which make the animals competitive in our world. Field trips may augment lectures and laboratories.

Prerequisite: BIO 249
4 credits

BIO 320 Microbiology

Advanced studies of the structure and function of microorganisms with emphasis on bacteria and viruses. The cultivation of microorganisms, microbial metabolism, ecology, immunology, and virology are discussed.

Prerequisites: BIO 206; CHEM 061; CHEM 161
4 credits

BIO 335 Field Botany

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

Prerequisite: BIO 164
3 credits

BIO 342 Ecology of Individuals and Populations

An upper-level ecology course covering physiological ecology, behavioral ecology, and population ecology. Coverage includes conditions of the physical environment, the physiological basis of adaptation, ecology and evolution of sexual and social behavior, optimal foraging theory, evolution of life-history characteristics, population estimation, population growth and regulation, and population interactions. Laboratory exercises include field methods, laboratory methods, data analysis, and computer modeling approaches.

Prerequisite: BIO 249
4 credits

BIO 344 Communities and Ecosystems

Detailed examination of the structure and function of communities and ecosystems with emphasis on the northeastern U.S. Topics include biodiversity, symbioses, succession, gradients, productivity, nutrient budgets, and ecosystems management. Laboratory activities introduce students to current techniques for quantitative assessment of community and ecosystem structure and function. An in-depth field project and attendance on a one-day field trip are required.

Prerequisite: BIO 249
4 credits

BIO 345 Conservation Biology

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

Prerequisite: BIO 249
3 credits

BIO 350 Animal Behavior

A survey of animal behavior, including physiological aspects and ecological and adaptive implications.

Lecture only.
Prerequisites: BIO 249
3 credits

BIO 352 Economic Botany – Plants for Mankind

Explores the importance of plants and plant products in terms of food, clothing, shelter, and medicines, as well as their aesthetic value to humankind. A historical perspective of agriculture and the implication of modern plant biotechnology on traditional plant cultivation are an integral part of the course. Lecture only.

Prerequisite: BIO 164
3 credits

BIO 361 General Botany

An introduction to the biology of the plant kingdom; structural, functional, economical, ecological, and evolutionary aspects of plants.

Prerequisite: BIO 206

4 credits

BIO 365 Plant Physiology

A study of the processes of the living plant including growth, development, water relations, respiration, photosynthesis, photorespiration, hormone action, and environmental relationships. Emphasis placed on experimental understanding of these processes and their integration into the whole plant and its environment. The laboratory includes a student project.

Prerequisite: BIO 205

4 credits

BIO 399 Selected Topics

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

Prerequisite: Permission of the department chairperson

1-6 credits

BIO 402 Aquatic Ecology

A critical examination of the ecology of fresh water biota with special attention to the physical features of the environment. Surveys are made of streams, ponds, and lakes in the environs. Three all-day field trips included.

Prerequisite: BIO 342 or BIO 344

4 credits

BIO 411 Physiology of Human Reproduction and Fertility

This course will help to increase the knowledge and understanding of mammalian reproduction with emphasis on humans. It will help develop the student's ability to make informed and ethical judgments concerning issues of reproductive rights and responsibilities. Current issues such as cloning, in vitro fertilization and the use of fetal tissues for research will be discussed.

Prerequisites: Undergraduate seniors or permission of the instructor

3 credits

BIO 416 Comparative Animal Physiology

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

Prerequisites: BIO 205; BIO 249; CHEM 161; CHEM 061

4 credits

BIO 417 Histology

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

Prerequisites: BIO 308

4 credits

BIO 421 Developmental Biology

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

Prerequisites: BIO 206; BIO 205

4 credits

BIO 444 Evolution

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

Prerequisites: BIO 249

3 credits

BIO 450 Molecular Biology of Prokaryotes

A detailed examination of the molecular biology of bacteria and bacteriophages. DNA structure and replication, prokaryotic gene expression (transcription, translation, genetic code and regulation), microbial genetics, plasmids, transposons, and genetic engineering are covered.

Prerequisites: BIO 206; CHEM 252

4 credits

BIO 460 Pharmacology

This course introduces the students to the study of pharmacology by surveying diseases of various body systems and the drugs being developed to treat them. Topics include basic pharmacological principles, classification of drugs used to treat human disease and their mechanisms of action and accompanying side effects. The revolutionary impact of developments in molecular genetics, genomics, and proteomics will be emphasized.

Prerequisites: Permission of the instructor

3 credits

BIO 470 Bioethics and Society

Introduces principles of bioethics and how they are applied in the analysis of modern advances in medical, biological and environmental science. The course explores the roots of bioethics, and how history, laws, traditions, business and politics have influenced modern bioethics. Modern bioethical principles will be studied in relation to the beginning of life, the end of life, genetic technology and eugenics, biotechnology, patients' rights, animal rights, research methods, and environmental issues. Lecture only.

Prerequisite: One biology course and upper junior or senior status, or permission of the instructor

3 credits

BIO 480 Biology Seminar

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

Prerequisites: Seven courses in biology and permission of the department chairperson
2 credits

BIO 484 Scanning Electron Microscopy

Theory and functioning of the scanning electron microscope. Each student is required to carry out a project.

Prerequisite: Permission of the instructor
4 credits

BIO 485 Transmission Electron Microscopy

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

Prerequisites: Two years of biology, one year of chemistry, and permission of the instructor
4 credits

BIO 497 Readings in Biology

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

Prerequisite: Permission of the department chairperson
1-3 credits

BIO 498 Field Experience in Biology

A supervised educational experience outside of the regular departmental program. Pass/fail course.

Prerequisites: Permission of the department chairperson
1-3 credits

BIO 499 Independent Study

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of the department chairperson and college dean
1-3 credits

BIO 524 Molecular Biology

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

Prerequisite: permission of the graduate coordinator
3 credits

BIO 530 Biotechnology: DNA

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

Prerequisite: Matriculation in biotechnology M.S. or B.S. program or permission of the instructor
4 credits

BIO 531 Biotechnology: Cell Culture

Focuses on the theory and practice of cell culture in the biotechnology laboratory. Plant embryo culture and protoplast culture are performed, and cultured plant cells are used in genetic engineering experiments. Primary animal cell cultures and continuous cell lines are propagated. Related topics include lab safety, aseptic techniques, growth cycles, cloning of cells, specialized techniques and applications, contamination, organogenesis, and cell transformation. Lecture and lab. For biotechnology majors.

Prerequisite: Matriculation in biotechnology M.S. or B.S. program or permission of the instructor
4 credits

Department of Chemistry

Professors: B.P.S. Chauhan (chair), J. Fuller-Stanley, G. Gerardi, L. Rivela, G. Sharma, A. Speert

Associate Professors: R. McCallum

Assistant Professor: D. Snyder

Bachelor of Science in Chemistry

The chemistry program is a rigorous, comprehensive curriculum leading to the bachelor of science degree. It develops the student's intellectual and creative abilities while providing the specialized skills needed to meet tomorrow's challenges in science, technology, and medicine. The program prepares students for a wide range of exciting careers. Positions for chemists exist in federal, state, and local government laboratories, as well as clinical and environmental testing laboratories. Pharmaceutical and biotechnology industries offer the largest number of employment opportunities for chemistry graduates. This is especially important in New Jersey, which has the largest concentration of chemistry and health-related industries in the world. Apart from laboratory work, chemistry graduates also work in technical sales, administration, production, quality control, and environmental safety. Majors can continue their studies in graduate school leading to advanced degrees in chemistry and related sciences. Chemistry serves as an ideal undergraduate major for students interested in high school teaching and also for those seeking admission to medical, dental, veterinary, and pharmacy schools. Students also have the opportunity to complete a minor in chemistry.

Instrumentation provides scientists with a key to open nature's door at the molecular level from the unraveling of the molecular structure of a new drug to the detection of environmental trace contaminants. The chemistry curriculum provides students with hands-on training in the operation and application of specialized instrumentation used to isolate, identify, and quantify naturally occurring and synthetic substances. These skills provide students with a competitive advantage for employment in industries that involve analysis of materials such as petrochemicals, drugs, environmental toxins, and foods, as well as in forensic and medical research. In addition, students develop analytical and critical thinking, as well as problem solving skills that are essential in the investigation of challenging scientific problems. The program includes computer interfacing, instrument control, data acquisition, and graphical presentation methods.

The chemistry department provides students with modern laboratory facilities and an extensive collection of up-to-date scientific instruments and computers. Chemistry majors gain training in the use of the full array of chemical instrumentation. The department's major instruments include: 400 MHz Fourier Transform Nuclear Magnetic Resonance spectrometer, Bruker X-band Electron Paramagnetic Resonance spectrometer, Mass spectrometer, Fourier Transform Infrared spectrometer, High Pressure Liquid Chromatograph, Ultra Pure Liquid Chromatography, Diode Array UV-Visible spectrophotometer, Fluoromax-3 spectrofluorometer, Atomic Absorption/Flame Emission spectrometer.

The chemistry faculty actively pursues research projects that encompass the diverse areas of chemistry and biochemistry. Modern major instrumentation for student laboratory coursework and research is available for use in the curriculum. Students are strongly encouraged to participate in faculty-supervised research projects.

Chemistry majors complete a core of nine courses in chemistry. The core courses consist of General Chemistry I and II, Organic Chemistry I and II, Physical Chemistry I and II, Introduction to Instrumental Methods, and Inorganic Chemistry. These are followed by the advanced courses: Analytical Instrumentation, Biochemistry, an advanced chemistry elective, and a capstone course, Senior Research. Students can choose a concentration in biochemistry by selecting Advanced Biochemistry as the advanced elective. The chemistry program follows the guidelines established by the American Chemical Society for undergraduate training in chemistry and biochemistry.

Biochemistry Emphasis

Over the past several decades, biochemistry has developed into a science which greatly illuminates subsequent studies in all areas of biology. Biochemistry has an integral place in educating students who will be making judgments relating to safety, ethics, and law on issues brought about by the biochemical and biotechnological revolution. A concentration in biochemistry enables the student to perform protein and DNA purification, as well as introducing them to a working knowledge in enzymology and cloning. These skills prepare the successful graduate to work in a variety of industrial and academic settings. The biochemical concentration is an ideal preprofessional program for students who wish to pursue careers in medicine, dentistry, and other health-related professions. Chemistry majors who wish to follow the biochemistry concentration must complete the core requirements in chemistry followed by upper-level courses in Analytical Instrumentation, Biochemistry, Advanced Biochemistry, and Senior Research.

Curriculum

B.S. CHEMISTRY..... 62 (63) CREDITS

MAJOR CORE REQUIREMENTS

Lecture and Laboratory	32 credits
CHEM 160/060 General Chemistry I and II.....	8
161/061	
CHEM 211 Introduction to Instrumental Methods.....	4
CHEM 251/051 Organic Chemistry I and II.....	8
252/052	
CHEM 315, 316 Physical Chemistry I and II.....	8
CHEM 320 Inorganic Chemistry.....	4

ADVANCED COURSES14 (15) CREDITS

CHEM 401 Analytical Instrumentation.....	4
CHEM 427 Biochemistry.....	4
CHEM 482 Senior Research.....	3
CHEM 4** Advanced Chemistry Elective	3 (4)

COREQUISITES16 CREDITS

MATH 160 Calculus I.....	4
MATH 161 Calculus II.....	4
PHYS 260 General Physics I.....	4
PHYS 261 General Physics II.....	4

ADVANCED CHEMISTRY ELECTIVES

(Choose at least one course. For biochemistry concentration, choose CHEM 428)

CHEM 403 Physical Chemistry III	
CHEM 421 Advanced Organic Chemistry	
CHEM 423 Chemistry of Natural Products	
CHEM 426 Organic Spectroscopy	
CHEM 428 Advanced Biochemistry	
CHEM 460 Advanced Inorganic Chemistry	

TEACHER CERTIFICATION

REQUIREMENTS 30 CREDITS

Students who are interested in obtaining teacher certification in chemistry or physical science must complete the sequence outlined under the Department of Early Childhood and Elementary Education or the Department of Secondary and Middle School Education.

CHEMISTRY MINOR..... 20 CREDITS

CHEM 160, 060 General Chemistry I.....	4
CHEM 161, 061 General Chemistry II.....	4
CHEM 211 Introduction to Instrumental Methods.....	4
or	
CHEM 320 Inorganic Chemistry.....	4
ELECTIVES Any two chemistry courses at the	
200 level or higher*.....	8

* Only one course of a two-semester sequence can serve as an elective.

Courses

Unless otherwise noted, all courses are 3 credits.

CHEM 120 Chemistry in Perspective

Introduces the fundamental concepts and principles of chemistry, with a view of the development of this physical science as a human endeavor. The nature of the scientific method is emphasized, along with an elucidation of the pervasive application of chemistry in modern technology and society. Designed as a general education course in science. Lecture and lab.
4 credits

CHEM 131 College Chemistry: Lecture

This General Education lecture course, the first semester course in the CHEM 131/ CHEM 132 (College Chemistry/ Organic Biochemistry) sequence, introduces the major concepts of general chemistry. The course has an orientation toward the health sciences. Key topics covered in the course include: introduction to chemistry and the classification of matter, elements and atomic theory, compounds and chemical bonding, states of matter, chemical reactions, solutions and colloids, reaction rates and equilibrium, acids and bases, nuclear chemistry. Lab must be taken concurrently.

CHEM 031 College Chemistry: Lab

This General Education laboratory course, the first semester course in the CHEM 031/ CHEM 032 (Organic Biochemistry) sequences, introduces the practice of general chemistry in the laboratory, and the topics covered correspond to the topics covered in the co-requisite lecture course, CHEM 131 (College Chemistry). The course has an orientation toward the health sciences. In this first semester course, the primary emphasis is on learning basic laboratory techniques such as quantitative measurements of mass, volume, density, concentration, qualitative analysis, distillation, measurement of the properties of gases, simple compounds, solutions (including acids and bases), factors affecting chemical reactivities, and equilibrium.

Corequisite: CHEM 131

1 credit

CHEM 132 Organic Biochemistry: Lecture

Development of the fundamental concepts of organic chemistry and biochemistry; emphasizes metabolism in the context of physiological chemistry. This is the second semester of a two-semester sequence. A terminal course. Lab must be taken concurrently.

Prerequisite: CHEM 131, 031

CHEM 032 Organic Biochemistry: Lab

The course uses molecular model approach to emphasize the significance of isomerism and functional groups in determining the physical, chemical, and biological properties of organic molecules actually observed. In addition, experiments in enzymology, digestion of foods, qualitative and/or semiquantitative determination of amino acids, carbohydrates, ketones bodies, proteins, ATP etc. are also conducted.

Prerequisite: CHEM 031, corequisite CHEM 132
1 credit

CHEM 160 General Chemistry I: Lecture

The lecture involves the study of general chemistry concepts encompassing matter and measurement, atoms, molecules, ions, atomic structure, stoichiometric calculations with chemical formula and equations, aqueous reactions and solution stoichiometry, thermochemistry, electronic structure of atoms, and chemical bonding theories.

Prerequisites: A high school course in chemistry and a demonstrated proficiency in algebra (student should have either taken MATH 115 or be placed in a higher mathematics course) or permission of the department chairperson.

CHEM 060 General Chemistry I: Lab

A laboratory taken concurrently with CHEM 160 lecture, which is designed to provide an elaboration of general chemistry concepts encompassing matter and measurement, atoms, molecules, and ions, atomic structure, stoichiometric calculations with chemical formula and equations, aqueous reactions and solution stoichiometry, thermochemistry, electronic structure of atoms, and chemical bonding theories.

Corequisite: CHEM 160
1 credit

CHEM 161 General Chemistry II: Lecture

The lecture involves the study of general chemistry concepts encompassing gases, intermolecular forces, liquids, and solids, modern materials, properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, and chemical thermodynamics.

Prerequisites: CHEM 160; CHEM 060

CHEM 061 General Chemistry II: Lab

A laboratory is taken concurrently with CHEM 161 lecture, which is designed to provide an elaboration of general chemistry concepts encompassing gases, intermolecular forces, liquids, and solids, modern materials, properties of solutions, chemical kinetics, chemical equilibrium, acid-base equilibria, and chemical thermodynamics. The laboratory presents a series of exercises that demonstrate the chemical principles presented in lecture.

Prerequisite: CHEM 060; Corequisite: CHEM 161
1 credit

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. Lecture and lab.

Prerequisite: CHEM 161 and CHEM 061, MATH 116
4 credits

CHEM 251 Organic Chemistry I: Lecture

This lecture course, the first semester course of the two semester sequence CHEM 251/252 Organic Chemistry Lecture I, II, introduces the fundamentals of organic chemistry and covers a broad range of topics in bonding, reactivity, stereochemistry, structure and synthesis, reaction mechanisms, nomenclature and chemical transformations as related to families of organic compounds. In this first semester course the primary emphasis is the study of alkanes, alkenes, alkynes and alkyl halides.

Prerequisites: CHEM 161 and CHEM 061

CHEM 051 Organic Chemistry I: Lab

This laboratory course, the companion course to CHEM 251 (Organic Chemistry I Lecture), introduces the practice of organic chemistry in the laboratory. In this first semester course, the primary emphasis is on learning basic laboratory techniques such as recrystallization, distillation (simple and fractional), reflux and extraction. Experiments will also include the preparation and reactions of alkanes, alkenes and alkynes (the three major functional groups discussed in the companion first semester lecture course). Experiments will be performed at the macro and micro scale.

Prerequisites: CHEM 161 and CHEM 061; corequisite: CHEM 251
1 credit

CHEM 252 Organic Chemistry II: Lecture

This lecture course, the continuation of Organic Chemistry I (CHEM 251), concludes an introduction to organic chemistry and continues coverage of a broad range of topics in bonding, reactivity, stereochemistry, structure and synthesis, reaction mechanism, nomenclature and chemical transformations as related to families of organic compounds. In this second semester course the primary emphasis is the study of aromatic compounds, alcohols (and phenols and ethers), aldehydes and ketones, carboxylic acids and their derivatives, amines and spectroscopy (NMR, IR, MS, and UV-VIS).

Prerequisites: CHEM 251 and CHEM 051

CHEM 052 Organic Chemistry II: Lab

This laboratory course is the continuation of CHEM 051 (Organic Chemistry I Laboratory) and is the companion course to CHEM 252 (Organic Chemistry II Lecture). In this second semester course, the primary emphasis is to build on the basic laboratory techniques such as recrystallization, distillation (simple and fractional), reflux and extraction introduced in CHEM 051 (Organic Chemistry I Laboratory). Also various spectroscopies (NMR, IR, MS, and UV-VIS) are introduced. Experiments will also include the preparation and reactions of derivatives, alcohols, phenols and ethers, aldehydes and ketones, carboxylic acids and their derivatives (esters, acid halides, amides and anhydrides), and amines (the major functional groups discussed in the companion first semester lecture course). Experiments will be performed at the macro and micro scale.

Prerequisites: CHEM 251 and CHEM 051; corequisite: CHEM 252
1 credit

CHEM 315 Physical Chemistry I

This calculus-based course establishes and applies those principles of physics that are used to explain and interpret the structure and transformations of matter. The subject covers several principal areas: equations of state for real gases, kinetic molecular theory, laws of thermodynamics, phase transition diagrams, Gibbs equations, chemical equilibrium, chemical potential, and electrochemistry. Lecture and lab.

Prerequisites: CHEM 211, CHEM 252, PHYS 261, MATH 161, or permission of instructor
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. Lecture and lab.

Prerequisites: CHEM 315
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. Lecture and lab.

Prerequisite: CHEM 161/061
4 credits

CHEM 322 Environmental Chemistry

This lecture and laboratory course considers the chemical composition and chemical dynamics of the environment and the impact of chemicals on the environment. Key topics covered in the course include biogeochemical cycles, aquatic chemistry, water pollution and treatment, atmospheric chemistry and pollution, pesticides and other potential toxic substances, and nuclear chemistry. Laboratory experiments involve measurements of various chemicals in water, air and soils using classical gravimetric and volumetric techniques as well as visible and atomic absorption spectroscopy, and gas chromatography. Lecture and lab.

Prerequisite: CHEM 252, CHEM 052
4 credits

CHEM 399 Selected Topics

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

CHEM 401 Analytical Instrumentation

Applications of modern chemical instruments with emphasis on the fundamental underlying physical principles of instrumentation. Lecture and lab.

Prerequisites: CHEM 211, CHEM 252/052 and CHEM 315 or permission of department chairperson
4 credits

CHEM 403 Physical Chemistry III

Provides the theoretical basis for understanding the structure and properties of molecules. Topics include: statistical thermodynamics, quantum chemistry, and magnetic resonance. Lecture only.

Prerequisite: CHEM 316

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. Lecture only.

Prerequisite: CHEM 252

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. Lecture only.

Prerequisites: CHEM 252; prerequisite or corequisite CHEM 315

CHEM 423 Chemistry of Natural Products

Isolation and characterization of biologically active secondary metabolites (natural products) from terrestrial and marine organisms. Coverage will include lectures on biosynthesis and laboratory synthesis of natural products. Lecture and lab.

Prerequisite: CHEM 252/052; prerequisite or corequisite: CHEM 315 or permission of department chairperson
4 credits

CHEM 426 Organic Spectroscopy

Introduces the theory and application of spectroscopy to the structure determination of organic molecules. Methods include nuclear magnetic resonance (¹H and ¹³C) mass spectrometry, infrared, Raman, electronic and chiroptical spectroscopy. The integrated hands-on laboratory will compliment the principles and applications learned in the lectures. Lecture and lab.

Prerequisites: CHEM 252/052; prerequisite or corequisite: CHEM 316 or permission of department chairperson
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. Lecture and lab.

Prerequisites: CHEM 252/052
4 credits

CHEM 428 Advanced Biochemistry

Advanced Biochemistry has been designed to elaborate on topics discussed in CHEM 427. Topics covered include macromolecular structures such as mitochondrial and photosynthetic membranes, multi-enzyme complexes, and the mechanisms of replication, transcription and translation. The concepts of enzyme kinetics and mechanisms are expanded upon, including such areas as inhibitor design and computational methods. Recombinant DNA techniques are also discussed. Lecture and lab.

Prerequisite: CHEM 427
4 credits

CHEM 460 Advanced Inorganic Chemistry

Topics include coordination chemistry, kinetics and mechanisms of inorganic reactions, and organometallic chemistry. Lecture only.

Prerequisite: CHEM 320; prerequisite or corequisite: CHEM 315 or permission of department chairperson

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 chemistry majors.

Prerequisite: Completion of all core requirements or permission of department chairperson

CHEM 499 Independent Study

Individual research under the supervision of a faculty member or internship placement in industry.

Prerequisite: Completion of core requirements or permission of department chairperson
1-3 credits

Department of Communication Disorders

Professor: C. Gelfer (chair), J. Hsu
(graduate director)

Associate Professors: V. Bhat, A. Oratio

Assistant Professor: B. Kollia, N. Magaldi

Clinic Director: M. Meth

Bachelor of Arts/Master of Science in Communication Disorders

The B.A./M.S. program in communication disorders allows students to pursue graduate study in speech-language pathology in an accelerated time frame. In addition to 30 required undergraduate credits, 12 graduate credits are taken in the senior year. These credits will be applied to the required 128 credits for graduation as upper-level electives, and the requirements for the graduate degree will be reduced by the same number (from 48 to 36 credits). A B.A. in communication disorders is awarded after completion of 128 credits.

Freshmen who meet University admission requirements may be admitted provisionally to the B.A./M.S. program. Formal admission is offered in the sophomore year to students who meet specific academic criteria. Transfer applications are reviewed for admission to the program on a case-by-case basis. A minimum overall GPA of 3.5 and an interview are required for admission. Continuation in the graduate program will be guaranteed if, once admitted to the program, a student maintains an overall GPA of at least 3.3 for the duration of their 128 credits.

