

WILLIAM PATERSON UNIVERSITY

**UNIVERSITY HONORS COLLEGE STUDENT HANDBOOK**

**2007-2008**



HONORS STUDENTS ENJOY A FIELD TRIP TO CENTRAL PARK

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## **UNIVERSITY HONORS COLLEGE MISSION STATEMENT**

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 rigorous curriculum with a challenging array of courses, seminar 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 student have considerable 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.

The University Honors College is a community that includes all students enrolled in the Honors program in General Education, all students participating in a Track, all faculty members teaching in Honors, all faculty overseeing a thesis, and all members of the University Honors College staff.

### **The Benefits of participating in the University Honors College:**

- Small, interactive classes with highly qualified professors who are committed to their students
- Individual attention and opportunities to collaborate with professors and peers
- Development of a final thesis or project with a faculty mentor
- Advisement from both a faculty member of the major department, and a member of the University Honors College
- Opportunities to study abroad and throughout the United States with other Honors students
- Opportunities to travel to conferences to present thesis or project research
- Opportunity to live in an Honors Residence Hall communities
- Opportunities to participate in co-curricular activities like field trips, outings and social gatherings with Honors students and faculty
- Special notation of Honors on degree transcript and University diploma
- Recognition as a graduate of the University Honors College at Convocation and Commencement ceremonies

## UNIVERSITY HONORS COLLEGE GOVERNANCE

### **Program Directors:**

Program Directors run individual Tracks and mentor many of the Honors students. The Program Directors help determine the Colleges curricular requirements and oversee it mission.

- Dr. Robert Benno, Biopsychology
- Dr. Philip Cioffari, Performing and Literary Arts
- Dr. Karen Swanson, Life