Curriculum

MAJOR REQUIREMENTS.....30 CREDITS

Required Courses30 Credits	
CODS 262	Introduction to Communication Disorders.....3
CODS 264	Phonetics3
CODS 361	Anatomy and Physiology of the Speech and Swallowing Mechanism.....3
CODS 366	Introduction to Language Disorders.....3
CODS 372	The Nature and Development of Language.....3
CODS 375	The Science and Measurement of Hearing.....3
CODS 403	Articulation and Phonological Disorders.....3
CODS 462	Auditory Rehabilitation3
CODS 465	Clinical Methods2
CODS 466	Observation Lab1
CODS 475	Senior Seminar.....3

Directed General Education Courses.....23 credits

PSY 110	General Psychology3
ANTH 130	Introduction to Anthropology.....3
or	
SOC 101	Introduction to Sociology.....3
COMM110	Communication in Action.....3
BIO 114	Applied Anatomy and Physiology.....3
CSH 250	Integrated Research Methods/Statistics I3
CSH 350	Integrated Research Methods/Statistics II3
PHYS 110	Introduction to Physics3
or	
PHYS 190	Acoustics and Sound3

Directed Electives.....12 credits

ENG 330	Critical Writing I.....3
PSY 210	Developmental Psychology3
PSY 375	Cognitive Psychology.....3
SPED 201	Introduction to Exceptionalities.....3

Graduate Courses.....12 credits

(see Graduate Catalog for course descriptions)

CODS 506	Fluency Disorders3
CODS 550	Diagnostic Methods in Communication Disorders2
CODS 551	Diagnostic Methods Lab1
CODS 622	Motor Speech Disorders.....3
CODS 642	Speech Science.....3

Communication Disorders Minor

The minor in communication disorders is intended for students who wish to pursue a graduate degree in the field of speech-language pathology. It consists of 18 credits of prerequisite coursework in communication sciences and disorders, as well as directed coursework in biology, statistics/research, psychology, and physics. These courses better prepare students for admission to a graduate program in communication disorders and reduce the amount of time needed to obtain the master's degree.

Specific required and recommended courses are listed below. Students from any major may enroll in these courses as early as their freshman year. However, they should consult with the chairperson of the Department of Communication Disorders at 973.720.2208 for advisement as to the proper sequence of courses.

Curriculum

REQUIRED COURSES18 CREDITS

CODS 262	Introduction to Communication Disorders.....3
CODS 264	Phonetics3
CODS 361	Anatomy and Physiology of the Speech and Swallowing Mechanisms.....3
CODS 366	Introduction to Language Disorders.....3
CODS 372	The Nature and Development of Language.....3
CODS 403	Articulation/Phonological Disorders3

Co-requisite

PSY 210 Developmental Psychology

Directed Coursework

1. One course in biological sciences (recommend BIO 114 Applied Anatomy and Physiology).
2. One course in physical sciences (recommend PHYS 110 Introduction to Physics or PHYS 190 Acoustics and Sound)
3. One course in statistics

Recommended Electives

CODS 367 Sign Language I
ENG 330 Critical Writing
PSY 330 Adult Development/Aging
 or
CMHL 370 Concepts and Issues of Aging
PSY 375 Cognitive Psychology
SPED 201 Introduction to Exceptionalities

Additional Course Offerings

For students who complete the required coursework, the following courses may be taken with permission of the chairperson:

CODS 373	The Science and Measurement of Hearing	3
CODS 462	Auditory Rehabilitation	3
CODS 465	Clinical Methods	2
CODS 466	Observation Lab	1

Courses

Unless otherwise noted, all courses are 3 credits.

CODS 262 Introduction to Communication Disorders

The purpose of this introductory course is to bring to beginning students of communication disorders an understanding of speech, language, and hearing disorders. Emphasis is on the nature and causes of communication disorders. Discussion of treatment is limited to general principles since remedial methods are studied in greater detail in more advanced communication disorders courses.

CODS 264 Phonetics

This course examines how the sounds of American English are produced, the influence of context on sound production, and the suprasegmental aspects of speech (intonation and stress). The course introduces students to transcription with the International Phonetic Alphabet and provides opportunities to practice transcription.

CODS 361 Anatomy and Physiology of the Speech and Swallowing Mechanism

This course will cover the anatomy and physiology of the speech mechanism, with specific reference to the structures and processes involved in respiration, phonation, articulation, swallowing, and resonance. The components of the nervous system that are involved in the control of the speech mechanism will be covered as well.

Prerequisite: CODS 264

CODS 366 Introduction to Language Disorders

The course will cover the nature of language disorders in children from birth through adolescence. General behavioral and linguistic characteristics associated with etiological categories including autism, mental retardation, hearing impairment, language learning disorders, and specific language impairment will be discussed. Two standardized assessment instruments as well as informal assessment procedures will be described. A variety of intervention strategies will be presented.

Prerequisite: CODS 372

CODS 367 Sign Language I

Designed to teach sign language and the manual alphabet to health professionals, speech pathologists, rehabilitationists, and teachers of children with special problems so they have a need for an alternate means of communication.

CODS 371 Language Disorders in the Schools

This course introduces students to the nature of language impairments in the school aged child. It also describes aspects of language acquisition that are important for academic and social success in school aged children. This course provides training in how to interpret diagnostic evaluations which describe a child's linguistic abilities. Methods of facilitating language development in the context of academic instruction are presented. The connection between language, reading, and writing is emphasized. Major: SPED

CODS 372 The Nature and Development of Language

This course will provide an introduction to the nature of language. It will describe the nature of communication and the components of language. It will also describe milestones in the development of syntax, morphology, semantics, pragmatics, and discourse. Preliteracy and literacy skills will be discussed. Topics on dialectal and language variation will also be included. Training in the analysis of language samples obtained from normally developing children will be provided.

Prerequisite: CODS 264

CODS 373 The Science and Measurement of Hearing

This course will cover the physical characteristics of sound and its measurements, the basic acoustics of speech, and the anatomy and physiology of peripheral and central auditory mechanisms. Basic test procedures for the estimation of air-conduction and bone conduction thresholds, the assessment of middle ear function, and speech comprehension will be covered as well.

CODS 462 Auditory Rehabilitation

This course will address the effects of hearing loss in children and adults. Assessment and management techniques will be covered. Students will be introduced to the fundamentals of amplification, considerations in the selection of hearing aids, tactile devices, and other assistive technology. Eligibility criteria for cochlear implants, options for implant selection, and intervention techniques with this population will be covered as well. Educational options for children with hearing loss will be presented, and the significance of family education, counseling, and support will be discussed.

Prerequisite: CODS 373

CODS 465 Clinical Methods

This course addresses important aspects of the clinical process and provides supervised observation of speech and language therapy necessary in order to begin clinical practicum.

Prerequisite: CODS 366

2 credits

CODS 466 Observation Lab

This course provides supervised observation of speech and language therapy necessary to begin clinical practicum. Students meet in weekly seminars to discuss their observations.

Prerequisite: CODS 366

1 credit

CODS 475 Senior Seminar

The purpose of the course is to develop students' abilities to critically evaluate empirical studies in the field of communication disorders and sciences in order to formulate hypotheses for their own research. The course will present studies from a variety of areas in communication sciences and disorders which will be discussed in terms of the hypotheses, methods and materials, results and conclusions. The advantages and disadvantages of selected research designs and statistical methods will be discussed.

CODS 499 Independent Study

As approved and to be arranged.

1-6 credits

Department of Computer Science

Professors: L.S. Cheo, E. Hu, L. Kaufman,
J. Najarian, B. Su

Associate Professor: G. Ndjatou

Assistant Professor: C.S. Ku (chairperson)

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; databases; 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 credits, including: computer science (47), general education (54), non-Western (3), upper-level electives (8), additional math and science (7/8), and free electives. Minors in computer science and computer information systems are also offered through this department.

Based on an agreement with the College of Computing 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 computer science majors may take computer science courses at NJIT and, with the approval of NJIT, students with a junior or senior standing are allowed to take graduate courses.

For more information, the departmental Web site is at cs.wpunj.edu.

Computer Facilities

A variety of computing facilities are available to students. Several laboratories are equipped with IBM-compatible microcomputers with Pentium-4 processors running the latest Windows operating system. 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 server with multiple Ultra SPARC T2 processors, which provides computing resources under the Solaris operating

system (a popular version of UNIX). The department also has several Pentium servers supporting computer science applications. In the student research lab, SUN workstations and IBM-compatible computers are available for the study of systems programming and computer networking by computer science students.

Computer science departmental labs are located in the Coach House computing center. University- and college-wide computer labs in the Atrium and Science Hall are also used for instruction and as open labs. Macintosh and other microcomputers are also available for student use throughout the campus. All student dormitories and most of the buildings are Internet connected (via wired or wireless network). Computer science students at home can access the departmental UNIX and other servers for homework, programming assignments, and projects via the Internet (using secure Telnet or FTP). Student Web sites are hosted on a system available to all William Paterson students at <http://euphrates.wpunj.edu>.

Career Opportunities

Career opportunities for computer science graduates are both abundant and diverse. The job market is the most rapidly growing one out of all disciplines, with high initial salaries and great potential for promotion. A small sampling of these occupations include computer programmer, software engineer, computer scientist, systems analyst, systems administrator, networking director, and database manager. Many of our students work at top corporations and industries in the area. Others pursue graduate studies in computer science and related disciplines.

Student Organizations

Student groups and activities include Association for Computing Machinery (ACM) Student Chapter, Computer Society of Student Government Association (SGA), and the Gamma Chapter of New Jersey of the National Computer Science Honors Society, *Upsilon Pi Epsilon*. The faculty advisor for these organizations is Dr. Cheo.

Honor Society

The *Upsilon Pi Epsilon*, Gamma Chapter of New Jersey, is the third chapter installed by the International Computing Science Honor Society in New Jersey. Chartered in May 1988, the chapter's activities include conducting an induction ceremony, and participating in national *Upsilon Pi Epsilon* conferences, programming contests, field trips, seminars, and workshops. Criteria for membership include: (1) An overall GPA of 3.3 or higher; (2) At least 18 credits of computer science courses with a grade of B or better; and (3) At least a C+ in all computer science courses. Other criteria from the national UPE are also included.

Student Chapter of the ACM 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.

Internship, Senior Projects, and Student Research

The internship provides practical experience that reinforces the academic program. In the senior computer science project, seniors integrate the knowledge and skills acquired in previous computer science courses into an individual research or software implementation project. With faculty supervision, these and other opportunities for student research have resulted in student authorship and presentation at international conferences.

Curriculum

COMPUTER SCIENCE

A. MAJOR REQUIREMENTS TOTAL: 47 CREDITS

Basic Core Courses.....20 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

Required Advanced Core Courses.....15 Credits

CS 345	Operating Systems	3
CS 350	Software Engineering	3
CS 372	Design and Analysis of Algorithms	3
CS 382	Programming Languages.....	3
CS 480	Computer Science Seminar.....	3

Computer Science Electives12 Credits

Select four courses from the following:

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	3
CS 441	Computer Architecture.....	3
CS 445	Theory of Computation.....	3
CS 461	Computer Graphics	3
CS 490*	Computer Science Senior Project	3
CS 495*	Internship	1-3

*A maximum of three credits from the sum of credits in CS 490 and CS 495 may be applied to the CS electives total.

B. TOTAL, ADDITIONAL MATH AND SCIENCE 7/8 CREDITS

Credits required by accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET/CAC). Select two courses from the lists below. At least one course must be a science course.

Science List:

BIO 205	Cell Biology.....	4
BIO 206	General Genetics	4
BIO 261	General Botany	4
CHEM 211	Introduction to Instrumental Methods	4
CHEM 251	Organic Chemistry.....	4
CHEM 320	Inorganic Chemistry I.....	4
ENV 110	Environmental Foundation.....	4
ENV 115	General Geology.....	4
PHYS 250	Basic Electronics I.....	4
PHYS 262	General Physics III	4
PHYS 291	Engineering Mechanics: Dynamics	4

Mathematics List:

MATH 201	Calculus III	4
MATH 202	Linear Algebra	3
MATH 301	Modern Algebra	3
MATH 322	Differential Equations.....	3
MATH 411	Advanced Discrete Mathematics	3

General Education Requirements.....	54 Credits
Non-Western Requirements	3 Credits
Upper-Level Electives.....	8 credits

Credits required by ABET/CAC accreditation.

MATH 161	Calculus II	4
MATH 324	Probability and Statistics.....	4

Free Electives

Additional credits may be needed to reach the 128 minimum credits to graduate.

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

Electives6 Credits

Choose two courses from the following list:

CS 341	Digital Logic and Computer Organization	3
CS 342	Data Structures	3
CS 402	Numerical Methods	3
CS 404	Computer Simulation.....	3

COMPUTER INFORMATION SYSTEMS MINOR PROGRAM..... 18/19 CREDITS

Open to all non-computer science majors.

Required Courses.....15/16 Credits

Choose one course from the following two courses:

CS 130**	Introduction to Visual BASIC.....	3
CS 230**	Computer Science I.....	4

**or equivalent, subject to departmental approval.

Choose one course from the following two courses:

CS 201	Computer and Information Technology	3
CS 215	Computer and Information Technology for Educators.....	3

The following three courses are required.

CS 235	Fundamentals of Computer Hardware	3
CS 255	Foundations of Information Systems	3
CS 355	Data Management Concepts and Applications	3

Electives3 Credits

Choose one course from the following list:

CS 210/225	Web Page and Site Design.....	3
CS 335	Fundamentals of Computer Networking.....	3
CS 395	CIS Internship.....	3

Courses

Unless otherwise noted, all courses are 3 credits.

CS 130 Introduction to Visual BASIC

Introduces the basic principles and applications of computing systems, microcomputers in particular. Techniques of computer programming are introduced through BASIC.

CS 201 Computer and Information Technology

The course has two themes. The first theme introduces computer concepts. Topics include hardware and software fundamentals; computer and information systems; data communications and computer networks; World Wide Web and the Internet; social impact of computers including discussions on privacy, security, civil liberty, risk of computers, intellectual properties, and computer related legislations. The second theme familiarizes students with leading application software such as Excel, PowerPoint, Access, and Web design programs. Practical computer problem-solving skills are emphasized through intensive hands-on exercises.

CS 210/225 Web Page and Site Design

Introduction to Web page design, web based multimedia, virtual reality, site management, and non-Web based Internet facilities. Topics include HTML, Javascript, Flash, graphical components, audio, video, on-line forms, and website maintenance. Review and hands on practice with software packages in each category such as FrontPage, Dreamweaver, and Flash.

Prerequisite: CS 201

CS 212 Computer Graphics and Game Construction

This course is intended for the student with an interest in computer graphics and games. Fundamentals of game programming in two dimensions will be covered with hands on constructive activities. Types of games will be explored. Graphics programming will be done in a programming language such as Java. Participants in this class will design and run their own game by the conclusion of the course. Prior knowledge of a programming language is required. Topics of study can vary.

Prerequisite: Knowledge of programming, preferably in C, C++, or Java

CS 215 Computer and Information Technology for Educators

This course is designed to meet the ISTE National Educational Technology Standards for Teachers. It introduces the concepts, the skill, and the capabilities necessary to effectively use computers and information technology. With an emphasis on fundamentals, students can easily adapt to the rapid change of computing technologies. The basic concepts include hardware and software fundamentals, telecommunications computer networking, electronic media, and data processing. The legal, ethical, cultural, and societal issues related to technology are also discussed.

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, MATH 135, or equivalent
4 credits

CS 235 Fundamentals of Computer Hardware

This course is intended for non-computer science major students with an interest in computer hardware. The course presents the fundamentals of modern computer systems in terms of structure and function. Hands-on experience will complement lectures. Major topics are: hardware components (chips, CPU, BIOS, and chipsets technologies, motherboard/expansion board design basics, peripherals, busses, ports, magnetic and optical storage devices, I/O); system configuration, partitioning, formatting, and hardware aspects and support in Windows and Linux; booting; hardware; management/maintenance; performance assessment and improvement; troubleshooting problems. This course encompasses the A+ certification material in hardware.

Prerequisite: CS 201 or CS 215

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++.

Prerequisite: CS 230 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 255 Foundations of Information Systems

This course introduces the concepts and methods used in the analysis, design, and implementation of computerized information systems. Major topics include software life cycle, data and process models, basic database design, logical and physical design, prototyping, architecture, and project management in information systems development. The course covers hardware, software, databases, communications, networking, and the Internet in support of the information systems infrastructure in an organization. A significant systems development project will be included in this course.

Prerequisites: CS 130 or CS 230 or equivalent in other modern programming languages; and CS 201 or CS 215

CS 260 Discrete Structures

Topics include elementary propositional and predicate logics; elementary set theory; relations and their properties; functions; congruences and Euclidean algorithm; combinatorics; mathematical reasoning; matrices; elements of graph theory; trees and their applications. Some programming will be required.

Prerequisite: CS 230 with a grade of C- or better

CS 280 Computer and Assembler Language

Structure of digital computers and machine language. Data representation, instruction formats and addressing techniques. Symbolic coding, assembly systems, and programming techniques. System stack, procedure calls, and program segmentation and linkage. Interrupts and I/O. Memory organization and addressing. Program translation and system programs: assemblers, compilers, interpreters, preprocessors, linkers, loaders, and debuggers.

Prerequisite: CS 230 with a grade of C- or better

CS 335 Fundamentals of Computer Networking

This course is intended for the non-CS major students with an interest in computer networking. The course presents the fundamentals of data communication and computer networking. Major topics include state-of-the-art local and wide area networking technologies; layered internetworking architecture; TCP/IP protocol suite and the Internet; networking standards and standard organizations; network security, privacy, management, and administration; network applications emphasizing the Internet; networking industry; social impact of networking; and new trends and emerging technologies such as the increasingly popular mobile and wireless data communication.

Prerequisite: CS 235

CS 341 Digital Logic and Computer Organization

This course introduces the principles of design and analysis of digital components found in digital systems. It also discusses the design of functional units and how these units are organized into a computer system. Other topics such as typical architectures of computer system, VLSI technology, digital design software tools are also introduced.

Prerequisites: CS 260 and CS 280 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: CS 240 and CS 260 with grades of C- or better

CS 345 Operating Systems

A course in operating systems with a system software perspective. Topics include computer system overview; history, evolution, and philosophies; tasking and processes; process coordination and synchronization; scheduling and dispatch; physical and virtual memory organization; device management; file systems and naming; security and protection; communications and networking; distributed operating systems; and real-time concerns.

Prerequisites: CS 280 and CS 342 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: CS 342 with a grade of C- or better

CS 355 Data Management Concepts and Applications

This course provides an overview of data organization, data management, and data manipulation by applications. It will explore the enterprise perspective of managing data. The students will learn data integrity, data models, security, database integration, and various database administration issues. A significant data management project in query processing within a database environment will be included in the course.

Prerequisite: CS 255

CS 372 Design and Analysis of Algorithms

An introduction to the concepts, methodologies, and constructive models for formulating algorithms. Use of analytic techniques to determine the relative efficiency of algorithms with respect to several measures such as time and space complexity. Later topics introduce alternate models of computation such as probabilistic algorithms, parallel processing, and complexity classes (such as NP). Prerequisites: CS 342 with a grade of C- or better and MATH 324

CS 382 Programming Languages

Design issues relevant to the implementation of programming languages. Topics include in-depth study and comparison of mechanisms for sequence control, data structure implementation, and run-time storage management; conceptual study of programming language syntax, semantics, and translation; survey of major programming paradigms including procedural, functional, object-oriented, and logical; introduction to language constructs that support distributed and parallel computing.

Prerequisites: CS 280 and CS 342 with grades of C- or better

CS 395 CIS Internship

This course provides field experience in the Computer Information Systems profession. An agency provides the environment and general supervision during the experience while a faculty member meets with the student on an ongoing basis to relate the field experience to the Computer Information Systems profession.

Prerequisites: Approval of the Department Curriculum Committee, GPA of B, and CS 255

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.

Prerequisites: 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: CS 260 and MATH 161 with a grade of C- or better in both

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.

Prerequisite: CS 342 with a grade of C- or better

CS 405 Systems Programming

The course familiarizes the student with the organization, system libraries, and tools for software development in the UNIX system. The student should leave this course with the ability to use system level facilities provided by UNIX.

Prerequisite: CS 345 with a grade of C- or better

CS 410 Artificial Intelligence

A study of classical and modern approaches to artificial intelligence including knowledge representation, search strategies, inference systems, logic programming, list processing, machine learning, natural language processing, and neural nets. Exercises in programming using current tools, COMMON LISP, or PROLOG.

Prerequisites: MATH 324 and CS 342 with a grade of C- or better

CS 420 Compiler Construction

An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: lexical analysis, syntactic analysis, semantics routines, and code generation. Alternative parsing strategies are presented and compared with respect to space and time tradeoffs.

Prerequisite: CS 382 and a grade of C- or better

CS 430 Data Communications and Computer Networks

Topics include basic concepts, principles, design procedures, and applications of data communication systems. ISO reference model for open system interconnection is used as the basis to discuss the functions and protocols of layered network structure. Also introduced are evolution of networks technologies, various type of networks from LAN to WAN, internetwork architectures, network security, management, and applications.

Prerequisites: CS 341 and CS 345 with grades of C- or better

CS 440 Database Management

Topics include data collection, representation, modeling, and storage; file versus database approach to data management; database environment; principles of logical and physical database design. Emphasis will be placed on Entity-Relationship and relational data models. Other topics include client-server environment, database security and integrity, and database administration. A substantial project on the design and implementation of a database will be assigned.

Prerequisite: CS 342 with a grade of C- or better

CS 441 Computer Architecture

An introduction to the architecture of digital computer systems. Structures of systems using processors memories, input/output devices, and interfaces as building blocks. Computer system instruction set design and implementation, including memory hierarchies and pipelining. Parallel processing and computer networking.

Prerequisites: CS 341 with a grade of C- or better and CS 345

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 is the capstone course required of all computer science majors. The course is conducted in seminar form featuring internal as well as external speakers. Approximately two-thirds of the course covers current topics of interest in computer science and computing technology; the remaining one-third of the course is dedicated to social impact of computers and ethical issues faced by today's computer professionals. Students are required to select a relevant topic and complete a substantial research-oriented project either individually or as a team. At the end of the project, students are expected to submit a substantial written report and orally present it to the public.

Prerequisite: Senior standing

CS 490 Computer Science Senior Project

This course provides qualified students an opportunity to work with faculty members on research and development projects in areas of current interest in Computer Science. Students are expected to carry out a meaningful project to be reviewed and approved by a panel of advisors.

Prerequisites: Senior standing with a GPA of 3.5 or better and the approval of the department curriculum committee

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 department curriculum 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 of the College of Science and Health 3-6 credits

Department of Environmental Science

Professors: R. Pardi (chair)

Associate Professors: M. Becker

Assistant Professors: J. Calanan, K. Swanson

Collaborating faculty from other departments:

M. Sebetich (biology), R. McCallum (chemistry), K. Marten (biology), M. Peek (biology), S. Collins (political science), J. Peterman (philosophy), L. Risley (biology), S. Vail (biology)

Bachelor of Science in Environmental Science

The environmental science program is a comprehensive bachelor of science degree program dealing with the interaction of humans and their environment from the primary perspective of the natural sciences. The program includes basic courses in the natural sciences (biology, chemistry, physics, and the geosciences) and more advanced courses relating the natural sciences to environmental concerns. Advanced courses include geographical information systems (GIS), ecology, soils, hydrogeology, environmental chemistry, environmental physics, toxicology, aquatic ecology, and conservation biology.

The program is structured so that the student gains a holistic perspective of the environment. The program includes an interdisciplinary course, Environmental Foundations, that integrates the natural sciences, social sciences, and humanities. An upper-level environmental policy course is required as part of the program. The program also includes a formal (field experience) requirement. The program's capstone course is the Senior Practicum in which students use their training in a real case study to broaden their experience of a specific environmental problem.

With a bachelor's degree in environmental science, a student is prepared for entry-level positions in research, manufacturing, sales, and management. Potential employers include governmental agencies, private consulting firms, and industries dealing with environmental problems. Also, students are prepared to continue their education at the post-baccalaureate level. The major is also suitable for students contemplating a career in teaching at levels K-12. Additionally, an 18-credit minor in environmental science is available for non-majors.

Major equipment available to environmental science majors includes a mass-spectrometer-gas-chromatograph; transmission and scanning electron microscopes (with X-ray analyzer); UV-visible and infrared spectrometers; 400Mhz nuclear magnetic resonance spectrometer; five gas or high-pressure liquid chromatographs; atomic absorption spectrophotometer; two ion chromatographs; an X-ray diffractometer, low-, high- and ultra-high-speed centrifuges; a liquid scintillation counter; electrophoresis instrumentation; refrigerated fraction collector; a research greenhouse; an ecology lab with a wide range of both stationary and field equipment; a seismograph, weather stations, and soils laboratory. In addition to laboratory facilities, the department is well-equipped for field-oriented aquatic and terrestrial environmental research. Natural outdoor laboratories on campus include a pond, a waterfall, several streams, the John Rosengren Laboratory for ecology and environmental science at Oldham Pond, and the adjacent 1,000-acre-plus High Mountain Reservation Forest.

State-of-the-art mini- and microcomputer-networked facilities are conveniently located in the Science Complex including a departmental computer laboratory. More powerful mainframe and super-computer facilities are available to authorized users through high-speed telecommunications lines.

Honors Track Program

The Life Science and Environmental Ethics Honors Track is open to any major and could be of special interest to students who choose to anchor their specific knowledge in a classical ethical foundation. For further information on this track, consult the coordinator, Dr. K. Swanson, 973.720.2589, or see page 63 of this catalog.

Summer Studies at the New Jersey Marine Sciences Consortium

William Paterson students may take formal courses for academic credit in marine sciences at Sandy Hook or the field station. These courses are given from June through August and are primarily undergraduate courses for sophomore through senior levels. Independent study in the marine sciences is offered at undergraduate and graduate levels. Course offerings vary somewhat from year to year, but the following are usually repeated: Introduction to Marine Sciences; Oceanography, Basic Scuba (NAUI certification), Basic Sailing, Marine Biology, Ecology of the Estuary (graduate only), and Coastal Marine Geology.

Curriculum

MAJOR REQUIREMENTS 61-63 CREDITS**

Required Courses: 21 Credits

ENV 110	Environmental Foundations	4
ENV 115	General Geology	4
ENV 301	Field Experience	3
ENV 370	Soils	4
ENV 380	Junior Seminar	3
ENV 480	Senior Practicum	3

Major Co-requirements: 40-42 Credits

BIO 163/164	General Biology I & II	8
CHEM 160/060	General Chemistry I - Lecture and Lab	4
CHEM 161/061	General Chemistry II - Lecture and Lab	4
or		
CHEM 131/132	College Chemistry/Organic Biochemistry	6
MATH 160-161	Calculus I and II	
or		
MATH 160-230	Calculus I and Statistics	8
PHYS 255/256	College Physics I and II	8
or		
PHYS 260/261	General Physics I and II	
BIO 344	Community and Ecosystem Ecology	4

Major Science Electives: 9-10 Credits

CHEM 251/051	Organic Chemistry I - Lecture and Lab	4
CHEM 252/052	Organic Chemistry II - Lecture and Lab	4
CHEM 322	Environmental Chemistry	4
CHEM 401	Analytical Instrumentation	4
ENV 150	Meteorology	3
ENV 216	Oceanography	3
ENV 399	Selected Topics (by advisement)	3/4
ENV 423	Pollution, Hazards, Impact & Risk	3
ENV 450	Environmental Computer Applications	3
ENV 470	Hydrogeology	3
BIO 402	Aquatic Ecology	4
BIO 261	General Botany	
or		
BIO 318	Invertebrate Zoology (by advisement)	4
BIO 345	Conservation Biology	3
BIO 399	Selected Topics (by advisement)	3/4
GEO 403	Geographic Information Systems	3
PHYS 319	Environmental Physics	3

Environmental Policy Electives: 3 Credits

ECON 230	Economics of the Environment	3
ENV 340	Environmental Law	3
HUMH 201	Humanities Honors -Seminar III:	3
POL 355	Politics of the Environment	3

Note: 8 credits of science, Math 160 (4), Econ 201 (3) included in GE

Highly Recommended

CS 130	Introduction to Visual BASIC	3
or		
CS 201	Computer Literacy: Microcomputer Applications **	3

ENG 300	Technical Writing	3
	or	
ENG 330	Critical Writing (I)**	3
ECON 201	Macroeconomic Principle***	3
ECON 202	Microeconomic Principles ***	3
PHIL 335	Environmental Ethics	3

*For students planning to go on to graduate or professional school, the General Physics I-II sequence is highly recommended. These students are encouraged to take MATH 230, Statistics I, as well.

**Could be counted as an upper-level GE elective.

***Could be counted as an upper-level elective.

MINOR REQUIREMENTS 18-20 CREDITS

Required Courses 11 Credits

ENV 110	Environmental Foundations	4
ENV 115	General Geology	4
ENV 380	Junior Seminar*	3

Electives 7-9 Credits

(Choose a minimum of 7 to a maximum of 9 credits from courses on this list after consulting with an advisor)

ENV 150	Meteorology	3
ENV 216	Oceanography	3
ENV 220	Earth Through Time	4
ENV 301	Field Experience	3
ENV 327	Geomorphology	3
ENV 370	Soils	4
ENV 389	Environmental Factors in Land Use	3
ENV 399	Selected Topics	1-6
ENV 423	Pollution, Hazards, Impact and Risk	3
ENV 450	Environmental Computer Applications	3
ENV 470	Hydrogeology	3
ENV 499	Independent Study	1-6

*The topics in Junior Seminar (ENV 380) are closely related to environmental issues in the news each semester and can change. Past topics have included: population effects on the environment, air quality issues, water quality issues, environmental issues related to agriculture, and the effect of consumerism on the environment.

SAMPLE FOUR-YEAR PROGRAM

FRESHMAN YEAR 33 CREDITS

Fall

BIO 163	General Biology I	4
CHEM 160	General Chemistry I	4
ENG 110	Writing Effective Prose	3
ENV 110	Environmental Foundations	4

Spring

BIO 164	General Biology II	4
CHEM 161	General Chemistry II	4
MATH 160	Calculus I	4
	General Education courses	6

SOPHOMORE YEAR 35 CREDITS

Fall

BIO 344	Community and Ecosystem Ecology	4
ECON 201	Macroeconomic Principles	3
MATH 161	Calculus II	
	or	
MATH 230	Statistics I	4
PHYS 255	College Physics I	4
	or	
PHYS 260	General Physics I	4
	General Education courses	3

Spring

ENV 115	General Geology	4
ENV 370	Soils	3
PHYS 256	College Physics II	4
	or	
PHYS 261	General Physics II	4
	General Education course	3
	Computer course *	

JUNIOR YEAR 30-32 CREDITS

Fall

ENG 300	Technical Writing**	3
	or	
ENG 330	Critical Writing**	3
ENV	Science Elective	3-4
PHIL 335	Environmental Ethics	3
	General Education courses	6

Spring

ENV 301	Field Experience	3
ENV 370	Soils	3
ENV 380	Junior Seminar	3
ENV	Environmental Policy	3
	General Education courses	3-6

SENIOR YEAR 30-34 CREDITS

Fall

ENV 480	Senior Practicum	3
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Spring

ENV	Science Elective	6-8
	General Education courses	6
	Upper-level Elective	3

General Education Courses and Electives 12-14 Credits

Note: Students interested in a four-year course of study may also elect to take several courses during Summer Sessions I and II to reduce the load during the regular fall and spring semesters depending on the course selected.

*May be counted as either an upper-level elective or an upper-level GE elective.

** These courses may count as upper-level electives.

Bachelor of Arts in Earth Science

The department's program in earth science is a major course of study leading to a bachelor of arts degree in earth science. The program has been designed to meet the needs of a: 1) professional career; 2) continuing graduate education; or 3) disciplinary major for prospective the K-12 teachers in earth system science/geology.

The course of study provides a sound footing in all major aspects of earth science, including general geology, paleontology, meteorology, astronomy, oceanography, mineralogy, and petrology, as well as advanced courses in basic and applied topics.

All of the facilities listed in the environmental science major are available to earth science majors. In addition, resources specifically employed in the study of earth materials are also available for study and research, including a full line of petrographic preparatory equipment, petrographic microscopes, and field equipment for the collection and analysis of samples and terrains.

Students who select the K-12 teacher preparation program need to complete a sequence of education course offered by the College of Education in order to achieve licensure. Earth science is an integral part of instruction in the K-12 classroom as defined by the New Jersey Core Content Science Standards. The program is designed so that the required education course rotation can be completed during a four-year, full-time enrollment. The capstone course for this course rotation is student teaching.

With a B.A. in earth science, a student is also prepared for entry-level positions in research, manufacturing, sales, and management. Potential employers include governmental agencies, private consulting firms, and industrial firms dealing with geologic and environmental problems. Students may also continue their education in a variety of graduate and professional schools.

Departmental Honors

Outstanding students who have achieved an exemplary grade point average and completed a special senior community service or research project will be able to graduate with honors in earth science.

Curriculum

MAJOR REQUIREMENTS21 CREDITS

ENV 115	General Geology.....	4
ENV 150	Meteorology.....	3
PHYS 170	General Astronomy.....	4
ENV 216	Oceanography.....	3
ENV 220	Earth Through Time.....	4
ENV 270	Minerals and Petrology.....	3

Major Co-requirements:..... 7-8 Credits

MATH 116	Pre-Calculus.....	
	or	
MATH 135	Algebra Trigonometry and Functions.....	3 or 4
	and	
MATH 230	Statistics.....	4

Major Earth Science Electives12-13 credits

GEO 160	Physical Geography.....	4
ENV 070	Soil and Water Analysis.....	2
ENV 301	Field Experience.....	3
ENV 327	Geomorphology.....	3
ENV 375	Soils.....	3
ENV 399	Special Topics.....	3
GEO 401	Cartography.....	3
GEO 403	Geographic Information Systems.....	3
ENV 470	Hydrogeology.....	3

Highly Recommended:

CS 130	Introduction to Visual BASIC	
	or	
CS 201	Computer and Information Technology***.....	3

Note: For students planning to go on to graduate school or professional careers as geoscientists, the General Physics I/II and General Chemistry I/II sequence are highly recommended. These students are also encouraged to take both Statistics I, MATH 230, as well as MATH 161, Calculus II.

Students who plan to pursue graduate studies in an earth science should consider taking an appropriate field course. Many field courses are available at universities throughout the country and abroad, and information about them can be obtained from a member of the faculty. These courses customarily carry between 3 and 6 credits and are conducted during the summer months.

*** Can be counted as an upper-level GE or free elective

SAMPLE FOUR-YEAR PROGRAM

FRESHMAN YEAR.....32-33 CREDITS

Fall

ENV 115	General Geology.....	4
	MATH (at proper level).....	3
ENG 110	Writing Effective Prose.....	3
	General Education courses (two).....	6

Spring

ENV 220	Earth through Time.....	4
MATH 116	or 135.....	3-4
ENG 120	Introduction to Literature.....	3
	General Education courses (two).....	6

SOPHOMORE YEAR32 CREDITS

Fall

PHYS 170	General Astronomy.....	4
ENV 150	Meteorology.....	3
MATH 230	Statistics.....	4
	General Education courses (two).....	6

Spring

ENV 216	Introduction to Oceanography.....	3
	Computer Science Course ++.....	3
	General Education courses (three).....	9

JUNIOR YEAR 31-32 CREDITS

Fall

ENV 360	Mineralogy and Petrology.....	3
	Upper Level Elective.....	3
	General Education courses (three).....	9

Spring

	Electives (four).....	12
ENV/GEO	Elective.....	3-4

SENIOR YEAR.....27-30 CREDITS**Fall**

ENV/GEO	Science Elective.....	3-4
	General Education course (two)	6
	Upper-level Elective.....	3-4

Spring

ENV/GEO	Electives.....	6-7
	General Education courses and Electives (three).....	9

Courses

Unless otherwise noted, all courses are 3 credits, three-hour lectures.

ENV 070 Soil and Water Analysis

This course acquaints the student with the fundamentals of soil and water analysis. The course emphasizes field-work and the measurement of chemical, physical, and biological properties of soil and water samples.
2 credits

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. Three-hour lecture and discussion, and two-and-a-half-hour 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. Three-hour lecture and discussion, and two-and-a-half-hour workshop.
4 credits

ENV 150 Meteorology

This course deals with the factors responsible for the changes in weather and climate. Topics include the chemical and physical description of the atmosphere, circulation of air masses, weather analysis and forecasting, climatic changes, and human impact on weather and climate (air pollution, weather modification, greenhouse effect).

ENV 216 Introduction to Oceanography

The study of the origin, evolution, and extent of the oceans; waves, currents, tides, and tsunamis; the plant and animal life of the sea; the nature and topography of the sea floor; recent discoveries relating to sea floor spreading and continental drift; the role of the oceans in weather and climate.

Prerequisites: ENV 110, 115 or one year of science

ENV 220 Earth Through Time

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. Three-hour lecture and discussion, and two-and-a-half-hour workshop.

Prerequisite: ENV 115

4 credits

ENV 270 Mineralogy and Petrology

An introduction to the systematic study of minerals and rocks. Included is a thorough founding in the study of mineral systems and principles as well as practical aspects of mineral identification in the field and laboratory, including x-ray diffraction analysis. The origin, classification and identification of the major rock classes includes an introduction to the study of rocks in this section.

Prerequisite: ENV 115

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 (120 hours per semester) with the agency to fulfill an on-the-job requirement. This requirement may also be fulfilled by a cooperative education placement with the program director's recommendation. Prerequisites: ENV 110, 115 and junior standing

ENV 327 Geomorphology

The nature, origin, and evolution of landscapes and materials at or near the surface of the Earth and the processes that bring about changes. The role of human activities in modifying natural processes of landscape evolution is emphasized.

Prerequisite: ENV 220 or permission of instructor

ENV 340 Environmental Law

This course introduces the student to the workings of the American legal system, examines the body of existing environmental legislation in the United States, and discusses the probable direction of environmental regulation in the future.

Prerequisite: ENV 110

ENV 375 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.

ENV 380 Junior Seminar

Designed to give third-year students a chance to reflect upon their reasoning processes and learn how to evaluate critically a number of topics of major environmental concern. Methods of critical evaluation are taught as a means of investigating the logic and reasoning behind ideas and concepts. Arguments are analyzed for format, logic, justification, and persuasiveness. All students are expected to take an active part in the discussions and evaluations. Oral and written reports on specific topics are discussed, and teams debate as needed. The student is also instructed in the use of microcomputers and various software packages for word and data processing (spreadsheet), data management (data bases), and graphical methods.

Prerequisite For ENV 480

ENV 389 Environmental Factors in Land Use

Introduces the subject of the use and misuse of land, the consequent need for governmental review and regulation, and the important role of a Natural Resource Inventory (NRI) in that process. Surveys the components of an NRI and shows how portions of one are compiled. Final class sessions are devoted to students' oral presentations of their semester projects.

Prerequisites: ENV 110 and junior standing

ENV 399 Selected Topics

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

Prerequisite: Permission of the department chairperson
1-6 credits

ENV 423 Pollution, Hazards, Impact & Risk

This course considers the toxic effects of natural substances and human-made pollutants on living organisms (both plants and animals) either in terrestrial or aquatic ecosystems. Biogeochemical cycles, metabolic pathways, toxicity testing and bioassays, epidemiology, mutagenesis, carcinogenesis, and regulatory law are among the topics covered.

Prerequisites: ENV 115 and CHEM 161

ENV 450 Environmental Computer Applications

This course examines the application of mathematical computer simulation to the solution of environmental problems. The general development of computer models is reviewed as well as their specific use. The student employs working simulation models in the analysis of actual case studies while critically evaluating and comparing the results of different models for particular problems. Familiarity with basic principles of computer operation and some programming experience are expected of the student.

ENV 470 Hydrogeology

This course deals with the interrelationships of geological materials and processes with water. It quantitatively addresses the occurrence, distribution, movement, and chemistry of all waters of the earth. Topics studied include the hydrologic cycle, groundwater, runoff and stream flow, water chemistry, water pollution, water resources, and treatment.

Prerequisites: ENV 115, CHEM 161 and MATH 160

ENV 480 Senior Practicum

Student task force groups participate in a common project utilizing the methodologies and skills learned in the classroom. Included are graphic and communicative skills, data collection and evaluation, and field and laboratory techniques. An example of such a project is the compilation of a natural resource inventory for a neighboring community. The subject of the study is selected by the instructor, but the student's role in the team study is jointly determined by both the student and the instructor. Student and instructor maximally seek to simulate the working conditions of a professional consultant team engaged in a practical project. Regular work meetings are held during class time with a formal written and oral presentation at the end of the semester.

Prerequisites: ENV 380 and senior standing

ENV 481 Senior Seminar

A continuation of ENV 480

Prerequisites: ENV 480 and senior standing
2 credits

ENV 499 Independent Study

Independent research under the supervision of a faculty member. Alternatively, a student may undertake another co-op experience with a governmental agency, consulting firm, or industry in the environmental area.

Prerequisite: Permission of the department chairperson and college dean

1-6 credits (may be taken twice for a maximum of 6 credits)

Department of Kinesiology

Professors: J. Manning, V. Overdorf, G. Schmidt, S. Silas

Associate Professors: S. Becker, L. Gazzillo Diaz, K. Silgailis (chair)

Assistant Professors: M. Figueroa, I. Flores-Marti, A. Rady, R. Rehberg

Instructors: V. Fiaud, J. Norberg

The Department of Kinesiology, located in Wightman Gymnasium, offers three majors: the bachelor of science in physical education (B.S., PE), the bachelor of science in exercise science (B.S., ES), and the bachelor of science in athletic training (B.S., AT). The degree programs prepare students to be physical education teachers (K-12), exercise scientists, and athletic trainers, respectively. Students first apply to the Department of Kinesiology and then internally make application to a specific major.

The bachelor of science in athletic training is a professional preparation program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program's mission is to promote student success and educational excellence. Students accepted into the professional preparation phase of the degree program must successfully complete the athletic training education curriculum, demonstrate clinical competency, and complete a minimum of 1000 hours of supervised clinical experience. Upon completion of the curricular requirements, the students are well prepared to take the board of certification examination. Ultimately, the goal of the athletic training education program is to prepare students for a successful future in the athletic training profession. Employment opportunities for certified athletic trainers are available in high school, college, and professional athletic settings, in addition to clinical and industrial sports medicine facilities.

The purpose of the exercise science major with a concentration in exercise physiology is to prepare physical fitness specialists for employment in cardiac rehabilitation, corporate fitness programs, and health and fitness centers. Students are also able to develop consulting services as personal fitness trainers. In order to fulfill the requirements of the exercise science major, students must complete the required coursework and a clinical internship experience. Internships provide the student with relevant experiences in fitness testing, exercise prescription, stress testing, ECG interpretation, nutrition analysis, stress management techniques, exercise leadership, and computer-based analyses. Upon completion

of the curricular requirements, students are eligible to take certification exams given by the American College of Sports Medicine, National Strength and Conditioning Association, and other organizations that certify personal fitness trainers.

The teacher certification major provides opportunities for students to become competent in teaching physical education at the elementary and secondary school levels. Students accepted into the teacher certification major must complete the required coursework and related field experiences. The professional education course sequence helps students understand how youth grow and develop, and provides them with the competency to teach physical education at all levels. The program also includes field experiences that enable students to apply their knowledge observing and teaching physical education in schools. Students seeking certification in both health and physical education are afforded this opportunity through interdisciplinary studies. Teacher certification majors are eligible to take the PRAXIS II (the national teaching exam) in order to become certified to teach physical education and health, if the health sequence is completed, for grades K-12.

The kinesiology department provides the facilities and resources to enhance student success in the program. The human performance lab is well stocked with state-of-the-art equipment for student's use during exercise physiology laboratory experiences as well as for support of faculty research. The athletic training clinical education laboratory is used for class instruction and students' clinical education experiences. The athletic training room provides a venue for the assessment, treatment, and rehabilitation of athletic injuries, together with clinical instruction and field experience opportunities for students in the major. The motor behavior laboratory contains a variety of equipment that permits students to study the factors that affect motor skill performance and learning. Wightman Gym also contains two gymnasiums, a competition-size swimming pool, a weight room, and a computer laboratory.

Assessment and Retention

Providing students with continued advisement and academic counseling is of major concern of the Department of Kinesiology. 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. Department advisors provide details of this performance standard to those who intend to major in the exercise and movement sciences.

Curriculum

GENERAL EDUCATION REQUIREMENTS (FOR ALL MAJORS)..... 73 CREDITS

Arts and Communication	6 credits
Humanities	21 credits
Math/Science:.....	11 credits
MATH 130 Statistics	3
BIO 118 Anatomy and Physiology I.....	4
CHEM 031/131 College Chemistry Lab and Lecture	4
Social Sciences	9 credits
PSY110 General Psychology	3
SOC 101 Principles of Sociology	3
One elective social science course.....	3
Health/Movement Science	3 credits
CMHL 221 Nutrition.....	3
Racism and Sexism	3 credits
General Education Electives	8 credits
BIO 119 Anatomy and Physiology II.....	4
PHYS 110 Introduction to Physics	4
Non-Western Requirement	3 credits
Upper-level Electives.....	9 credits

Bachelor of Science in Athletic Training

The courses marked with an asterisk (*) are major courses, but also fulfill General Education requirements. These courses are not counted twice.

Exercise and Movement Sciences Core.....	33 Credits
*BIO 118 Basic Anatomy and Physiology I.....	4
*BIO 119 Basic Anatomy and Physiology II.....	4
PEAC 150 Introduction to the Profession of Movement Science	1
PEAC 200 First Aid and CPR	3
PEAC 230 Tests and Measurements	3
PEAC 330 Biomechanics	3
PEAC 350 Physiology of Exercise.....	3
PEGE 330 Psychology of Sport	3
EXSC 310 Essentials of Strength and Conditioning	3
Electives.....	6
Athletic Training Sequence.....	30 Credits
ATEP 240 Prevention and Care of Athletic Injuries	4
ATEP 250 Clinical Experience in Athletic Training I.....	2
ATEP 260 Assessment of the Extremities.....	3
ATEP 270 Athletic Training Modalities.....	3
ATEP 350 Clinical Experience in Athletic Training II	2
ATEP 360 Assessment of the Core Body.....	3
ATEP 370 Therapeutic Exercise.....	3
ATEP 375 Clinical Experience in Athletic Training III	2
ATEP 380 Organization and Administration in Athletic Training.....	3

ATEP 450 Clinical Experience in Athletic Training IV	2
ATEP 460 General Medicine and Pharmacology in Athletic Training.....	1
ATEP 475 Seminar in Athletic Training.....	2

Admission into the professional preparation phase of the athletic training education program takes place during the fall semester of the sophomore year. Students must meet certain academic requirements, accept and complete specific technical standards, and pass a standardized physical examination for program admission as outlined in the athletic training education program handbook and Web site located at www.wpunj.edu/cos/ex-movsci/atep.htm. Admission into the professional preparation phase is required for students to take courses above ATEP 240. Details regarding the B.S. in athletic training are available on the Web site and from the program director. The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education.

Bachelor of Science in Exercise Science

The courses marked with an asterisk (*) are major courses, but also fulfill General Education requirements. These courses are not counted twice.

Exercise and Movement Sciences Core.....	30 Credits
*BIO 118 Basic Anatomy and Physiology I.....	4
*BIO 119 Basic Anatomy and Physiology II.....	4
PEAC 150 Introduction to the Profession of Movement Science	1
PEAC 230 Tests and Measurements	3
PEAC 254 History and Philosophy of Sport.....	3
PEAC 255 Special Physical Education	3
PEAC 330 Biomechanics	3
PEAC 350 Physiology of Exercise.....	3
PEAC 353 Psychology of Motor Learning.....	3
PEAC 450 Psycho-Social Dimensions of Sport.....	3
Note: PEGE 330 may be substituted for PEAC 450, and CSH 250 and CSH 350 may be substituted for MATH 130 and PEAC 230.	
Exercise Physiology Sequence.....	30 Credits
EXSC 210 Survey of Athletic Injuries	3
EXSC 310 Essential of Strength and Conditioning.....	3
EXSC 320 Graded Exercise Testing and Exercise Prescription.....	3
EXSC 330 Exercise Programs for Special Populations	3
EXSC 380 Health Promotion and Fitness Management	3
EXSC 390 Aerobic and Anaerobic Exercise Leadership	3
EXSC 480 Contemporary Issues in Exercise Science.....	3
EXSC 482 Advanced Exercise Physiology and Sport Nutrition	3
EXSC 490 Internship in Exercise Physiology	3
PEDA 462 Exercise Programs for Older Adults.....	3

Students apply to the exercise physiology concentration following the completion of PEAC 350 with a grade of C or better. An overall GPA of 2.0 is required for acceptance and grades of C- or better must be earned in all concentration courses.

Bachelor of Science in Physical Education

The courses marked with an asterisk (*) are major courses, but also fulfill General Education requirements. These courses are not counted twice.

Exercise and Movement Science Core.....30 Credits

*BIO 118	Basic Anatomy and Physiology I.....	4
*BIO 119	Basic Anatomy and Physiology II.....	4
PEAC 150	Introduction to the Profession of Movement Science	1
PEAC 230	Tests and Measurements	3
PEAC 254	History and Philosophy of Sport.....	3
PEAC 255	Special Physical Education	3
PEAC 330	Biomechanics	3
PEAC 350	Physiology of Exercise.....	3
PEAC 353	Psychology of Motor Learning.....	3
PEAC 450	Psycho-Social Dimensions of Sport.....	3

Professional Education Sequence.....29 Credits

PSY 210	Developmental Psychology.....	3
CIRL 335	Literacy, Technology, and Instruction	3
PETC 311	Movement Education	3
PETC 395	Curriculum and Teaching Elementary School PE.....	3
PETC 396	Curriculum and Teaching Secondary School PE	3
PETC 397	Practicum I: Elementary School Experience.....	1
PETC 398	Practicum II: Secondary School Experience.....	1
EDUC 415	Student Teaching Internship.....	12

Exercise and Movement Sciences

Performance Skills.....11 Credits

Take all:

PETC 110	Teaching of Racquet Sports.....	1
PETC 111	Teaching of Team Sports	1
PETC 112	Teaching of Tumbling and Gymnastics.....	1
PETC 113	Teaching of Field Team Games.....	1
PETC 114	Teaching of Invasion Games.....	1
PETC 115	Teaching of Track and Field.....	1
PETC 116	Teaching of Conditioning and Swimming	1
PETC 117	Teaching of Dance in Physical Education.....	1

Select three:

PETC 210	Personal Development in Physical Education.....	1
PETC 211	Adventure Education	1
PETC 212	Social and Recreational Dance	1
PETC 213	Gymnastics Apparatus	1
PETC 214	Recreational Games	1

Health Certification Endorsement.....18 Credits

CMHL 120	Current Health Issues.....	3
CHML 215	Drugs and Health.....	3
CMHL 221	Nutrition.....	3
CMHL 390	Human Sexuality.....	3
CMHL 430	Counseling Skills for Health Professionals	3
CMHL 452	Methods, Curriculum, and Theory in School Health Education.....	3

Students apply to teacher certification in the junior year and must meet the following criteria:

- A minimum of 60 credits must be completed, including PEAC 150, PEAC 230, PEAC 254, PEAC 255, PETC 311, and 6 credits in PETC skills courses, ENG 110, MATH 130, BIO 118, BIO 119, CMHL 120, PSY 110, and PSY 210.
- A 2.75 GPA in the major and overall.
- A grade of C or better in PETC 311.
- Completion of a speech and hearing evaluation in William Paterson's communication disorders clinic.

Exercise and Movement Sciences Electives

The following courses are open to all students.

PEAQ 204	Elementary Swimming.....	2
PEAQ 263	Lifeguard Training	2
PEAQ 265	Water Safety Instructor.....	2
PEDN 130	Introduction to the Art of Dance.....	3
PEDN 280	Modern Dance I.....	2
PEDN 473	Labanotation	3
PEEL 203	Golf.....	2
PEEL 204	Tennis I.....	2
PEEL 205	Tennis II	2
PEEL 209	Karate I	2
PEEL 210	Karate II	2
PEEL 213	Folk, Square, and Ballroom Dance I	1
PEEL 214	Folk, Square, and Ballroom Dance II.....	1
PEEL 222	Racquetball.....	2
PEEL 223	Aerobics	2
PEEL 227	Tai Chi Chuan I.....	2
PEEL 230	Figure Skating.....	2
PEGE 150	Fitness for Life	3
PEGE 200	Active Lifestyles for Health.....	3
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.

ATEP 240 Prevention and Care of Athletic Injuries

This class is an introduction to the field of sports medicine and athletic training. The course presents information on prevention, recognition, and immediate and follow-up care for athletic injuries, along with other sports medicine related topics. This laboratory class also includes clinical, hands-on aspects of the athletic training field.

Prerequisites: BIO 118; co-requisite: PEAC 200

4 credits

ATEP 250 Clinical Experience in Athletic Training I

This is a beginning level class in the athletic training major. This course is designed to give the sophomore student athletic training clinical experience working with William Paterson athletic teams. The course is designed to instruct the student in the application of beginning clinical principles and techniques in the traditional athletic training setting under the supervision of an approved clinical instructor certified athletic trainer.

Prerequisites: ATEP 240 and admission to the ATEP professional preparation phase; co-requisite: ATEP 260, ATEP 270
2 credits

ATEP 260 Assessment of the Extremities

This class is a study of the theory and techniques of assessing upper and lower extremity injuries that occur to athletes. Upon successful completion of the class, the students are able to evaluate an injured athlete using proper techniques and special tests. Students are able to interpret the results of tests used in the evaluation to come to a conclusion regarding an athlete's injury.

Prerequisites: ATEP 240 and admission to the ATEP professional preparation phase; co-requisites: ATEP 250, ATEP 270

ATEP 270 Athletic Training Modalities

Study involves theory and technique in the selection and application of physical agents and therapeutic modalities. Included are physics, physiology, and actions of heat, cold, light, acoustic, and electromagnetic agents for patient care. Included is relation of modality use to assessment and therapeutic exercise. The course includes laboratory instruction in application of modalities in sports medicine.

Prerequisites: ATEP 240 and admission to the ATEP professional preparation phase; co-requisites: ATEP 250, ATEP 260

ATEP 350 Clinical Experience in Athletic Training II

This is an intermediate level class in the athletic training major. This course is designed to give the junior student athletic training clinical experience working with William Paterson athletic teams. The course is designed to instruct the student in the application of intermediate clinical principles and techniques in the traditional athletic training setting under the supervision of an approved clinical instructor certified athletic trainer.

Prerequisites: ATEP 250, ATEP 260, ATEP 270 and admission to the ATEP professional preparation phase; co-requisites: ATEP 360, ATEP 370
2 credits

ATEP 360 Assessment of the Core Body

This class is a study of the theory and techniques of assessing core body injuries and illnesses that occur to athletes. Upon successful completion of the class, the student is able to evaluate an injured or ill athlete using the proper techniques and special tests. The student is able to interpret the results of tests used in the evaluation to come to a conclusion regarding an athlete's injury or illness.

Prerequisites: ATEP 250, ATEP 260, ATEP 270 and admission to the ATEP professional preparation phase; co-requisites: ATEP 350, ATEP 370

ATEP 370 Therapeutic Exercise

This course provides the physiological rationale for appropriate and effective use of therapeutic exercise in the rehabilitation of athletic injuries. Included in this course are the basic components of designing and implementing rehabilitation programs. In addition, selected programs for rehabilitation are presented with a review of current research. Students take part in laboratory sessions where they learn and demonstrate practical rehabilitation applications.

Prerequisites: ATEP 250, ATEP 260, ATEP 270 and admission to the ATEP professional preparation phase; co-requisites: ATEP 350, ATEP 360

ATEP 375 Clinical Experience in Athletic Training III

This upper-level class in the athletic training major is designed to give the junior student a practical athletic training experience in a high school setting and instruct the student in the application of advanced clinical principles and techniques in the traditional athletic training setting under the supervision of a clinical instructor.

Prerequisites: ATEP 350, ATEP 360, ATEP 370 and admission to the ATEP professional preparation phase; co-requisites: ATEP 380
2 credits

ATEP 380 Organization and Administration in Athletic Training

This class is a study in advanced topics in athletic training. Upon successful completion of the class, the student should be able to identify, establish and operate the various components of athletic training administration. The student should also be able to define, assess, and provide care for medical conditions as covered in the course.

Prerequisites: ATEP 350, ATEP 360, ATEP 370 and admission to the ATEP professional preparation phase; co-requisites: ATEP 375

ATEP 450 Clinical Experience in Athletic Training IV

This is an upper-level class in the athletic training major. This course is designed to give the senior athletic training student a practical experience in athletic training, and is designed to instruct the student in application of advanced clinical principles and techniques in the traditional athletic training setting under the supervision of a clinical instructor.

Prerequisites: ATEP 375, ATEP 380 and admission to the ATEP professional preparation phase; co-requisites: ATEP 460
2 credits

ATEP 460 General Medicine and Pharmacology in Athletic Training

This class is a study of general medicine and pharmacology topics as they relate to athletic training. Primary topics that will be discussed are illness and disease, medical terminology, and pharmaceutical agents including therapeutic medications.

Prerequisites: ATEP 375, ATEP 380 and admission to the ATEP professional preparation phase; co-requisite: ATEP 450
1 credit

ATEP 475 Seminar in Athletic Training

This class is a capstone course for students in the athletic training education program. In this course students summarize and draw together their didactic and clinical education in preparation for the Board of Certification Examination. Students also explore subjects and current issues germane to the field of athletic training, along with performing clinical rotations with various affiliated medical professionals.

Prerequisite: ATEP 450

EXSC 210 Survey of Athletic Injuries

This course acquaints the student with the prevention, recognition, and basic management of athletic and exercise related injuries.

Prerequisite: BIO 118

EXSC 310 Essentials of Strength and Conditioning

Fundamental aspects of strength and conditioning are covered, including program design and resistance, endurance, and plyometric exercise techniques. This course also covers the basics of anatomy, physiology, biomechanics, nutrition, supplementation, and testing as it applies to resistance, speed, and power training. This course stresses both theory and application and is geared toward preparation in attaining the Certified Strength and Conditioning Specialists (CSCS) and Certified Personal Trainer (CPT) certifications administered by the National Strength and Conditioning Association (NSCA).

Prerequisite: PEAC 350

EXSC 320 Graded Exercise Testing and Exercise Prescription

This course provides theoretical information about the administration and application of graded exercise stress tests. The electrocardiogram (ECG) and maximum oxygen uptake values during rest and exercise are conducted.

Prerequisite: PEAC 350

EXSC 330 Exercise Programs for Special Populations

Students learn to organize, lead, and supervise programs of physical exercise and conditioning in industrial, business, recreational, educational, and athletic settings. The use of results of diagnostic tests to prescribe appropriate activities for a wide variety of populations is also covered.

Prerequisite: PEAC 350

EXSC 380 Health Promotion and Fitness Management

This course involves an investigation of the principles, application, and techniques of sport marketing and health promotion. This course also examines program development, program delivery, facilities, program accountability, and budgeting.

Prerequisite: PEAC 350

EXSC 390 Aerobic and Anaerobic Exercise Leadership

This course reviews the practical applications of exercise leadership for the apparently healthy individual as well as individuals with cardiovascular and pulmonary diseases and disabilities, neuromuscular disorders, and cognitive and emotional disorders. This course is a leadership physical activity course.

Prerequisite: PEAC 350

EXSC 480 Contemporary Issues in Exercise Science

This course involves the investigation and study of current research topics using directed library research and readings as they apply to exercise science.

Prerequisites: EXSC 210, 310, 320, 330, 380, 390, 482, and PED 462; co-requisite: EXSC 490

EXSC 482 Advanced Exercise Physiology and Sport Nutrition

This course blends exercise physiology, chemistry, medicine, nutrition, and physiology for the study of human nutrition and physical activity. Topics covered include bioenergetics, exercise metabolism, biochemical mechanisms and adaptations, ergogenic aids, effects of nutrients on exercise performance, body composition, weight control, and eating disorders.

Prerequisite: PEAC 350

EXSC 490 Internship in Exercise Physiology

This is the culminating experience for students in the exercise physiology concentration. Students are assigned to a corporate fitness and/or a hospital-based cardiac rehabilitation center for practical experience in the application of concepts.

Prerequisites: EXSC 210, 310, 320, 330, 380, 390, 482, and PED 462; co-requisite: EXSC 480

PEAC 150 Introduction to the Profession of Exercise and Movement Sciences

Familiarizes the student with the exercise and movement sciences program and possible careers that require knowledge about the exercise and movement sciences.

1 credit

PEAC 200 First Aid and CPR

This course is designed to teach the students the correct techniques in providing oxygen to the body for a victim who has breathing difficulty, has stopped breathing, and/or has no pulse. Signs, symptoms, risk factors, and preventive measures regarding heart disease and cardiac problems are discussed. The course also illustrates to the students how to recognize and respond to basic first aid emergencies. Upon successful completion of the written exam(s) and practical skills, the student can receive official, written certification/course completion in adult, child, and infant CPR and first aid.

PEAC 230 Tests and Measurements

A study of the role of evaluation in physical education, the organization and administration of a testing program, and appropriate statistical methods used in a testing program. Prerequisites: MATH 130 and PEAC 150

PEAC 254 History and Philosophy of Sport and Physical Activity

The study of physical activity and sport from preliterate times to the present day. Emphasis on nineteenth- and twentieth-century sports and physical education. Prerequisite: PEAC 150

PEAC 255 Special Physical Education

A general study and application of adaptive techniques and procedures for handicapped individuals in physical activity. Prerequisite: BIO 118 or SPED 201

PEAC 330 Biomechanics

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, and the analysis of motor skills and exercises from these perspectives. Prerequisites: BIO 118 and PHYS 110

PEAC 350 Physiology of Exercise

The body's physiological response to exercise with consideration to age, sex, physical fitness, and environmental stresses. The laboratory provides experiences that replicate theoretical constructs. Prerequisite: BIO 118 and CHEM 031/131

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 330

PEAC 450 Psycho-Social Dimensions of Sport

A study of sport in relation to the concepts, theories, and principles of psychology and sociology. Enables the student to understand the human organism's involvement in sport and physical activity and the relationship of sport to culture and society. Prerequisites: SOC 101, PEAC 230, PEAC 350, PEAC 353, or permission of chair.

PEAQ 204 Elementary Swimming

This course equips the individual with basic water safety skills and knowledge in order to help ensure safety while in, on, or near the water. 2 credits

PEAQ 263 Lifeguard Training

Techniques of rescuing individuals from the water. Instruction in self-rescue and the use of equipment. Advanced lifesaving certificates are awarded upon successful completion of criteria established by the American Red Cross. Prerequisite: PEAQ 204 or permission of the instructor 2 credits

PEAQ 265 Water Safety Instructor

The instruction of advanced lifesaving and the nine strokes of swimming. Emphasis is placed on the student's ability to instruct other students in the class. All phases of swimming instruction are covered. A Water Safety Instructor Certificate is awarded upon successful completion of criteria established by the American Red Cross. Prerequisite: PEAQ 263 2 credits

PEDA 360 Physical Education for the Orthopedically Handicapped

Familiarizes prospective teachers with various types of physical handicaps, as well as 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 the nature and cause of impairment. Practice in implementing physical education programs for impaired persons. Practicum required. Prerequisite: PEAC 255

PEDA 462 Exercise Programs for Older Adults

Prepares students to plan and conduct basic physical activity and exercise programs for the elderly. Although the emphasis is on exercise routines and fitness programs, students also learn to lead older adults in rhythmic and dance activities and recreational games. A three-week training period is followed by a twelve-week practical experience at a senior citizen site (nutrition site, day care center, or some other senior citizen center). Weekly seminars are held in conjunction with the practical experiences. Prerequisite: PEAC 350

PEDN 130 Introduction to the Art of Dance

Elementary technique, improvisation, studies in composition, lectures, films, and discussions on dance theory, philosophy, and current trends of dance. Provides a background with which to appreciate dance as an audience member. Geared for students without previous dance experience.

PEDN 280 Modern Dance I

An introductory course in contemporary dance. Emphasis on developing the student's appreciation of the art of dance through experiential understanding of the movement principles of the Humphrey-Weidman-Limon school of modern dance. 2 credits

PEDN 399 Selected Topics

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

PEDN 473 Labanotation

Reading and dancing repertory from Labanotation scores. Helps students understand movement, improve performing ability, and provides written and spoken terminology. Prerequisites: PEDN 280 and 283

PEEL 203 Golf

The development of basic fundamentals including grip, stance, swing, and putting. Elementary game strategy incorporating terminology involving rule interpretation is also included. 2 credits

PEEL 204 Tennis I

Designed for the beginning player. Students learn the basic strokes, namely, forehand, backhand, serve, and volley. Game strategies, court etiquette, match observations, and rules are also included. 2 credits

PEEL 205 Tennis II

Development of performance proficiency in tennis. A study of various skills in tennis and their applications in a game situation. 2 credits

PEEL 209 Karate I

Introduces students to the basic principles of weaponless self-defense. With the empty hand, students are taught the elementary techniques of blocking, parrying, kicking, and punching. Close combat measures are also covered, along with the code of moral and ethical responsibilities that come with learning this art form. 2 credits

PEEL 210 Karate II

This course is a refinement of Karate I. Advanced applications of technique and multiple uses for single techniques are covered. Prerequisite: PEEL 209 2 credits

PEEL 213 Folk, Square, and Ballroom Dance I

This course includes performance of the fundamental skills of contemporary square dance, folk dance, and couples ballroom dancing. 1 credit

PEEL 214 Folk, Square, and Ballroom Dance II

Includes performance of the intermediate skills of contemporary square dance, folk dance, and couples ballroom dancing, including ability to teach these dances. 1 credit

PEEL 222 Racquetball

Designed to provide students the basic concepts of playing the game of racquetball, including emphasis on fundamental skills, rules and regulations, and strategy. 2 credits

PEEL 223 Aerobics

A complete aerobic fitness program that utilizes various rhythmic exercise regimens to help students understand and experience the effect of physical conditioning. 2 credits

PEEL 227 Tai Chi Chuan I

This course offers the student a basic overview to the moving art of T'ai Chi Ch'uan, its history, and the principles governing its movement. Students will learn the first part of Yang style long form, a set of warm up exercises, a set of T'ai Chi Chi Kung, and applications for the movement. In addition, the student will understand the rationale for learning the various components of the practice. 2 credits

PEEL 230 Figure Skating

This course introduces the basic skills of figure skating including warm up exercises, ice safety, and basic level 1 and 2 maneuvers as identified by the United States Figure Skating Association (USFSA) program. Students are required to join the USFSA.
2 credits

PEEL 399 Selected Topics

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

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 200 Active Lifestyles for Health

The aim of this course is to support the realization that a physically active lifestyle promotes a lifetime awareness of healthy behaviors. The focus of this course is to develop a dynamic relationship between personal health and physical activity. Selected health issues are investigated in conjunction with active student participation in corresponding lifetime physical activities.

PEGE 240 The Impact of Sport in the Modern World

Sport is a prominent entity with a great impact on modern life. To help the student understand the extent of that impact, this course examines the many meanings of sport for the American people through: (1) an evaluation of the influences of sport on America's youth, its educational institutions, and its communities — from village to metropolis; (2) an investigation of the promotion of sport by the mass media, the business community, and government; (3) an analysis of the role of sport in such complex issues as gender and racial stereotyping and discrimination; (4) an examination of the relationship of sport to such contemporary concerns as violence and drug abuse and (5) an investigation of America's participation in international sport.

Prerequisites: SOC 101 and PSY 110

PEGE 330 Psychology of Sport

This course entails a look at the psychological principles involved in physical activity and sport. The theoretical basis from which the principles derive is looked at, but the emphasis is on the application of these principles. Prerequisite: PSY 110

PEGE 340 Social History of Western Sport

This course provides a view of Western civilization through the window of sport. Building on the conceptions already established in the two Western civilization courses required for general education, it helps to close some of the unavoidable gaps left by earlier political, economic, religious, cultural, and ideological analyses of Western society. The study of sport not only broadens students' vision of life and culture in the Western world, but also enhances their understanding of it.
Prerequisites: HIST 101 and HIST 102

PETC 110 Teaching of Racquet Sports

A study of the fundamental skills and strategies of racquet sports with most appropriate application to each skill.
1 credit

PETC 111 Teaching of Team Sports

A study of the fundamental skills and strategies of the team sports of soccer and volleyball with most appropriate application to each skill. Students will be introduced to conditioning, skills, strategies, rules, safety, etiquette, and teaching techniques.
1 credit

PETC 112 Teaching of Tumbling and Gymnastics

This course enables students to develop proficiency in performing, spotting, and analyzing skills on apparatus. Moreover, students will be able to develop proficiency in performing, spotting, recognizing, and correcting errors for a variety of basic tumbling skills.
1 credit

PETC 113 Teaching of Field Team Games

A study of the fundamental skills and strategies of team sports of field hockey, floor hockey, and football with most appropriate application to each skill. Students will be introduced to conditioning, skills, strategies, rules, safety, etiquette, and teaching techniques.
1 credit

PETC 114 Teaching of Invasion Games

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. The course includes speedball, lacrosse, and basketball.
1 credit

PETC 115 Teaching of Track and Field

This course involves a study of the fundamental skills and strategies of track and field with most appropriate application to each skill. Students will be introduced to conditioning, skills, strategies, rules, safety, etiquette, and teaching techniques.
1 credit

PETC 116 Teaching of Conditioning and Swimming

This course involves study of the fundamental skills and strategies of swimming with most appropriate application to each skill. Students will be introduced to conditioning, skills, strategies, rules, safety, etiquette, and teaching techniques. Moreover, students will learn about conditioning programs for fitness and various sporting activities. Students will participate in activities that assess their current fitness levels, design and begin an individual exercise program, and examine considerations for adherence to these programs. Further consideration will be given to the design of relevant pre-season, in-season, and post-season conditioning programs for a representative individual and team sport program.

1 credit

PETC 117 Teaching of Dance in Physical Education

This course involves a study of the basic principles of dance with application to exercise skills.

1 credit

PETC 210 Personal Development in Physical Education

This course provides an introduction to performing and teaching personal development courses (self-defense, golf, and archery).

1 credit

PETC 211 Adventure Education

This course develops core leadership skills in the teaching of communication, cooperation, and trust. Students are challenged to develop their creativity with practical applications to Project Adventure. Indoor and outdoor games and developmental skills are instructed.

1 credit

PETC 212 Social and Recreational Dance

This course involves a study of the fundamental principles and steps in folk, square, and social dance with applications for teaching.

1 credit

PETC 213 Gymnastics Apparatus

This course enables students to develop proficiency in performing, spotting, and analyzing skills on apparatus.

1 credit

PETC 214 Recreational Games

This course provides knowledge and movement skills for selected team sports and outdoor and recreational activities that are appropriate for inclusion in a physical education curriculum in schools. The course includes softball, team handball, and ultimate Frisbee.

1 credit

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 395 Curriculum and Teaching Physical Education in the Elementary School

The principles of curriculum development in elementary school physical education programs. Students learn how to teach physical education activities designed for elementary school children. Taken concurrently with PETC 397. Prerequisites: Admission to teacher certification program and a 2.75 GPA.

PETC 396 Curriculum and Teaching Physical Education in the Secondary School

The physical education teacher's role in facilitating the adolescent student's growth and development through movement activities. A variety of teaching styles are explored. Includes administrative duties and responsibilities of the physical education teacher at the secondary level. Taken concurrently with PETC 398.

Prerequisites: Admission to teacher certification program and a 2.75 GPA.

PETC 397 Practicum I: Elementary School Experience

In this pre-student-teaching experience, the student is assigned to work in a school for the purpose of observing and assisting the experienced physical educator. Experiences include working with individuals and small groups and teaching the entire class. Taken concurrently with PETC 395.

Prerequisites: Admission to teacher certification program and a 2.75 GPA.

1 credit

PETC 398 Practicum II: Secondary School Experience

This experience in the school is correlated with methods of teaching physical education and human movement. Primarily devoted to teaching classes and small groups. Taken concurrently with PETC 396.

Prerequisites: Admission to the teacher certification program and a 2.75 GPA.

1 credit

PETC 399 Special Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean. Prerequisite: Permission of the department chair

1-6 credits

Bachelor of Arts in Liberal Studies: Integrated Math and Science

The comprehensive, integrated math and science bachelor of arts (B.A.) liberal studies degree program deals with a broad spectrum of scientific disciplines. It is designed for students who are interested in elementary education, as well as for those who are interested in the sciences but have not yet decided just where their primary interest lies.

The program is structured so that the student gains a holistic perspective of the physical sciences, and is organized into four tracks or concentrations: biology, chemistry, environmental science, and mathematics. Students in all four tracks take a set of core courses, including introductory-level courses in astronomy, biology, chemistry, environmental science, physics, and math, as well as courses which may fulfill upper-level GE requirements, and then pursue advanced studies in their chosen track. With advisement, they are able to tailor their studies in their track to suit their career goals, and independent research projects are encouraged. All students take the program's capstone course, Seminar in Integrated Science, which brings together students in all four tracks to investigate the areas of interaction among the specific disciplines they have studied previously.

With a bachelor's degree in liberal studies with a certification option, a student is prepared for teaching K-8. Students who do not choose the certification option are prepared for entry-level positions in research, manufacturing, sales, and management. Potential employers include governmental agencies, private consulting firms, and industry. Students are also prepared to continue their education at the post-baccalaureate level.

Students in the program have full access to all the analytical equipment that the College of Science and Health has to offer. State-of-the-art 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

LIBERAL STUDIES: BIOLOGY TRACK

REQUIRED GE COURSES.....15 CREDITS

MATH 230	Statistics.....	4
BIO 163	General Biology I	4
CHEM 160/060	General Chemistry.....	4
CSH 450	Seminar in Integrated Science.....	3

Core Major Required Courses..... 26-27 Credits

BIO 164	General Biology II.....	4
CHEM 161/061	General Chemistry.....	4
CS 201	Computers and Information Technology.....	3
ENV 110	Environmental Foundations	4
MATH 116	Precalculus.....	3
	or	
MATH 135	Algebra, Trigonometry and Functions	4
PHYS 110	Intro to Physics	4
	or	
CSH 150	Integrated Science	4
PHYS 170	General Astronomy	4

Required Courses.....11-12 Credits

BIO 206	General Genetics	4
BIO 249	Ecology, Evolution, and Behavior	4
Any one 200-400 level BIO majors course.....		3-4

For Certification Students.....30 Credits

Education courses	30
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For Non-certification Students: 28-30 Credits

Electives in chosen track (by advisement).....	14-15
Free electives	14-15

LIBERAL STUDIES: CHEMISTRY TRACK

REQUIRED GE COURSES16 CREDITS

MATH 230	Statistics.....	4
BIO 114	Applied Anatomy and Physiology	4
CHEM 160/060	General Chemistry I	4
CSH 450	Seminar in Integrated Science.....	4

Core Major Required Courses..... 26-27 Credits

BIO 130	Field Biology.....	4
CHEM 161/061	General Chemistry II.....	4
CS 201	Computers and Information Technology.....	3
ENV 110	Environmental Foundations	4
MATH 116	Precalculus.....	3
	or	
MATH 135	Algebra, Trigonometry and Functions	4
PHYS 110	Intro to Physics.....	4
	or	
CSH 150	Integrated Science.....	4
PHYS 170	General Astronomy	4

Required Courses12 Credits

CHEM 251/051	Organic Chemistry I Lecture and Lab	4
CHEM 252/052	Organic Chemistry II Lecture and Lab	4
Any 200- or 300-level CHEM course (by advisement)		4

For Certification Students:30 Credits

Education courses	30
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For Non-certification Students: 28-30 Credits

Electives in chosen track (by advisement).....	14-15
Free electives	14-15

LIBERAL STUDIES: ENVIRONMENTAL SCIENCE TRACK**REQUIRED GE COURSES16 CREDITS**

MATH 230	Statistics.....	4
BIO 114	Applied Anatomy and Physiology	4
CHEM 160/060	General Chemistry I.....	4
CSH 450	Seminar in Integrated Science.....	4

Core Required Major Courses 26-27 Credits

BIO 130	Field Biology.....	4
CHEM 161/061	General Chemistry II.....	4
CS 201	Computers and Information Technology.....	3
ENV 110	Environmental Foundations	4
MATH 116	Precalculus.....	3
	or	
MATH 135	Algebra, Trigonometry and Functions	4
PHYS 110	Intro to Physics.....	4
	or	
CSH 150	Integrated Science.....	4
PHYS 170	General Astronomy	4

Environmental Science Track Required Courses.....11 Credits

ENV 115	General Geology	4
ENV 375	Soils in the Environment	3
ENV 070	Soil and Water	1
ENV 150	Meteorology	3
	or	
ENV 216	Introduction to Oceanography	3

For Certification Students.....30 Credits

Education courses	30
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For Non-certification Students: 28-30 Credits

Electives in chosen track (by advisement).....	14-15
Free electives	14-15

LIBERAL STUDIES: MATHEMATICS TRACK**REQUIRED GE COURSES..... 14-15 CREDITS**

MATH 116	Precalculus.....	3
	or	
MATH 135	Algebra, Trigonometry and Functions	4
BIO 114	Applied Anatomy and Physiology	4
CHEM 131/031	College Chemistry.....	4
One GE Elective will be fulfilled by:		
CSH 450	Seminar in Integrated Science.....	3

Core Major Required Courses27 Credits

BIO 130	Field Biology.....	4
CHEM 132/032	Organic Biochemistry Lecture and Lab	4
CS 201	Computers and Information Technology.....	3
ENV 110	Environmental Foundations	4
MATH 160	Calculus I.....	4
PHYS 110	Intro to Physics	4
	or	
CSH 150	Integrated Science.....	4
PHYS 170	General Astronomy	4

Required Courses.....10 Credits

MATH 161	Calculus II.....	4
MATH 202	Linear Algebra.....	3
MATH 323	Foundations of Geometry.....	3

For Certification Students.....30 Credits

Education courses	30
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For Non-certification Students: 28-30 Credits

Electives in chosen track (by advisement).....	14-15
Free electives	14-15

Courses

(Please see relevant department course descriptions for math, biology, chemistry, and environmental science courses. CSH [College of Science and Health] courses are listed below.

CSH 150 Integrated Science

Students will be introduced to how science is done through observation, hypothesis formation, testing, and evaluation. There will be an emphasis on the laboratory experience, where the principles discussed will be illustrated and tested.

Prerequisite: one semester of general education science 4 credits

CSH 450 Seminar in Integrated Science

In this course, students will use the experience they have gained in how science is done through observation, hypothesis formation, testing, and evaluation. They will participate along with their instructors in the integration of such disciplines as physics, astronomy, chemistry, mathematics, computer science, biology, geology, and environmental science. Not all disciplines will be included in every semester, but will be selected depending on the experience of the instructors and the interests of the class. There will be an emphasis on the laboratory experience, where the principles discussed will be illustrated and tested.

Prerequisite: PHYS 256 or permission of department chairperson 3 credits

Department of Mathematics

Professors: Z. Chen, E. Goldstein, M. Jani, S. Maheshwari, D. Miller, E. Phadia, M. Zeleke (chair)

Associate Professors: D. Cedio-Fengya, D. Kalish

Assistant Professors: E. Antoniou, J. Champanerkar, W. Lim, D. Nacin, M. Rosar, P. Von Dohlen

The Department of Mathematics offers courses in most principal branches of mathematics. The primary goal of the program is to prepare students for professional careers and graduate school while creating in each student an awareness and appreciation of the subject matter through active learning experiences. Faculty members make a concerted effort to show students the beauty and importance of mathematics in all facets of life using innovative and student centered teaching methods throughout the curriculum.

The department offers a choice of two degrees. The bachelor of arts degree (B. A.) provides a core of rigorous fundamental courses, complemented by elective courses, which will prepare the graduate for any number of careers in teaching, industry, or to continue on with graduate studies. The bachelor of science degree (B.S.) provides the graduate with the best possible preparation for graduate school and careers in private industry. Both programs culminate with a capstone course where students work on a research topic with a faculty mentor. Minors in mathematics and statistics are also available.

Placement in mathematics courses is based on 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. Students interested in obtaining teacher certification in mathematics must complete additional courses as prescribed by the College of Education (see its Web site for details).

Mathematics majors are encouraged to minor in areas where mathematics has extensive application, such as computer science, biology, physics, chemistry, economics, business administration, psychology, and statistics. All major courses are offered during evening hours by rotation to serve the needs of part-time students.

The department has a computer lab for priority use by its 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 and computer algebra systems) throughout the mathematics major coursework. The department offers technology workshops to familiarize students to computer software such as Mathematica, Matlab, and SAS that are commonly used in higher-level mathematics courses.

The mathematics department provides facilities for student organizations such as the Math Club, Women's Math Mentoring Group, *Pi Mu Epsilon* Honor Society, etc. These clubs are very active and organize numerous events. Members participate in the department's annual math fair and math awareness month celebrations. The department also sponsors participation in various math competitions such as the Garden State Undergraduate Mathematics Competition (GSUMC). Students also can get academic assistance in the department's math learning center.

For more information about mathematics department programs, faculty, and student-related activities, visit the department Web site at www.wpunj.edu/cos/math.

Bachelor of Arts in Mathematics Curriculum

B.A. IN MATHEMATICS..... 42 CREDITS

Required Courses.....29 Credits

MATH 161	Calculus II	4
MATH 201	Calculus III	4
MATH 200	Logic and Methods of Higher Mathematics	3
MATH 202	Linear Algebra	3
MATH 301	Modern Algebra	3
MATH 322	Differential Equations.....	3
MATH 324	Probability and Statistics.....	4
MATH 423	Introduction to Real Analysis.....	3
MATH 490	Mathematics Seminar	2

Additional Required Course.....4 Credits

CS 230	Computer Science I.....	4
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Math Electives (three courses from the list below, with at least one at the 400 level)9 Credits

MATH 311	Number Theory
MATH 323	Foundations of Geometry*
MATH 326	Mathematical Models in Finance and Interest Theory
MATH 332	Statistical Computing
MATH 334	Applied Regression Analysis
MATH 335	Introduction to Numerical Analysis
MATH 380	Linear and Nonlinear Optimization
MATH 399	Selected Topics
MATH 401	Applied Algebra
MATH 411	Advanced Discrete Mathematics
MATH 412	Time Series Analysis
MATH 413	Experimental Design for Statistics
MATH 415	Topics from Applied Mathematics
MATH 421	Mathematical Statistics
MATH 422	Complex Analysis
MATH 425	Introduction to Topology
MATH 499	Independent Study

* Required course for K-12 teaching certification

Additional Requirements

Directed GE Science Electives (choose one complete sequence from the following list)

BIO 163, 164 General Biology I and II
 CHEM 160,060/ General Chemistry I and II
 161,061
 PHYS 260, 261 General Physics I and II

Additional requirement for students seeking Secondary Education Certification in Mathematics

MATH 212 Mathematics for High School Teachers

Bachelor of Science in Mathematics

B.S. IN MATHEMATICS.....51 CREDITS**Required Courses.....32 Credits**

MATH 161 Calculus II 4
 MATH 201 Calculus III 4
 MATH 200 Logic and Methods of Higher Mathematics 3
 MATH 202 Linear Algebra 3
 MATH 301 Modern Algebra 3
 MATH 322 Differential Equations..... 3
 MATH 324 Probability and Statistics..... 4
 MATH 422 Complex Analysis 3
 MATH 423 Introduction to Real Analysis..... 3
 MATH 490 Mathematics Seminar 2

Additional Required Course.....4 Credits

CS 230 Computer Science I 4

Math Electives (Five courses from the list below, with at least one at the 400 level)15 Credits

MATH 311 Number Theory
 MATH 323 Foundations of Geometry*
 MATH 326 Mathematical Models in Finance and Interest Theory
 MATH 332 Statistical Computing
 MATH 334 Applied Regression Analysis
 MATH 335 Introduction to Numerical Analysis
 MATH 380 Linear and Nonlinear Optimization
 MATH 399 Selected Topics
 MATH 401 Applied Algebra
 MATH 411 Advanced Discrete Mathematics
 MATH 412 Time Series Analysis
 MATH 413 Experimental Design for Statistics
 MATH 415 Topics from Applied Mathematics
 MATH 421 Mathematical Statistics
 MATH 425 Introduction to Topology
 MATH 499 Independent Study

*Required course for K-12 teaching certification

Additional Requirements**Directed GE Science**

PHYS 260, 261 General Physics I and II

Additional requirement for students seeking Secondary Education Certification in Mathematics

MATH 212 Mathematics for High School Teachers

MINOR IN MATHEMATICS**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.

MINOR IN STATISTICS**REQUIREMENTS19 CREDITS****Required Courses.....13 Credits**

MATH 324 Probability and Statistics..... 4
 MATH 332 Statistical Computing 3
 MATH 334 Applied Regression Analysis 3
 MATH 413 Experimental Design for Statistics..... 3

Electives (two additional courses from the list below)6 Credits

MATH 326 Mathematical Models in Finance and Interest Theory
 MATH 412 Time Series Analysis
 MATH 421 Mathematical Statistics

* In order to begin the minor in statistics, students must have completed MATH 160 (Calculus I) and MATH 161 (Calculus II).

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. Credits for this basic skills course are not applicable toward degree requirements.

Prerequisite: Basic Skills Placement

Note: Completion of Basic Skills requirement is necessary for all the following courses.

MATH 110 Contemporary Mathematics

This course is intended to provide an understanding of some of the mathematical ideas expected of an educated adult. Topics include logic, set theory, probability, statistics, matrices, and applications selected by the instructor.

MATH 111 Algebra and Geometry with Applications

This is a course with emphasis on studying practical problems with mathematical models. Topics include: the real number system, introduction to functions and modeling, systems of equations and matrices, exponential and logarithmic functions, linear inequalities in two variables, and geometry.

Prerequisite: MATH 110

MATH 115 College Algebra

To give students in mathematics, science, and computer science the algebraic tools necessary to be prepared for precalculus and calculus. Topics include: graphing lines, parabolas and cubic equations, review and applications of the quadratic equation, exponents, radicals and complex numbers, systems of three equations in three unknowns (both linear and nonlinear), polynomial division, midpoint formula, introduction to the six trigonometric functions, and three Pythagorean identities.

Prerequisite: MATH 106 or Basic Skills Placement

MATH 116 Precalculus

Prepares students for the study of calculus by helping them acquire a working knowledge of the algebraic properties and graphs of the logarithm, exponential, trigonometric and inverse trigonometric functions, further study of many algebraic expressions and applications of trigonometric identities used in calculus, introduction to polar coordinates, and the Law of Cosines.

Prerequisite: MATH 115 or department chairperson's permission

MATH 130 Elementary Statistics

The development of statistical concepts with applications to various disciplines. Topics include descriptive and inferential statistics, probability, binomial distribution, normal distribution, sampling theory, estimation, confidence intervals, hypothesis testing, t-test, Chi square test, and regression and correlation.

Not open to science or mathematics majors.

MATH 135 Algebra, Trigonometry and Functions

An in-depth study of the prerequisites for calculus, including concepts of algebra, trigonometry and functions with emphasis on algebraic, trigonometric, exponential, and logarithmic functions.

4 credits

**MATH 140 Quantitative Mathematics I
(for students majoring in business)**

An introduction to functions, equations, matrix algebra, linear programming, non-linear models and mathematics of finance. Topics include equations and inequalities, functions and graphs, matrix algebra, linear programming (graphical analysis as well as the simplex method), and mathematics of finance.

**MATH 145 Quantitative Mathematics II
(for students majoring in business)**

This course covers essential ideas of the calculus: functions, limits, continuity, differentiation and applications, antiderivatives, definite integrals, and applications.

Business applications are stressed.

Prerequisite: MATH 140

MATH 160 Calculus I

Limit and continuity of functions, L'Hospital's rule, the intermediate value theorem, derivatives, differentiation of algebraic and transcendental functions, Rolle's theorem and the mean value theorem, applications of differentiation, and differentials.

Prerequisite: MATH 116

4 credits

MATH 161 Calculus II

Indefinite and definite integrals and their estimation, introductory differential equations, applications of integration, techniques of integration, improper integrals, infinite series, and introduction to Taylor polynomials and approximations.

Prerequisite: MATH 160

4 credits

MATH 200 Logic and Methods of Higher Mathematics

An introduction to rigorous reasoning through logical and intuitive thinking. The course provides logical and rigorous mathematical background for study of advanced math course. Students are introduced to investigating, developing, conjecturing, proving, and disproving mathematical results. Topics include formal logic, set theory, proofs, mathematical induction, partial ordering, relations, and 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 212 Mathematics for Teachers

This course surveys number theory, graph theory, combinatorics, and the history of mathematics.

Prerequisite: MATH 161

MATH 230 Statistics

A rigorous course covering measures of central tendency; measures of variation; graphical techniques for univariate and bivariate data; correlation and regression, probability, binomial and normal distributions; estimation; confidence interval; testing of hypotheses; contingency tables; analysis of variance; nonparametric methods. Use of packages such as SAS, Minitab, etc., is strongly emphasized.

4 credits

MATH 301 Modern Algebra

An introduction to groups, isomorphisms, rings, integral domains, fields and polynomial rings. Emphasis is placed on techniques of proofs.

Prerequisite: MATH 200 or CS 260

MATH 311 Number Theory

This is an introductory course in Number Theory for students interested in mathematics and the teaching of mathematics. The course covers basic notions of integers and sequences, divisibility, mathematical induction, prime numbers, the Fundamental Theorem of Arithmetic, Euclidean Algorithm, and the Diophantine Equations and Congruence Equations and their applications.

Prerequisite: MATH 200

MATH 322 Differential Equations

A study of the methods of solution and applications of ordinary differential equations. Topics include first- and second-order equations, existence and uniqueness of solutions, separation of variables, exact equations, integrating factors, linear equations, undetermined coefficients, variation of parameters, transform methods, series solutions, systems of equations, and elementary numerical methods.

Prerequisite: MATH 161

MATH 323 Foundations of Geometry

Develops an axiomatic approach to the study of geometry with specific applications to finite and non-Euclidean geometries. Knowledge of Euclidean geometry is assumed.

Prerequisites: MATH 161 and (MATH 200 or CS 260)

MATH 324 Probability and Statistics

A mathematical treatment of probability as well as statistics. Topics include probability axioms, discrete and continuous random variables, probability distributions, mathematical expectation, basic discrete and continuous distributions, and functions of random variables. Also covered are Central Limit Theorem, parameter estimation, confidence intervals, hypothesis testing, and linear regression. Software such as SAS or Minitab is used for hypothesis testing and regression problems.

Prerequisite: MATH 161

4 credits

MATH 326 Mathematical Models in Finance and Interest Theory

A course on the formulation, analysis, and interpretation of advanced mathematical models in finance and interest theory. Computers and technology will be used to give students a hands-on experience in developing and solving their own models. Applications to "real-world" problems in interest theory, including the development of complex annuity models, will be emphasized. The course will cover the fundamentals needed for the second actuarial exam. The primary focus will be on the financial models.

Prerequisite: MATH161

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.

Prerequisite: MATH 324

MATH 334 Applied Regression Analysis

This is a comprehensive treatment of regression analysis course, statistical topics including: simple linear regression, least square estimates, ANOVA table, F-test, R-square, multiple regression, using dummy variables, selections of the "best subset" of predictor variable, checking model assumptions, and Logistic regression. The computer package SAS will be used through out the course and applications to real life data will be an integral part of the course.

Prerequisite: MATH 324

MATH 335 Introduction to Numerical

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 380 Linear and Non-linear Optimization

Iterative Algorithms, Optimization process and Linear Programming (LP), including the Graphical method and Simplex method. Duality and Sensitivity analysis, LP applications in business and health. Nonlinear Unconstrained problems and various Descent methods. Nonlinear Constrained optimization, including Primal, Penalty, and Barrier methods.

Prerequisite: MATH 202

MATH 399 Selected Topics

A topic not covered by an existing course is offered as recommended by the department and approved by the dean. The number of credits for MATH 399 may vary from 1 to 3 for a selected topic. MATH 399 cannot be credited more than twice, each on a different topic, toward degree requirements.

Prerequisite: Department Chairperson's permission
1-3 credits

MATH 401 Applied Algebra

Concepts of modern algebra are applied to different areas. Topics include Boolean algebra and applications to switching theory; automata (finite state machines) and Turing machines; recursive functions and some ideas in theory of computability, groups, rings, polynomial rings, finite fields applied to coding theory, development of binary group codes, Hamming codes, B-C-H codes, relations of geometry, and statistical block designs to codes; importance of codes in communications.

Prerequisite: MATH 301 or MATH 202

MATH 411 Advanced Discrete Mathematics

This is an advanced course in discrete mathematics, primarily dealing with discrete dynamical systems, algorithms, combinatorics, and graph theory. Emphasis is placed on complexity of algorithms, on existence and optimization problems in graph theory and on associated algorithms.

Prerequisite: MATH 202 or CS 260

MATH 412 Time Series Analysis

An applied statistical methods course in time series modeling of empirical data observed over time. Topics covered include: Linear Time Series Models, Stationary Processes, Moving Average Models, Autoregressive Models, ARIMA Models, Estimation using Time Series Models, Data Analysis with Time Series Models, Forecasting, and Forecast Errors and Confidence Intervals.

Prerequisite: MATH 334

MATH 413 Experimental Design for Statistics

For processes of any kind that have measurable inputs and outputs, Design of Experiments (DOE) methods guide you in the optimum selection of inputs for experiments, and in the analysis of results. Full factorial as well as fractional factorial designs are covered.

Software such as SAS or S-Plus will be used for testing and regression problems.

Prerequisite: MATH 324

MATH 415 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 322

MATH 421 Mathematical Statistics

A theoretical treatment of statistical topics including distribution theory, sampling, point and interval estimation, methods of estimation, properties of estimators; Neyman-Pearson Lemma, hypothesis testing, and linear models.

Prerequisite: MATH 324

MATH 422 Complex Analysis

Elements of complex analysis. Topics include complex numbers, analytic functions, Cauchy integral theorem, Cauchy integral formula, power series, and conformal mapping.

Prerequisite: MATH 201 or MATH 322

MATH 423 Introduction to 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 201

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

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: Completion of one math course at 400 level
2 credits

MATH 499 Independent Study

An individual research project under the direction of a faculty member and with the approval of the chairperson.

The number of credits for each independent study may vary from 1 to 3 per semester, up to a limit of 6 credits.
1-3 credits

Department of Nursing

Professors: C. Gleim Bareford, J. Bliss (chair), S. DeYoung, M. Patrick, J. Tracy

Associate Professors: K. Connolly, D. D'Amico, C. Donaghy, R. Harrison, K. Louie, C. O'Grady, C. Barbarito (half-time), S. Jackson (half-time),

Assistant Professors: V. Coyle (half-time), C. McSherry.

Instructors: J. Affinito (half-time), N. Aktan, K. Bakarich (half-time), D. Callanan (half-time), G. Carcich, S. Dakake (half-time), B. Duffy, K. Lancellotti, L. Mathew, L. Oldham (half-time), K. Phillips, K. Rivera (half-time), M. Touw (half-time), S. Valentine-Maher (half-time)

Professional Specialist: R. Pevour

The Department of Nursing is nationally accredited by the Commission on Collegiate Nursing Education. Its primary mission is the education of students who will serve as professional nurses in various health care delivery settings. The department offers a major in professional nursing supported by a concentration in the biological, physical, and social sciences and a broad base of general education courses. Graduates of this program are awarded a bachelor of science in nursing degree. Upon completion of the program and exit exam, graduates are eligible to take the National Council Licensure Examination (NCLEX), administered by the New Jersey Board of Nursing, to become a registered professional nurse. The New Jersey Board of Nursing reserves the right to refuse to admit a person to an examination or to issue a license under NJ State Statute 45:1-21. The department of nursing reserves the right to refuse recommendation of any student to the New Jersey Board of Nursing until they have passed an exit exam selected by the faculty.

Nursing courses include a clinical laboratory component in which faculty guide students in the development and application of knowledge and skills in a variety of health care settings. A state-of-the-art simulation center provides opportunities for practice of clinical scenarios that require critical thinking. An on-campus learning center provides a large inventory of audiovisual and computer materials, hospital equipment, and supplies for student laboratory experiences.

Entrance Requirements

Freshmen may be admitted directly into the major if they meet the University's admissions requirements, have taken both a biology and chemistry course with laboratory in high school, and earned a combined minimum of 1050 on the mathematical reasoning and critical reading sections of the SAT with a minimum of 500 on the critical reading component.

Transfer students and students changing majors within the University are eligible for admission following application and review by the department. Students who have failures (a C- or below) in co-requisite or nursing major courses are not eligible for admission even if they have repeated the course successfully. The co-requisite courses are General Psychology, Developmental Psychology, Anatomy and Physiology I with Laboratory, Anatomy and Physiology II with Laboratory, Microbiology with Laboratory, College Chemistry with Laboratory, Organic Biochemistry with Laboratory, Statistics, Nutrition, and Advanced Anatomy and Physiology with Laboratory.

RN to B.S.N. program 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 in the Department of Nursing.

Permission to take courses in the nursing program is dependent on evidence of student achievement in preparatory courses and the number of available seats. Students must have completed BIO 112, 113, 170 and PSY 110, 210 (with grades of C or better) before being permitted to begin the adaptation nursing sequence of courses.

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 co-requisite 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. Students must have the use of a car during Adaptation in the Community Laboratory.

Nursing students are required to have a yearly physical examination and to submit the results to the Campus Health and Wellness Center by the beginning of the fall semester. Current CPR certification is required. In addition, criminal background checks are done at the student's expense before starting the clinical courses. Results are submitted to the agencies for their interpretation in keeping with the accreditation standards of the Joint Commission Accreditation of Health Organizations (JCAHO) and the state of New Jersey.

Honors Society

Sigma Theta Tau: Iota Alpha Chapter, the International Honors Society in Nursing

Sigma Theta Tau, established in 1922, is the International Honors Society of Nursing. Established on the values of love, courage, and honor, it has become an active force for the benefit of health care and of nursing careers. *Sigma Theta Tau* recognizes superior achievement and scholarship, recognizes the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the profession. Membership is by invitation. Undergraduate students must complete fifty percent of the required nursing coursework and have a minimum 3.0 overall GPA for admission. For more information, please contact Dr. Connie Bareford, Department of Nursing, 973.720.3495.

Curriculum:

The Department of Nursing has elected to revise the curriculum. It is expected to be implemented by 2010. The changes are designed to enhance the learning experience for all students and promote timely degree completion. The following courses are required of the 2007 and earlier admission to the major.

MAJOR COURSES..... 56 CREDITS

NUR 210	Nursing as a Profession.....	3
NUR 212	Adaptation Nursing I.....	3
NUR 213	Adaptation Nursing II.....	4
NUR 214	Adaptation Nursing I Laboratory.....	2
NUR 215	Adaptation Nursing II Laboratory.....	3
NUR 312	Expanding Family and Adaptation Nursing.....	4
NUR 313	Established Family and Adaptation Nursing.....	4
NUR 314	Expanding Family and Adaptation Nursing Laboratory.....	4
NUR 315	Established Family and Adaptation Nursing Laboratory.....	4
NUR 316	Family Systems and Adaptation.....	2
NUR 350	Nursing Research.....	3
NUR	Nursing Elective*.....	3
NUR 410	Community Systems.....	2
NUR 411	Professional Practice Theory.....	2
NUR 412	Adaptation in the Community.....	3
NUR 413	Professional Clinical Practice I.....	2
NUR 414	Adaptation in the Community Laboratory.....	4
NUR 415	Professional Clinical Practice II.....	3
NUR 416	Senior Seminar.....	1

*Selected from among NUR 320, 323, 421, 434, 436

CO-REQUISITE COURSES*36 CREDITS

BIO 112	General Anatomy and Physiology I.....	4
BIO 113	General Anatomy and Physiology II.....	4
BIO 170	Basic Microbiology.....	4
BIO 312	Advanced Anatomy and Physiology.....	4
CHEM 131	College Chemistry: Lecture.....	3
CHEM 031	College Chemistry: Lab.....	1
CHEM 132	Organic Biochemistry: Lecture.....	3

CHEM 032	Organic Biochemistry: Lab.....	1
CMHL 221	Nutrition.....	3
MATH 130	Elementary Statistics.....	3
PSY 110	General Psychology.....	3
PSY 210	Developmental Psychology.....	3

*Note: Degree requirements not listed (36 credits) include additional general education courses. CSH250/350 Integrated Research Methods/Statistics I and II may be substituted for MATH 130 and NUR 350.

The following courses are designed for licensed RNs 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

MAJOR COURSES.....57 CREDITS

The Department of Nursing revised the curriculum to reflect increased focus on health promotion, globalization, technology, and the economics of healthcare. Therefore, students admitted in fall 2008 and later will be required to complete the following courses:

NUR 325	Cultural Foundations of Nursing.....	3
NUR 326	Critical Thinking/Inquiry.....	3
NUR 327	Comprehensive Health Assessment.....	4
NUR 328	Nursing Practice I.....	4
NUR 329	Health Concepts.....	4
NUR 330	Nursing Practice II.....	5
NUR 331	Health Concepts Seminar.....	3
NUR 332	Pharmacology.....	2
NUR 425	Dimensions of Public Health Nursing.....	3
NUR 426	Nursing Practice III.....	5
NUR 427	Health Indicators Seminar.....	3
NUR 428	Healthcare Economics.....	3
NUR 429	Nursing Leadership and Professional Practice.....	3
NUR 430	Nursing Practice IV.....	6
NUR 431	Leadership Seminar.....	3
NUR	Elective*.....	3

*Selected from among NUR 320, 323, 421, 434, 436

CO-REQUISITE COURSES*35 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 132	Organic Biochemistry: Lecture.....	3
CHEM 032	Organic Biochemistry: Lab.....	1
CMHL 221	Nutrition.....	3
CSH 250	Integrated Research Methods/Statistics I*.....	3
CSH 350/	Integrated Research Methods/Statistics II.....	3
MATH260		
PSY 110	General Psychology.....	3
PSY 210	Developmental Psychology.....	3

*Note: MATH 130 Statistics and NUR 350 Nursing Research may be substituted for CSH250/350 Integrated Research Methods/Statistics I and II

Courses

Unless otherwise noted, all courses are 3 credits.

NUR 210 Nursing as a Profession

Identifies historical and evolutionary perspectives in nursing as they impact on current issues and trends in health care delivery and professional nursing.

NUR 212 Adaptation Nursing I

Utilizes the Roy Adaptation Model as a framework for the nursing process, which identifies normative ranges and health problems of the total individual.

Prerequisites: BIO 113, 170 and PSY 210

NUR 213 Adaptation Nursing II

A further study of the human response to internal and external changes is the focus. Concepts of illness and prevention of complications and their application to the health and illness are introduced, along with leadership and group process skills.

Prerequisites: NUR 210, 212 and 214

4 credits

NUR 214 Adaptation Nursing I Laboratory

Building on theory presented in NUR 212 and physical assessment techniques, communication and teaching skills as well as basic nursing activities emphasize the one-to-one relationship between student and client with a focus on wellness and illness prevention. Taken concurrently with NUR 212.

Prerequisite: Permission of department chairperson required.

2 credits (6 laboratory hours)

NUR 215 Adaptation Nursing II Laboratory

Building on theory from NUR 213, students practice in a clinical setting that provides for care of the adult client experiencing physical health problems, as well as the opportunity to practice with all levels of health-care providers. Taken concurrently with NUR 213.

Prerequisites: NUR 212 and 214

3 credits (9 laboratory hours)

NUR 218 Physical Assessment

Designed for the graduate/licensed nurse, this course introduces the concept of health assessment. Health history taking and the techniques of examination are emphasized, as is the concept of wellness.

Prerequisite: Permission of RN coordinator

1 credit (3 laboratory hours)

NUR 219 Nursing Technologies

Building on theory from NUR 212, the graduate/licensed nurse has the opportunity to refine application of concepts, cognitive skills, and psychomotor skills. This includes communication theory, teaching/learning principles, and psychomotor nursing skills.

1 credit

NUR 312 Expanding Family and Adaptation Nursing

Emphasizes the evolving and growing family members and their adaptation status during growth and developmental cycles in health/illness. Psychosocial stressors of the expanding family are included and physiological adaptation is emphasized.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits

NUR 313 Established Family and Adaptation Nursing

Studies adaptation by the adult to various stressors affecting members of established and maturing family units. Altered physiologic functioning and the associated psychosocial responses provide the focus for the study of adults and their health status.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits

NUR 314 Expanding Family and Adaptation Nursing Laboratory

Laboratory provides for application of theory from NUR 312. Students utilize cognitive and psychomotor skills implementing the nursing process with female and male parents, the neonate, infants, children, and adolescents.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits (12 laboratory hours)

NUR 315 Established Family and Adaptation Nursing Laboratory

Laboratory applies theory from NUR 313. Students utilize cognitive and psychomotor skills in the implementation of the nursing process with ill adult members of an established family.

Prerequisites: NUR 213, 215, CHEM 132 and 032

4 credits (12 laboratory hours)

NUR 316 Family Systems and Adaptation

Study of family structure, development, and function offers a framework for assessing family health status. Common and specialized stressors affecting family adaptation are identified. The nursing process with the family as a client is the major focus.

Prerequisites: NUR 213, 215, CHEM 132 and 032

2 credits

NUR 320 Nursing Promotion of Adaptation in the Elderly

Nursing elective course focusing on the nurse's role in assisting the elderly client to adapt to physiological, social, and psychological changes. Students plan nursing interventions based on an assessment of the older client's specific health needs and the latest research findings.

Prerequisites: NUR 214, 215

NUR 322 Adaptation of the Client in a Family Framework

Provided for the RN student, this course focuses on the expanding role of the nurse in providing health care to families at all stages of the developmental life cycle. Clinical practice (6 hr/wk) is provided in complement to lecture component.

Prerequisite: Permission of R.N. coordinator required
4 credits

NUR 323 The Child with a Chronic Condition

Nursing strategies, directed towards maximizing multi-dimensional health in children with chronic illness or disability, are the foci of this course.

Prerequisites: NUR 316 or either NUR 312 or NUR 313

NUR 324 Specialty Portfolio

RN to B.S.N. 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 325 Cultural Foundations of Nursing

This course introduces the student to the diversity of cultural, spiritual, and health-related beliefs and values within our global society. The application of principles of communication, and selected health promotion/health belief models guide students in understanding the complexity of responses to health care by unique individuals. Key strategies for promoting health for diverse cultural groups will be explored. The culture of nursing within the United States will be compared to those within other countries. Research findings will be examined for innovative techniques for promoting health.

NUR 326 Critical Thinking/Inquiry

The concepts and processes related to critical thinking, nursing informatics, and evidence based nursing provide the framework for this course. Knowledge and skills required for critical analysis of information relevant to all aspects of professional nursing practice are developed.

Prerequisites: CSH 350, CMHL221, BIO 312. Concurrent with NUR 327 and 328

NUR 327 Comprehensive Health Assessment

This course introduces a holistic approach to health assessment across the age span. The concept of health as influenced by biopsychosocial, cultural, and spiritual factors is explored. The student is provided with opportunities to discuss and utilize assessment skills required in professional practice. All lower division prerequisite courses and CSH 350. Concurrent with Nursing Practice I, Critical Thinking and Inquiry, and Cultural Foundations of Nursing

Prerequisites: CSH 350, CMHL221, BIO 312. Concurrent with NUR 326 and 328

4 credits (2 credits lecture, 2 credits laboratory [6 hours])

NUR 328 Nursing Practice I

This course introduces the historical perspectives on nursing as well as the concept of professional nursing. The roles of the nurse in relation to care of the sick, health promotion, and population based care are explored in relation to theoretical concepts/constructs and the competencies required in each role. Students have opportunities to develop knowledge and skills required in safe and competent nursing care of clients across the age span in various health care settings.

Prerequisites: CSH 350, CMHL221, BIO 312. Concurrent with NUR 326 and 327

4 credits (1 credit lecture, 3 credits laboratory [9 hours])

NUR 329 Health Concepts

This course examines the variety of physical health, mental health, and illness experiences occurring across the life span that involve nurses and clients in health care interactions. Changes in physiologic and psychological functioning, the mind-body-environment construct, and the health continuum dynamic are studied. Health care strategies for all levels of prevention are the context for learning the nurse's role in client care and its impact on health status outcomes.

Prerequisites: NUR 325, 326, 327, and 328. Concurrent with NUR 330 and 331

4 credits

NUR 330 Nursing Practice II

Students are provided with clinical practicum experience that assists them in recognizing and delivering therapeutic nursing care to clients at all stages in human development during periods of changing health and illness.

Selected concepts contributory to human responses in health and illness are foundational. Implementation of nursing process is a primary focus. Health care technologies build upon those learned earlier. Health promotion, health maintenance, and illness care strategies are practiced.

Prerequisites: NUR 325, 326, 327, and 328. Concurrent with NUR 329 and 331

5 credits (15 laboratory hours)

NUR 331 Health Concepts Seminar

Students study and analyze recommended health care practices indicated for clients with selected clinical diagnoses. Examples of health and nursing care practice from students' concurrent clinical coursework provide focus for assessing and developing evidence based competencies.

Prerequisites: NUR 325, 326, 327, and 328. Concurrent with NUR 329 and 330

NUR 332 Pharmacology for Nursing Practice

This course will focus on the study of the science of pharmacology and its application in nursing practice. Pharmacologic principles will guide understanding of the influence of drugs on biological systems. All major drug families are examined using drug prototypes, with emphasis on client education.

Prerequisites: NUR 325, 326, 327, and 328
2 credits

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 is 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 (12 laboratory hours); quarter course

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 the 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
3 credits (18 laboratory hours); quarter course

NUR 416 Senior Seminar

This seminar enables the student to implement the proposal for intervention with a vulnerable population that was designed in community systems as a result of the community assessment project.

Prerequisites: NUR 410, 412, and 414
1 credit

NUR 417 Community Health Adaptation Nursing Laboratory

Laboratory course designed for the RN student. It provides for application theory from past and concurrent courses. Students use cognitive and psychomotor skills in the nursing care of individuals, families, and communities responding to sustained stressors in the community setting.

Prerequisites: NUR 316, 322
2 credits (6 laboratory hours)

NUR 418 Mental Health Adaptation Nursing

Designed for the RN student. The focus is on the individual within the family system who experiences alterations in self-concept, role function, and interdependence in response to threats to psychic and social integrity. Relevant psychosocial theories contributing to ineffective behaviors are studied.

Prerequisites: NUR 316, 322
2 credits

NUR 419 Mental Health Adaptation Nursing Laboratory

Laboratory course designed for RN students. Provides an opportunity to apply the Roy Adaptation Model in the nursing care of individuals and/or families responding to threats in psychic and social integrity. Application of the theory from NUR 418 is geared to a client population of acutely or chronically mentally ill individuals.

Prerequisites: NUR 316, 322
2 credits (6 laboratory hours)

NUR 421 Women's Health and Adaptation Nursing

Nursing elective that focuses on selected issues related to women's health within Roy's Adaptation framework. Women's growth and development is examined from a nursing perspective according to selected theorists. Students discuss the planning and implementation of nursing care for women with selected health problems in both acute-care and community settings.

Co- or Prerequisite: NUR 312

NUR 425 Dimensions of Public Health

The application of public health concepts provides the framework for this course. In conjunction with community partners, students conduct a community assessment collecting data from a variety of sources. Selected health indicators are discussed, as are goals, objectives, and interventions to improve the health of populations. Principles of epidemiology are applied. Students observe and participate in health policy development and delivery of services at the community level.

Prerequisites: All 300 level NUR courses. Concurrent with NUR 426 and 427.

NUR 426 Nursing Practice III

In this clinical course students will begin to collaborate with patients, families, and other health care providers in substantive form. Students will apply evidence-based nursing on an advanced beginner level with a variety of populations. Students will have experiences in a variety of public health settings with clients across the age span with physical and psycho-social needs. The goals of this course will include accountability of the nurse as coordinator of care.

Prerequisites: All 300 level NUR courses. Concurrent with NUR 425 and 427

5 credits (15 laboratory hours)

NUR 427 Health Indicators Seminar

Students from varied clinical rotations gather in small group seminars to discuss community-based learning experiences focused on concepts from the Healthy People Indicators. Both individual and population-oriented preventative efforts and interventions are encompassed in the course. Nursing issues and health concerns around the globe are compared to those in the United States.

Prerequisites: All 300 level NUR courses. Concurrent with NUR 425 and 426

NUR 428 Healthcare Economics

This is a study of the economics of illness care, third-party payers and the business of healthcare. The application of economic principles and tools will be used to examine the health care industry and the role of the nurse. The content includes demand management; concepts of efficiency; impact of regulation and health care policy; and an understanding of economic decision making in the health care arena.

Concurrent with NUR 425, 426, 427

NUR 429 Nursing Leadership and Professional Practice

This is the final theory course in the Nursing sequence and is designed to facilitate the nurse's transition from the student role to the professional practice role. The course will enable the student to examine economic, sociocultural, political, ethical, and legal processes affecting health care delivery systems and their subsequent effect on the nursing profession. Emphasis will be placed on leadership and management theory.

Prerequisites: NUR 425, 426, 427, 428. Concurrent with NUR 430, 431

NUR 430 Nursing Practice IV

This course prepares the student for independence in nursing and for collaborative interdisciplinary work in acute care settings. Clinical experiences will emphasize outcomes of care that will maximize health management and reduce risks of complications. Students will apply the concepts of leadership and management theory to nursing.

Prerequisites: NUR 425, 426, 427, 428. Concurrent with NUR 429, 431

6 credits (18 laboratory hours)

NUR 431 Capstone Seminar

This course represents the culmination of studies for the baccalaureate degree in nursing. In the seminar setting students synthesize knowledge from all courses and clinical practice as they hone the abilities to manage health care situations and enact the professional nursing role.

NUR 434 Critical Care Nursing

Nursing elective course designed to prepare senior students for practice in the complex environment of the critical care unit. The focus is on the care of the critically ill adult. The course includes both formal classroom presentations and supervised clinical experience.

Prerequisite: Permission of department chairperson

NUR 436 Holistic Health Practice

This course introduces historical, cultural, professional, practical, and ethical dimensions of holistic health practice as it impacts on the client, the professional, and society. Beginning skills will be developed in the practice of selected interventions.

Prerequisite: Completion of junior level courses in major, or permission of professor.

NUR 499 Independent Study

An opportunity to pursue areas of nursing interest. As approved and to be arranged.

1-6 credits

Department of Physics

Professors: S. La, K. Martus

Associate Professor: S.H. Chung (chair)

Physics, the most fundamental physical science, is the study of the basic interactions that govern the behavior of the material universe as we know it. It is the foundation upon which the other sciences are based and it is important in any well-balanced curriculum for the non-scientist as well. Faculty and staff are dedicated to providing a student-centered educational environment. Students are strongly encouraged to participate in faculty-supervised research projects. For more information, contact the department—located in Science Hall 434—at 973.720.2195.

The physics department offers a minor, as well as an interdisciplinary program in pre-engineering.

Minor in Physics

The minor in physics is for those students who have an interest in physics but wish to pursue a degree in another field. If the other field is in one of the other sciences, then only two or three additional courses are necessary for completion of the minor. The intent of the minor is to expose students to the basic disciplines of physics, and provide them with an opportunity for further study in advanced topics in the discipline.

PHYSICS MINOR REQUIREMENTS 18-20 CREDITS

PHYS 260	General Physics I (lecture and lab)	4
PHYS 261	General Physics II (lecture and lab)	4
	One (1) laboratory based physics course*	4
	Two (2) additional physics courses**	6-8

*At the 300-level or above with substitution of General Physics III (lecture and laboratory) at the Chair's discretion.

**At the 300-level or above.

Interdisciplinary Program in Pre-engineering

The pre-engineering program is a two-year, non-degree program specifically designed to provide students with course work equivalent to the first two years of engineering study. Students seeking careers in any of the primary fields of engineering (chemical, civil, computer, electrical, industrial, or mechanical engineering) qualify, on successful completion of the program, for transfer to an accredited engineering institute. Students are not required to complete the program in two years and in many cases may find a three-year option preferable. Both full- and part-time students are welcome in the program.

Admission: Students must meet the minimum requirements for admission to William Paterson University. However, students that enter the pre-engineering program who meet only the minimum mathematics and laboratory science requirements may not be able to finish the program in two years without taking courses in one or more summer semesters. Additional admission requirements may need to be met to ensure transfer to a cooperating engineering institution.

Curriculum: The academic curriculum contains a sequence of courses from mathematics, physics, chemistry, computer science, and the humanities. Courses from these fields designated as electives, other general education electives, and further courses or electives for students in the three-year option should be chosen in consultation with the academic advisor based on the student's particular field of interest or choice of institution for transfer.

PRE-ENGINEERING PROGRAM REQUIREMENTS 64-68 CREDITS

Core requirements 48 Credits

CHEM 160/060	General Chemistry I	4
CHEM 161/061	General Chemistry II (lecture and lab)	4
CS 230	Computer Science	4
ECON 202	Microeconomic Principles	3
ENG 110	Writing Effective Prose	3
HIST 101	Foundations of Western Civilization: From Antiquity to the Reformation	3
HIST 102	The West and the Modern World From Age of Discovery to Decolonization	3
MATH 160	Calculus I	4
MATH 161	Calculus II	4
MATH 201	Calculus III	4
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	Introduction to Instrumental Methods	4
CHEM 315	Physical Chemistry I (lecture and lab)	4
CHEM 316	Physical Chemistry II (lecture and lab)	4
CHEM 251/051	Organic Chemistry I (lecture and lab)	4
CHEM 252/052	Organic Chemistry II (lecture and lab)	4
CS 260	Discrete Structures	3
CS 280	Computer and Assembler Programming	3
CS 341	Digital Logic and Computer Organization	3
MATH 202	Linear Algebra	3
MATH 230	Statistics	4
MATH 324	Probability and Statistics	4
PHYS 262	General Physics III (lecture and lab)	4
PHYS 290	Engineering Statics	3
PHYS 291	Engineering Dynamics	3

Courses

Unless otherwise noted, all courses are 3 credits.

PHYS 110 Introduction to Physics

Designed to give the nonscience student an adequate understanding of the nature of science and of the fundamental physical laws that govern our everyday lives. Topics include forces, motion, heat, electricity, atomic energy, and fundamental ideas in chemistry. Laboratory work is closely integrated with the above topics. Lecture and lab. 4 credits

PHYS 170 General Astronomy

A study of our nearest star, the sun, as well as stellar properties and evolution. The Big Bang and the fate of the universe are covered. Not open to students who have previously taken an astronomy course. Lecture and lab. 4 credits

PHYS 190 Acoustics and Sound

The lecture topics provide a description of the fundamental principles of acoustics and sound that include: simple harmonic motion, basic wave phenomena, analysis and synthesis of complex waves, the human ear and voice, basic room and auditorium acoustics, and the basic operating principles of microphones, speakers, and audio equipment. The laboratory presents a set of experiments that highlight the physical principles presented in lecture. Lecture and lab. 4 credits

PHYS 250-251 Basic Electronics I and II

The general philosophy of electronics as a "way of life" and its function as a basic tool in our present scientific culture. Fundamentals of electronics including basic components and circuit configurations. Actual circuits are assembled, tested, and their behavior explored. A descriptive laboratory course in basic electronic circuits without the use of extensive mathematics. Lecture and lab. Prerequisite: PHYS 110 or PHYS 256 or PHYS 261 4 credits each

PHYS 255 College Physics I

An introductory physics course for students who do not intend to specialize in the physical sciences. Requires no mathematics beyond algebra and geometry as prerequisites. Underlying principles and basic laws of Newtonian mechanics, rotational motion, momentum, energy, and thermodynamics are explored. Lecture and lab. Prerequisite: MATH 115 4 credits

PHYS 256 College Physics II

An introductory physics course for students who do not intend to specialize in the physical sciences. Requires no mathematics beyond algebra and geometry as prerequisites. Underlying principles and basic laws of sound, wave motion, electromagnetism, light, and optics are explored. Lecture and lab. Prerequisite: PHYS 255 4 credits

PHYS 260 General Physics I

This course provides a broad, rigorous introduction to calculus-based physics for chemistry and computer science majors and is a foundation for all advanced work in physics. Topics include: vectors, motion in straight line, motion in two and three dimension, work and kinetic energy, energy conservation, momentum and impulse, rotation of rigid bodies, dynamics of rotational motion, equilibrium, elasticity, gravitation, and periodic motion. Co-requisites: MATH 160 4 credits

PHYS 261 General Physics II

This course provides a broad, rigorous introduction to calculus-based physics for chemistry and computer science majors and is a foundation for all advanced work in physics. Topics include: temperature and heat, thermal properties of matter, laws of thermodynamics, electric charge and field, Gauss' law, electric potential, capacitance and dielectrics, current, resistance and electromotive force, direct current circuits, magnetic field and magnetic forces, sources of magnetic field, electromagnetic induction, inductance, alternating current, and the theory of relativity. Lecture and lab. Co-requisites: MATH 161 4 credits

PHYS 262 General Physics III

This calculus-based course presents fundamental concepts in modern physics. It provides students with an introduction to the theoretical and experimental foundations of twentieth century physics. Topics include optics, atomic physics, principles of quantum mechanics, properties of elementary particles, nuclear structure and reactions, band theory of solids, and cosmology. Lecture and lab. Prerequisite: PHYS 261 4 credits

PHYS 290 Engineering Mechanics: Statics

This course presents the fundamental physical principles of that part of rigid body mechanics dealing with structures at equilibrium. It provides the basis for the design and analysis of many types of mechanical structures and devices. Topics include: vector analysis, moment of force, rigid-body equilibrium, couple system, free-body diagrams, structural analysis, internal forces, friction, moments of inertia, and virtual work. Prerequisite: PHYS 260

PHYS 291 Engineering Mechanics: Dynamics

This course presents the physical properties of mechanics dealing with the relation between force and accelerated motion. It provides the basis for the description of the motion of a particle or rigid body subject to conservative or non-conservative forces using vector analysis. Concepts include kinematics of a particle, rigid body kinematics, curvilinear coordinates, work and energy, impulse and momentum.

Prerequisite: PHYS 260

PHYS 300 Mechanics

This course covers the 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; co-requisite: MATH 201
4 credits

PHYS 302 Electricity and Magnetism

This course covers the fundamental concepts of electricity and magnetism. Topics include vector mathematics, electrostatics, solution of electrostatic problems, dielectric materials, magnetostatics, electromagnetic induction, magnetic materials, atomic origin of magnetism, ferromagnetic materials, and an introduction to field theory.

Prerequisite: PHYS 300

PHYS 304 Optics

This course covers the theoretical and experimental aspects of optics. Topics include reflection and refraction, plane and spherical surfaces, thin lenses, field stops and aperture stops, ray-tracing, aberrations, optical instruments, nature of light waves, interference, Fresnel and Fraunhofer diffraction, diffraction gratings, Cerenkov radiation, and the nature and origin of polarization.

Prerequisite: PHYS 261
4 credits

PHYS 319 Environmental Physics

This course deals with the flow of energy in natural and human-made systems. Building on the First and Second Laws of Thermodynamics and the general principles of classical mechanics, the concepts of energy and entropy are quantitatively applied to natural ecosystems and various energy resources, such as fossil fuels, nuclear energy, hydropower, wind, tides, solar power, etc. These resources are also discussed in terms of the societal and environmental impacts of the associated technologies.

Prerequisites: ENV 110 and PHYS 261 or 256
3 credits

PHYS 399 Selected Topics

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

PHYS 403 Modern Physics

Spectroscopic and other representative phenomena that form experimental foundations of modern physics. Topics include the special theory of relativity, dual properties of electromagnetic radiation, Young's diffraction, blackbody radiation, photoelectric effect, Compton effect, specific heats, Frank-Hertz experiment, Rutherford scattering, Bohr's atomic model, quantum mechanical description of a particle, and elementary theory of nuclear structure and reactions.

Prerequisite: PHYS 302

PHYS 480 Seminar

Emphasis on research, current literature and classroom discussion of new ideas.

Prerequisite: Permission of the department chairperson
1-3 credits

Department of Public Health

Professors: R. Blonna, M. Grodner, J. Hayden (chair), D. Joslin, J. Levitan, S. Lisbe

Assistant Professors: J. Carter, W. Kernan

The Department of Public Health offers two degree programs, a bachelor of science (B.S.) in public health education and a B.S. in applied health.

Bachelor of Arts in Public Health Education

The public health education program prepares entry-level health educators who are able to assess, plan, implement, and evaluate a broad range of health promotion and disease prevention programs in diverse community settings. Knowledge of public health education is achieved through a multi-disciplinary study of the physical and natural sciences, education, psychology, sociology, and public health. Majors become oriented to the profession of public health education by the completion of a 12-credit, full-time internship during their senior year, which includes taking the national examination to become Certified Health Education Specialists (CHES). The public health education program is the only program in New Jersey approved by the Society for Public Health Education/American Association of Health Education Baccalaureate Program Approval Committee (SABPAC).

The major in public health education prepares students to work as public health educators in a variety of settings. Employment opportunities exist in local, state, federal, and voluntary health agencies, community health centers, hospital-based community health education departments, clinics, health maintenance organizations, and private industry.

Bachelor of Science in Applied Health

The applied health program is geared toward students with an interest and/or experience in health-related careers, but who do not wish to pursue preparation in a specific health profession such as public health education or nursing. The applied health program prepares students with the health knowledge necessary for employment in a variety of positions in health care industries and settings such as nonprofit health organizations, health insurance companies, pharmaceutical companies, medical device companies, nursing homes, assisted living communities and other residential settings, among others. This program will assist allied health professionals with an associate of applied science degree earned from a community college to advance at their present place of employment.

The applied health program will enable students to critically review research, identify valid sources of health information, analyze factors that contribute to health and illness, examine the organization and administration of health care, and apply these in a professional work setting.

Other programs

Certification in school health education is available for exercise and movement sciences majors, and post-baccalaureate certification in school nursing is available for registered nurses through a joint program with the nursing department.

Academic Standards Policies

B.S. in Public Health Education

- Students must achieve a grade of C- or better in major core courses to progress in the major.
- Students must complete all public health education courses with a grade of C- or better, pass all co-requisite courses, have an overall GPA of 2.0 or greater, a major GPA of 2.5 or greater, and be within 15 credits of graduation in order to enroll in PBHL 497 Internship in Public Health Education.

B.S. in Applied Health

- Students must complete all major courses with a grade of C- or better, pass all co-requisite courses, and have major and overall GPAs of 2.0 or greater in order to enroll in PBHL 487 Internship in Applied Health.

Curriculum

B.S. IN PUBLIC HEALTH EDUCATION

REQUIRED CORE COURSES..... 34 CREDITS

PBHL 301	Health Education: Theory and Practice.....	3
PBHL 304	Health Research Methods	3
PBHL 351**	Public Health Education Program Planning.....	3
PBHL 375**	Human Disease	3
PBHL 400**	Epidemiology.....	3
PBHL 450**	Health Administration: Policies and Systems.....	3
PBHL 451**	Methods in Public Health Education	3
PBHL 496**	Intro to Internship in Public Health Education	1
PBHL 497**	Internship in Public Health Education	12

Major electives.....12 -13 credits

Co-requirements.....7-8 credits

Required general education courses17 credits

B.S. IN APPLIED HEALTH**REQUIRED CORE COURSES.....25 CREDITS**

PBHL 120	Current Health Issues.....	3
PBHL 270	Concepts and Issues of Aging.....	3
PBHL 304	Health Research Methods.....	3
PBHL 375**	Human Disease.....	3
PBHL 400**	Epidemiology.....	3
PBHL 450**	Health Admin: Policies and Systems.....	3
PBHL 486**	Introduction to Internship in Applied Health.....	1
PBHL 487**	Internship in Applied Health.....	6

Major Electives.....9 Credits**Co-requirements.....7-8 credits****Required general education courses.....17 credits****Major Electives for B.S. in Public Health Education and for B.S. in Applied Health**

PBHL 210	Women's Health.....	3
PBHL 215	Drugs and Health.....	3
PBHL 220	Stress Management.....	3
PBHL 221	Nutrition.....	3
PBHL 270*	Concepts and Issues of Aging.....	3
PBHL 303**	Applied Program Planning.....	1
PBHL 314	Reproductive Rights.....	3
PBHL 321	Nutrition Through the Life Span.....	3
PBHL 322	Food and Social Issues.....	3
PBHL 323	Advanced Nutrition.....	3
PBHL 340	Environmental Health.....	3
PBHL 371	Health Aspects of Aging.....	3
PBHL 372	Policies and Programs in Aging.....	3
PBHL 390	Human Sexuality.....	3
PBHL 430	Counseling Skills for Health Professionals.....	3
PBHL 495/505	Cultural Dimensions of Health.....	3

Co-requirements for BS in Public Health Education and for BS in Applied Health

BIO 170	Basic Microbiology.....	4
and one of the following		
BIO 302	Human Heredity.....	3
BIO 470	Bioethics and Society.....	3
CHEM 131	College Chemistry and.....	3
CHEM 031	College Chemistry: Lab.....	1
ENV 110	Environmental Foundations.....	4

* Major requirement for BS in Applied Health

** Pre-requisites in major

Required General Education Courses for B.S. in Public Health Education and for B.S. in Applied Health

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
PBHL 120	Current Health Issues.....	3

Honor Society***Eta Sigma Gamma, Lambda Gamma Chapter, the National Honors Society in Health Education***

Eta Sigma Gamma is the national professional health education honorary open to undergraduate students, graduate students, and professionals in health science/health education and health promotion. The goal of *Eta Sigma Gamma* is to encourage excellence in teaching, research, and service in the health education discipline. Membership in William Paterson's *Lambda Gamma Chapter of Eta Sigma Gamma* requires that a student be registered as a public health major for at least two semesters, have completed PBHL 301, 304, 351, 375, and have a major GPA of at least 3.3 for all PBHL courses and an overall GPA of 3.0. For more information, please contact department chairperson.

Early Admission Agreement UMDNJ

The Department of Public Health and the University of Medicine and Dentistry of New Jersey-School of Public Health (UMDNJ-SPH) have an early admission agreement that enables William Paterson students to begin graduate studies in the Health Education and Behavioral Science Division at UMDNJ-SPH while completing their undergraduate degree at William Paterson in public health education.

Admission criteria

To be accepted into the MPH program under the UMDNJ-SPH/WPUNJ early admission agreement, public health education majors at William Paterson must have:

- an overall GPA of at least 3.4;
- completed the William Paterson courses PBHL 301 Health Education Theory and Practice, PBHL 304 Health Research Methods, PBHL 351 Public Health Education Program Planning, and PBHL 375 Human Disease;
- three letters of recommendation from William Paterson faculty;
- a letter of intent;
- a transcript indicating all prior course work;
- a final review and acceptance by the School of Public Health/Early Admissions Agreement Committee.

The final authority of admissions decisions rests with this committee.

Coursework

Students will be permitted to register for up to four courses (or 12 credits) offered at UMDNJ-School of Public Health. Three of these courses (or 9 credits) will be accepted as partial fulfillment of their undergraduate degree requirements at William Paterson. Students may register for the UMDNJ-SPH course in lieu of William Paterson courses.

College of St. Elizabeth

The Department of Public Health and the Foods and Nutrition Department Graduate Program in Nutrition of the College of Saint Elizabeth (CSE) have a collaborative agreement that will enable William Paterson students to be accepted into graduate studies for the certificate or master's in nutrition degree in CSE's Foods and Nutrition Department after completing their undergraduate bachelor of science degree in public health education with a concentration in nutrition at William Paterson.

Admission criteria

To be accepted into the M.S. program under the Nutrition Early Admission Agreement, William Paterson public health education majors must have:

- an overall GPA of at least 3.0; with grades of C or better in science courses;
- completed the Public Health Education major and the nutrition concentration (see below) (application can be made after successful completion of the 300 level PBHL courses, co-requisite and GE science courses)
- completed CHEM 132/032 (Organic Biochemistry Lecture/Lab) and PBHL 323 (Advanced Nutrition)
- three letters of recommendation from William Paterson faculty
- a letter of intent
- a transcript indicating all prior course work
- a final review and acceptance by the CSE/NEAA Admissions Committee.

The final authority of admissions decisions rests with this committee.

NUTRITION CONCENTRATION FOR PUBLIC HEALTH EDUCATION OR APPLIED HEALTH MAJORS REQUIREMENTS.....18 CREDITS

Required15 Credits

PBHL 221	Nutrition.....	3
PBHL 321	Life Span Nutrition	3
PBHL 322	Food and Social Issues.....	3
PSY 210	Developmental Psychology	3
COMM 340	Intercultural Communication.....	3

Electives3 Credits

AACS 305	African-American Community Development.....	3
GEO 360	Geography of Hunger and Food Supply.....	3
POL 352	Politics of Poverty	3
PSY 220	Social Psychology.....	3
PSY 322	Group Dynamics	3
PSY 325	Psychology of the Family.....	3
PSY 330	Adult Development/ Aging.....	3
SOC 333	Sociology of Adulthood	3

NUTRITION MINOR FOR NONMAJORS REQUIREMENTS18 CREDITS

Required15 Credits

PBHL 221	Nutrition.....	3
PBHL 321	Life Span Nutrition	3
PBHL 322	Food and Social Issues.....	3
PSY 210	Developmental Psychology	3
COMM 340	Intercultural Communication.....	3

Electives3 Credits

Choose one of the following:

PBHL 210	Women's Health	3
PBHL 270	Concepts and Issues of Aging	3
PBHL 420	Environmental Health	3
PBHL 371	Health Aspects of Aging	3
PBHL 215	Drugs and Health.....	3
AACS 305	African-American Community Development.....	3
GEO 360	Geography of Hunger and Food Supply.....	3
POL 352	Politics of Poverty	3
PSY 220	Social Psychology.....	3
PSY 322	Group Dynamics	3
PSY 325	Psychology of the Family.....	3
PSY 330	Adult Development/ Aging.....	3
SOC 333	Sociology of Adulthood	3

SUGGESTED FOUR-YEAR PROGRAM

B.S. IN PUBLIC HEALTH EDUCATION FRESHMAN YEAR..... 30 CREDITS

Fall

PSY 110	General Psychology	3
General Education.....		12

Spring

PBHL 120	Current Health Issues.....	3
BIO170	Basic Microbiology.....	3
General Education.....		9

SOPHMORE YEAR.....32 CREDITS

Fall

BIO 112	General Anatomy and Physiology I.....	4
MATH130	Elementary Statistics.....	3
General Education.....		9

Spring

BIO 113	General Anatomy and Physiology II.....	4
General Education.....		12

JUNIOR YEAR.....33/34 CREDITS

Fall

PBHL 301	Health Education: Theory and Practice	3
BHL 304	Health Research Methods	3
BIO, ENV	Co-requisite	3/4
	or CHEM	

PBHL	Major Elective	3
Upper Level Elective		3

Spring

PBHL 351	Public Health Education Program Planning.....	3
PBHL375	Human Disease	3
PBHL	Major Elective	3
PBHL	Major Elective	3
General Education.....		3
Upper-level Elective.....		3

SENIOR YEAR.....31 CREDITS**Fall**

PBHL 400	Epidemiology.....	3
PBHL 450	Health Administration: Policies and Systems.....	3
PBHL 451	Methods in Public Health Education	3
PBHL 496	Introduction to Internship in Public Health Education	1
PBHL	Major Elective	3
Upper-level Elective.....		3

Spring

PBHL 497	Internship in Public Health Education	12
Free elective (if needed)		1-3

B.S. IN APPLIED HEALTH**FRESHMAN YEAR.....31 CREDITS****Fall**

PSY 110	General Psychology	3
General Education.....		12

Spring

PBHL 120	Current Health Issues	3
BIO 170	Basic Microbiology.....	4
General Education.....		9

SOPHOMORE YEAR.....32 CREDITS**Fall**

BIO 112	General Anatomy and Physiology I	4
General Education.....		12

Spring

BIO 113	General Anatomy and Physiology II.....	4
MATH 130	Elem Stats	3
General Education.....		9

JUNIOR YEAR.....33/34 CREDITS**Fall**

PBHL 304	Health Research Methods	3
PBHL	Major Elective	3
PBHL	Major Elective	3
BIO,ENV	Co-requisite.....	3/4
	or	
CHEM	Free elective.....	3

Spring

PBHL 270	Concepts and Issues of Aging	3
PBHL 375	Human Disease	3
PBHL	Major Elective	3
General Education.....		6
Free Elective		3

SENIOR YEAR.....31 CREDITS**Fall**

PBHL 400	Epidemiology.....	3
PBHL 450	Health Administration: Policies and Systems.....	3
PBHL 486	Introduction to Internship in Applied Health	1
Upper level elective		3
Free elective		6

Spring

PBHL 487	Internship in Public Health Education	6
Upper level elective		6
Free elective		3

Courses

Unless otherwise noted, all courses are 3 credits

PBHL 120 Current Health Issues

This course focuses on enabling students to access, utilize, and evaluate health information. Students will develop the analytical and practical skills to assess their lifestyle and its relationship to their health. Students will apply this information and these skills to plan, implement, and evaluate personal health behavior change projects.

PBHL 210 Women's Health

This course addresses contemporary issues concerning 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.

PBHL 215 Drugs and Health

This course presents an overview of the field of substance abuse and addiction from a bio-psycho-sociological perspective. Students examine the dynamics of dependency, codependency, pharmacology, intervention and treatment modalities, prevention strategies, and community services. Skills are developed for assessment, counseling, program development, and referral.

Prerequisite: EMS, PBHL, or SNC majors

PBHL 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.

Pre-requisites: PBHL 120 or PEGE 150

PBHL 221 Nutrition

A foundation study of human nutrition emphasizing its relationship to optimum physical and emotional health. Includes basics of sound nutrition, requirements of various food elements, diet planning, diet patterns for specific age groups, nutritional fads, and weight control. Pre-requisites: PBHL 120, PEGE 150 or NUR 210

PBHL 270 Concepts and Issues of Aging

This course is an overview of aging as a biological, psychological and social process. Behavioral, cultural, and social factors that promote physical and mental well-being in older adults are examined. Topics include ageism, normal physiological changes in mid life and older adults, dementia, substance abuse, residential and environmental needs, family caregivers, retirement, poverty, and public policy in contemporary society.

PBHL 301 Health Education: Theory and Practice

Provides an introduction to the profession of health education. Emphasis is placed on the evolution of the profession, theoretical rationale, major issues, work settings, and the extent to which these contribute to health education practice. Taken concurrently with PBHL 304 Health Research Methods

Prerequisite: PBHL 120 and PbHl major

PBHL 303 Applied Program Planning

This course provides students with hands-on experience in the planning, implementation, and evaluation of a health education/health promotion program for a diverse community. It requires the student to be an active participant in all steps of the planning process. Offered as requested.

Prerequisite: PBHL 301

1 credit

PBHL 304 Health Research Methods

This course introduces students to health research methodologies. Students will develop and use the critical skills needed to plan and conduct a health survey including analyzing and presenting the results.

Prerequisite: MATH 130 and PbHl or ApHl major

PBHL 314 Reproductive Rights

This course explores the multifaceted and complex issues related to reproductive rights from an interdisciplinary perspective. The controversies surrounding reproductive technologies, pregnancy and childbirth, birth control, foster care, abortion, and adoption will be explored with particular focus on public policy and its impact on the private lives of individual women.

Pre-requisites: PBHL 120 or PEGE 150 and WS 110 or WS 150 or AAACS 150

PBHL321 Life Span Nutrition

Study of specific nutrition needs and barriers to meeting those needs during the life span categories of pregnancy, lactation, infancy, childhood, adolescence, and various stages of adulthood.

Prerequisite: PBHL 221

PBHL322 Food and Social Issues

Explores social issues affecting the food supply and consumption in the US and globally. Includes study of historical, cultural, and psychological factors that influence food habits and behaviors.

Prerequisites: PBHL 221

PBHL 373 Advanced Nutrition

An in-depth examination of macro and micro nutrients considered through physiological and chemical functions and the mechanisms through which human biological requirements are met. Evaluation and interpretation of current research findings.

Prerequisites: PBHL 221, BIO 112, BIO 113, CHEM 131/031

PBHL 340 Environmental Health

This course examines the social, economic, and political dimensions of environmental problems that have an impact on health and development. Emphasis is on those human activities in the environment that contribute to a deterioration in quality of life. Professional opportunities in environmental health are covered.

Prerequisite: PBHL 120

PBHL 351 Public Health Education Program Planning

This course introduces the skills needed to assess, plan, implement, and evaluate health education programs. Students will use these skills to conduct a needs assessment, and plan a health education program.

Prerequisite: PBHL 301, PBHL 304

PBHL 371 Health Aspects of Aging

Basic health needs and concerns of the population. Interpretations of health care systems. Prevention of illness and disease and promotion of good health through the life span.

Prerequisites: PBHL 270

PBHL 372 Policy and Programs in Aging

An interdisciplinary approach to the analysis of theory and practice of public health resources that offer health and social services to the aging. Examines health and health-related programs and establishes relationships between need and services. Offered spring semester.

Prerequisites: PBHL 270

PBHL 375 Human Disease

Selected disease processes are presented with emphasis on the relationship among lifestyle, risk factors and prevention strategies.

Prerequisites: BIO 112, BIO 170, PBHL 304

PBHL 390 Human Sexuality

The biological, sociological, psychological, and educational aspects of human sexuality are presented. Students explore the personal decision-making process and discuss issues related to reproduction, sexual response, sexual orientation, birth control, dating and relationships, communication, sexual health, atypical behavior, sexual violence, and cultural influences.

Prerequisite: PBHL120 or PEGE 150 and junior or senior status only

PBHL 399 Selected Topics

Study of special health topics not covered in-depth in any existing courses. Topics vary from semester to semester in response to student demand and professional interest and are announced in current master schedules. Offered periodically.

Prerequisite: Permission of the department chair
1-6 credits

PBHL 400 Epidemiology

This course will address the distribution and determinants of diseases/conditions in populations. An overview of epidemiologic principles and practices using current health topics will be presented.

Prerequisites: PBHL 375

PBHL 430 Counseling Skills for Health Professionals

This course is designed to provide students with the information and skills necessary to provide one-on-one health education in a variety of settings.

Prerequisites: PbHL, EMS or SNC major

PBHL 450 Health Administration: Policies and Systems

Health care policies and systems in the United States, from preventive to long term care, are examined. Access to care, health care costs, financing, health care delivery systems, and quality of care are emphasized.

Prerequisite: PBHL 375

PBHL 451 Methods in Public Health Education

A variety of methods used to conduct health education/promotion programs are presented. Students demonstrate these methods, when appropriate, in a group setting.

Prerequisites: PBHL 351 and PBHL 375

PBHL 452 Methods, Curriculum, and Theory in School Health Education

This course is designed to provide the student with the skills, knowledge, and philosophy necessary to become a successful school health educator. Principles and procedures used in teaching, planning, and evaluating the school health program are emphasized.

Prerequisite: EMS major and PETC 395 or PETC 396 or by permission

PBHL 486 Introduction to Internship in Applied Health

This seminar assists student selection of applied health internship sites. It introduces parameters of the internship experience and provides an in-depth look at various employment settings. Opportunities for self-assessment, culminating with students selecting their placement sites, are provided.

Pre-requisites: by permission
1 credit

PBHL 487 Internship in Applied Health

This 240-hour supervised internship is designed to provide an opportunity for students to apply their academic preparation in professional work settings.

Prerequisite: Completion of all PBHL courses with a major GPA > 2.0 and senior applied health major, by permission
6 credits

PBHL 495/505 Cultural Dimensions of Health

This course explores the relationship between culture and health behavior as a means of increasing cultural sensitivity. The impact of culture on health practices, health promotion, and disease prevention will be the focus.

Prerequisite: by permission

PBHL 496 Introduction to Internship in Public Health Education

This seminar assists student selection of public health education internship sites. It introduces parameters of the internship experience and provides an in-depth look at various settings in which public health education is practiced. Opportunities for self-assessment, culminating with students selecting their placement sites, are provided.

Prerequisites: PBHL 351, PBHL 375 and senior public health major
1 credit

PBHL 497 Internship in Public Health Education

This is a 480-hour supervised internship designed to provide an opportunity for students to apply their academic preparation in professional work settings and develop competencies required for entry level health education practice

Prerequisite: Completion of all PBHL courses with a major GPA > 2.5, senior public health major within 15 credits of graduation, by permission.
12 credits

PBHL 499 Independent Study

This course provides an opportunity for academically qualified students to earn college credit for a project planned jointly with a faculty sponsor and not already covered by an existing course. Registration for this course must be signed by the department chair and the respective dean.

Pre-requisite: by permission
1-6 credits

PROFESSIONAL
ACCREDITATIONS/
CERTIFICATIONS/
MEMBERSHIPS



Professional Accreditations and Certifications

American Speech-Language-Hearing Association
Association to Advance Collegiate Schools of Business
Commission on Accreditation of Allied Health Education Programs
Commission on Collegiate Nursing Education
Council for Accreditation of Counseling and Related Educational Programs
Educational Standards Board
Middle States Association of Colleges and Secondary Schools
National Association of Schools of Music
Professional Services Board
National Association of Music Merchants Affiliated Music Business Institutions
National Council for Accreditation of Teacher Education
National League for Nursing
New Jersey Board of Nursing
Society for Public Health Education/American Association for the Advancement of Health Education
Baccalaureate Program Approval Committee

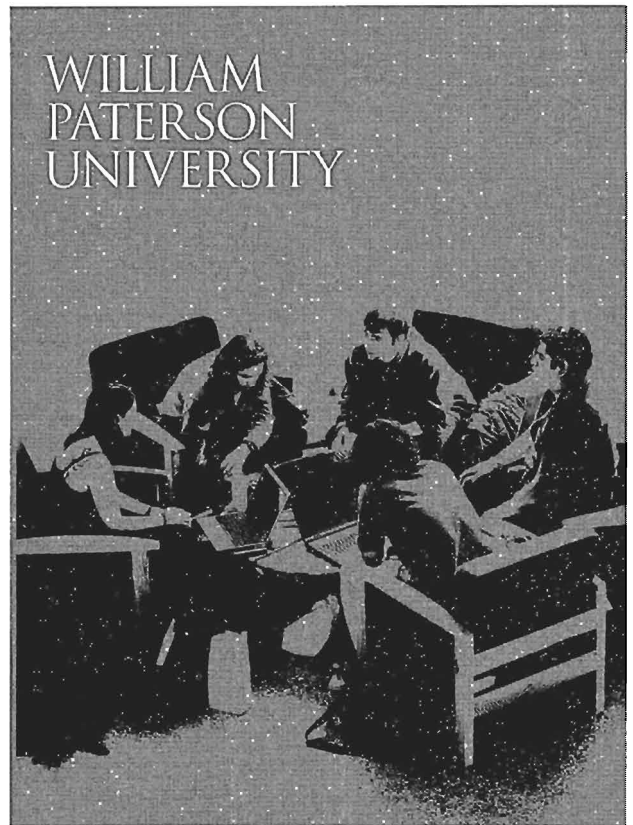
Memberships

American Assembly of Collegiate Schools of Business
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Association of Museums
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 Colleges and University Auditors
Association of Communication Administrators
Association of Governing Boards of Universities and Colleges
Association of Performing Arts Presenters
Association of Supervision and Curriculum Developers

Association of University Technology Managers
Association for Institutional Research
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
Consortium for Student Retention and Data Exchange
Council for the Advancement and Support of Education
Council for Undergraduate Research
Council of Colleges of Arts and Sciences
Council of Graduate Programs
Eastern Association of Student Financial Aid Administrators
Eastern College Athletic Association
Global Studies Consortium
Greater Paterson Chamber of Commerce
Hispanic Association of Higher Education of New Jersey
Institute of Internal Auditors
Institute of Mathematical Statistics
InterAmerica Organization for Higher Education
Intercollegiate Broadcasting System
International Communication Association
International Council of Fine Arts Deans
Mathematical Association of America
Metropolitan Athletic Director Association
Metropolitan New York College Placement Officers Association
Metropolitan Swimming Conference
Middle States Association of Colleges and Schools
Mid-Atlantic Association of Museums
Mid-Atlantic Association of Colleges and Employers
Morris County Chamber of Commerce
National Academic Advising Association
National Alliance for Action
National Association for the Advancement of Colored People
National Association of College and University Business Officers
National Association of College Admissions Counselors
National Association of Colleges and University Attorneys
National Association of Chiefs of Police
National Association of College Broadcasters
National Association of Education Buyers
National Association of Graduate Admissions Professionals
National Association of Foreign Student Affairs: Association of International Education
National Association of Schools of Music
National Association of Student Employment Administrators
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Athletic Trainers Association

National Collegiate Athletic Association
 National Collegiate Honors Council
 National Council for Accreditation of Teacher Education
 National Council of University Research Administrators
 National Intramural Recreational Sport Association
 National Society of Fund Raising Executives
 National Student Exchange
 National University Continuing Education Association
 National Wildlife Federation
 New Jersey Affirmative Action Officer's Council
 New Jersey Association for Affirmative Action in Higher Education
 New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing
 New Jersey Association of College Admissions Counselors
 New Jersey Association of Colleges and Employers
 New Jersey Association of Colleges and Universities
 New Jersey Association of Colleges of Teacher Education

New Jersey Association of Financial Aid Administrators
 New Jersey Association of Student Financial Aid Administrators
 New Jersey Athletic Conference
 New Jersey College and University Coalition of Women's Educators
 New Jersey College Basketball Coaches Association
 New Jersey Marine Science Consortium
 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
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Campus Facilities

Directories

Campus Facilities

William Paterson University is situated on more than 370 rolling acres and provides a unique environment for living and learning. The main campus is at the junction of Wayne township and the boroughs of Haledon and North Haledon. The other University sites, all within close proximity to the main campus, are 1600 Valley Road, the Power Art Center, and the Allan and Michelle Gorab Alumni House. The major buildings that house and support the programs offered by the University's five colleges include the following:

Admissions Hall, located on Hamburg Turnpike adjacent to Hobart Hall, houses the Office of Admissions.

Allan and Michele Gorab Alumni House, located on Oldham Pond at Harmon Place, houses the Alumni Relations Office and the John Rosengren Laboratories. The Alumni Office hosts meetings and events for graduates, while the laboratories serve as a research station for the Department of Biology.

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 multimedia auditorium. For more information about computer facilities, see **Instruction and Research Technology** further along.

The state-of-the-art **Ballroom** is part of the new **University Commons** complex and connects Wayne Hall to the John Victor Machuga Student Center and overlooks the Quad. The main Ballroom accommodates large-scale events and has four break-out rooms on its ground level for use by groups from on- and off-campus that are participating in conferences and other activities.

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; and a filmmaking laboratory. 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.

The Bookstore is located on the lower level of the Machuga Student Center and is open when the University is in session. Regular hours are Monday through Friday, 8:30 a.m. to 10:00 p.m.; and Saturday, 10:00 a.m. to 1:00 p.m. The Convenience Store hours are Monday through Thursday, 8:30 a.m. to 10:00 p.m.

Caldwell Plaza, a formal space on the lower campus, is surrounded by the Ben Shahn Center for the Visual Arts, Science Hall, the Machuga Student Center, and the Towers.

Century Hall, a 280-bed residence hall, is a four-story, suite-style building, which is wired for internet access and is completely barrier-free to provide for wheelchair accessibility.

The Coach House holds the Department of Computer Science, dedicated lab space, and computer workstations available to students for classroom assignments.

College Hall houses the offices of the Vice President for Administration and Finance and the following departments: Business Services; Purchasing; Payroll; the Bursar; Information Systems; Telecommunications; the Registrar; Human Resources; the Office of Employment Equity and Diversity; the Institute for Creative Aging; Marketing and Public Relations; and the Office of Institutional Research and Assessment. College Hall is located at 358 Hamburg Turnpike, off College Road near St. Joseph's Wayne Hospital.

Heritage Hall, perched on a hilltop with views of Manhattan and the campus, provides, along with Pioneer Hall, apartment-style living for 530 students; the residence is air-conditioned and complete with furnishings and appliances.

High Mountain East and High Mountain West, two new residence halls, are designed to accommodate 372 students, bringing the University's residential capacity to nearly 2,700 students in ten residence halls. Located on the hillside on College Road, High Mountain East and West are part of a dynamic "learning village" that brings students together, builds communities, and enhances learning outside of the classroom. Portions of the residence halls are dedicated to learning communities centered around students' shared interests and themes, such as health and wellness, languages and cultures, or participation in the University's honors program. High Mountain East houses a classroom and seminar room to be used for academic and student activities programming. In addition, the facility features a patio and small amphitheatre that can be used for lectures and other events.

Hillside Hall, set amidst tall hardwoods, is an air-conditioned and furnished facility that provides a residential lifestyle for 254 students. Hillside Hall is located on College Road overlooking the Wightman athletic complex and adjacent to the Towers residential facility.

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

Hobart Manor is one of the two original structures on campus (the other is the Coach House). A national and historic site, it was once the home of the family of Garret Hobart, the twenty-fourth vice president of the United States. The Manor houses the offices of the President and Institutional Advancement. Hobart Manor is conveniently reached via entry gate 2 on Pompton Road.

Hunziker Hall houses the Black Box Theater, the Department of Women's Studies, offices and practice rooms for the Department of Music, and a number of academic classrooms.

Hunziker Wing contains the following departments: Nursing, Community Health, and Communication Disorders, as well as classrooms. The Child Development Center and Speech and Hearing Clinic are also located in the Wing, as well as the Office of Tests and Measurements. Additionally, the Center for Academic Support is located on the third floor and provides tutoring and workshops for individuals seeking assistance in coursework and basic skills.

The David and Lorraine Cheng Library, conveniently reached via entry 4 on Pompton Road, is a two-and-one-half story building, with group study rooms, several reading rooms, an auditorium, video and listening rooms, two classrooms and several computing labs. Wireless access to the campus network is available on the 1st and 2nd floors. For more information, see Library in the services section of this catalog.

Matelson Hall is an air-conditioned, furnished, residence hall, which houses 150 students.

Morrison Hall currently houses Counseling Services; the Office of Enrollment Management; Equal Opportunity Fund Program; and the Education Enrichment Center. Morrison Hall is conveniently reached via entry 2 on Pompton Road and the use of the Visitor's parking facilities adjacent to the building. It will soon become the home of the one-stop-shop student services center.

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

Power Art Center, located off Hamburg Turnpike and near College Hall, is an extensive facility that accommodates an array of studio arts. It houses the Office of the Dean of the College of the Arts and Communication, the Department of Art, as well as faculty offices and studios for three-dimensional design, photography, sculpture, ceramics, printmaking, wood working, and painting.

The Department of Public Safety houses the University Police Department and the Parking Violations Bureau. The University Police building is accessible via entry 1 on Pompton Road. Call 973.720.2300 for emergencies.

Raubinger Hall contains the following offices: Provost and Vice President for Academic Affairs; Graduate Admissions; Financial Aid; First-Year Experience; Center for International Education; the Departments of Political Science and Sociology; and classrooms and educational technology laboratories. It will soon be renovated to consolidate and house the academic support services.

The 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, treadmills, and Gravitron; saunas and whirlpools; and a TicketMaster outlet.

Science Hall houses the office of the Dean of the College of Science and Health, as well as the Health and Wellness Center. The following departments/programs are located here: Anthropology; Biology; Chemistry and Physics; Mathematics; Environmental Science; and Psychology. Sophisticated laboratories, research facilities, two large media-equipped lecture halls, extensive computer labs, and two greenhouses complete the complex.

Shea Center for Performing Arts features a 922-seat theater and the Shea Center Box Office; the offices of the Music Department and individual band, orchestra, and choral practice rooms; classrooms; a small recital hall; and a new recording studio. Shea Center is conveniently reached via entry gates 2 and 3 on Pompton Road.

The expanded and redesigned **John Victor Machuga Student Center**, which serves as the focal point for social and cultural activities for the University, is at the heart of the new **University Commons**. Students, faculty, staff, community members, and alumni congregate in the Machuga Student Center for a wide range of events and services. The Machuga Student Center's recent 61,000-square-foot expansion and renovation has significantly broadened William Paterson's ability to meet the far-ranging needs of the campus community with an even wider array of events and services. The complex offers students, all under one roof, seamless access to student development services and activities; the bookstore; meeting rooms; an art gallery; dining areas that include the food court, restaurant, and the Center Cafe; outdoor terraces; a coffee house; lounges; and recreational areas, such as the game room. The Machuga Student Center houses offices for campus activities and hospitality and dining services, and more than fifty student clubs and organizations. Additional offices that are located in the Machuga Student Center include the vice president for student development, campus life, the Student Government Association, Student Activities Programming Board, *The Beacon* and *Pioneer Times* newspapers, the *Pioneer* yearbook, the Women's Center, career development and advisement, the ID Center, and disability services. An automatic cash machine is also available.

Overlook North and **South** are four-winged residence halls that accommodate 1,033 students. Complete with modern furnishings, each room houses two students. Two rooms, connected by a bathroom, compose a suite.

The new **University Commons** complex is the center of the campus and includes the John Victor Machuga Student Center, Wayne Hall, and a new Conference Center that features a state-of-the-art Ballroom. The University Commons features an open design that uses glass facades to connect the buildings with the vitality of the central campus as it unites the upper and lower campus. A new glass-enclosed bridge links the Machuga Student Center to the new Conference Center, which will be used for large-scale events including conferences, campus-wide meetings, celebrations, social events, and other major activities. New patios, including a rooftop terrace, and outdoor seating areas are surrounded by landscaping, providing attractive and comfortable places for social interaction.

1600 Valley Road is a 150,000-square-foot building, located on 50 acres one-and-a-half miles from the campus on a wooded lot bordering the High Mountain Preserve and overlooking a pond. This building is the home of the Cotsakos College of Business—including the Global Financial Services Institute and the Russ Berrie Institute for Professional Sales, College of Education, and the Center for Continuing and Professional Education.

Wayne Hall, which houses the primary food service facilities for resident students, is also part of the expansion and renovation project transforming the University campus. Wayne Hall is receiving a new facade and dining service and storage rooms, as well as a new University club.

White Hall, air-conditioned and complete with furnishings, provides residence opportunities for graduate and special-interest students. The Office of Residence Life is located here.

Wightman Field is a light-equipped athletic complex with fields for baseball, field hockey, football, soccer, and softball. Eight tennis courts, a perma-track, locker facilities, food concession, and rest rooms are also available for both athletic and intramural activities.

Wightman Memorial Gymnasium contains the faculty and department staff offices of the Exercise and Movement Sciences Department. It also houses a gym, dance studio, athletic training and exercise physiology labs, a competition-sized swimming pool, classrooms, and weight room.

Zanfino Plaza is an open forum located between Wayne Hall, Wightman Gym, the Machuga Student Center, and the Library.

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Librada Sanchez

Registrar

Mark Evangelista

Faculty and Professional Staff

Diane Ackerman, Information Systems Analyst, Enrollment Management. B.A., William Paterson College. Appointed January 1979.

Atinuke Adeniran, Assistant Director, Graduate Admissions. B.S., Ogun State Polytechnic, Nigeria; M.S., New Jersey Institute of Technology. Appointed November 2000.

Sondra Akins, Assistant Professor, Secondary and Middle School Education. B.S., University of California, Berkeley; M.S., Florida State University; M.Ed. and Ed.D., Columbia University. Appointed September 2002.

Jamsheed Akrami, Professor, Communication. M.A., Ed.D., Teachers College, Columbia University. Appointed September 1995.

Nadine Aktan, Instructor, Nursing. B.S., M.S., Rutgers University College of Nursing. Appointed September 2005.

Sandra Alon, Assistant Professor, Educational Leadership and Professional Studies. B.A., M.A., Ed.D., Columbia University. Appointed September 2008.

Jason Ambroise, Assistant Professor, History. B.A., Stanford University; M.A., Ph.D., University of California at Berkeley. Appointed September 2004.

Heejung An, Assistant Professor, Elementary and Early Childhood Education. B.S., Ewha Woman's University; M.A., New York University; Ed.D., Teachers College, Columbia University. Appointed September 2005.

William Anderson, Associate Vice President for Enrollment Management. B.A., M.S., Marist College; M.S., Indiana State University; M.B.A., Ph.D., Rutgers University. Appointed February 2006.

Barbara Andrew, Associate Professor, Philosophy. B.A., Vassar College; M.A., Ph.D., State University of New York at Stony Brook. Appointed September 2002.

Alejandro Anreus, Associate Professor, Art. B.A., Kean College; M.A., Ph.D., City University of New York. Appointed September 2001.

Abdolmaboud Ansari, Professor, Sociology. B.A., Teacher's College, Iran; M.A., Tehran University; Ph.D., New School for Social Research. Appointed March 1986.

Eliana Antoniou, Assistant Professor, Mathematics. B.A., The College of New Jersey; M.S., Ph.D., New Jersey Institute of Technology and Rutgers University. Appointed January 2002.

Rachel Anzaldo, Coordinator, Office of Testing. B.A., William Paterson College. Appointed September 1997.

Kelli Jean Asada, Assistant Professor, Communication. B.A., M.A., University of Hawaii at Manoa; Ph.D., Michigan State University. Appointed September 2006.

Jane Austin, Assistant Professor, Psychology. B.A., Plymouth State College; M.Ed., Harvard Graduate School of Education; Ph.D., New York University. Appointed September 2004.

A. Elsie Baires, Associate Director, Admissions. B.A., Montclair State College. Appointed March 1988.

Jane Bambrick, Librarian, Cheng Library. B.A., College Misericordia; M.L.S., Rutgers University. Appointed October 1970.

Colleen Barbarito, Assistant Professor, Nursing. B.S., William Paterson College; M.S., M.S.N., Seton Hall University; Ed.D., Teachers College, Columbia University. Appointed September 1984.

Tobias J. Barboza, Head Athletic Trainer. B.S., Springfield College; M.Ed., University of Virginia. Appointed August 1974.

Connie Gleim Bareford, Professor, Nursing. B.A., B.S.N., State University of New York at Binghamton; M.A., Ph.D., New York University. Appointed September 1987.

Andrew Barnes, Associate Professor, English. B.S., University of Indianapolis; M.A., New York University; Ph.D., State University of New York at Stony Brook. Appointed September 2003.

Anita Barrow, Associate Professor, Anthropology. B.A., University of Pittsburgh; M.A., Ph.D., University of California at Berkeley. Appointed September 1984.

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William Duffy, Librarian, Cheng Library. A.B., M.A., Seton Hall University; M.L.S., Rutgers University. Appointed March 1980.

Larry Duncan, Accountant, Business Services. B.A., Lincoln University. Appointed August 1978.

Scott Dunlap, Director, Campus Bookstore. B.A., New Jersey City University. Appointed July 2002.

Nancy Einreinhofer, Gallery Director. B.A., M.A., William Paterson College; Ph.D., Leicester University, U.K. Appointed September 1980.

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Vilma Elliott, Assistant Director, Educational Opportunity Fund Program. B.A., M.A., Hunter College. Appointed October 1991.

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Timothy W. Fanning, Associate Vice President for Administration. B.A., M.A., Montclair State College. Appointed August 1971.

Leslie Nobler Farber, Associate Professor, Art. B.F.A., University of Michigan School of Art; M.A., New York Institute of Technology; M.F.A., Hunter College. Appointed September 1986.

Ming Fay, Professor, Art. B.F.A., Kansas City Art Institute; M.F.A., University of California at Santa Barbara. Appointed September 1985.

Jacob Felson, Instructor, Sociology. B.A. University of Chicago; M.A., Pennsylvania State University. Appointed September 2007.

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Sharmila T. (Pixy) Ferris, Director, Center for Teaching Excellence; Professor, Communication. B.A., Berea College; M.A., Eastern Kentucky University; Ph.D., Pennsylvania State University. Appointed September 1994.

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Associate Professor of Art, Emeritus

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John Runden

Professor of English, Emeritus

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Peter Spiridon

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Emeritus

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Associate Professor of Secondary Education, Emeritus

How to Reach William Paterson University

*FROM ROUTE 23:

Take Alps Road exit (Wayne). (From Route 23 North: exit directly onto Alps Road. From Route 23 South: proceed to stop sign; make a right onto Alps Road.) Proceed approximately 2 miles to the traffic light at intersection of Alps and Ratzer Roads. Turn extreme right onto Ratzer and proceed approximately 2 miles to the traffic light at the intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer becomes Pompton Road. Proceed about 200 yards. University entry gates 4 through 1 are on left along Pompton Road.

FROM NORTHERN NEW JERSEY VIA GARDEN STATE PARKWAY: Take the Garden State Parkway South to exit 159, Route 80 West. Proceed to Route 23 North.
*See directions from Route 23.

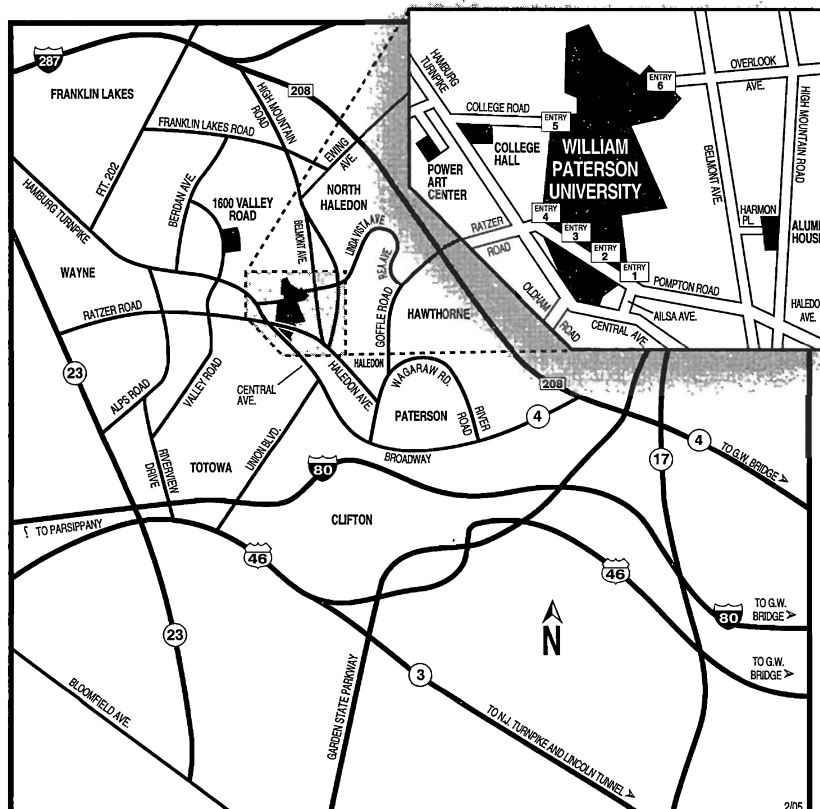
FROM NEW YORK CITY VIA GEORGE WASHINGTON BRIDGE OR LINCOLN TUNNEL, OR FROM EASTERN NEW JERSEY: Take either Route 46 West, 80 West or 3 West. Proceed to Route 23 North.
*See directions from Route 23.

FROM SOUTHERN AND CENTRAL NEW JERSEY VIA GARDEN STATE PARKWAY: Take Garden State Parkway North to Exit 153B (on left), marked Route 3 and 46, West Paterson. Take Route 3 to Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

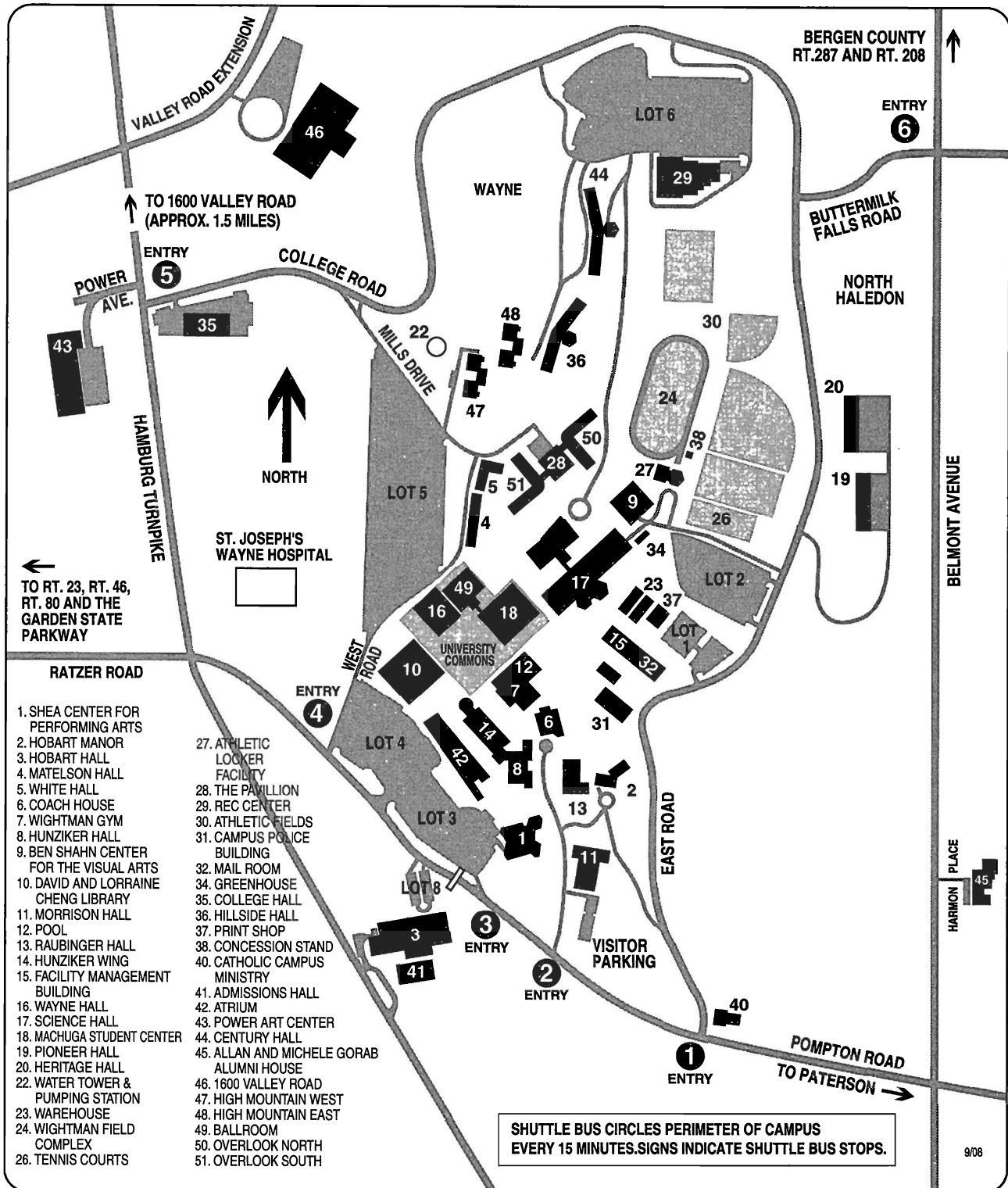
FROM WESTERN NEW JERSEY: Take Route 46 East to Route 23 North. Or, take Route 80 East to Exit 54 (Minnisink Road). Turn right to access Route 46 West. Proceed to Route 23 North. *See directions from Route 23.

FROM ROUTE 208: Take Ewing Ave./Franklin Lakes exit. (From 208 North: proceed to stop sign, make a left onto Ewing. From 208 South: proceed to stop sign, make a right onto Ewing.) Proceed to end of Ewing Avenue. Turn left onto High Mountain Road. Continue approximately one mile to fork. Take right fork onto Belmont Avenue and proceed approximately two miles to second traffic light. Turn right onto Pompton Road. Proceed up hill approximately one-half mile. University entry gates 1 through 4 are on right along Pompton Road.

PUBLIC TRANSPORTATION: Public transportation to the University is available from surrounding areas. NJ Transit buses 746 and 744 run directly to the University. For further information on bus service, call 1.800.772.2222.



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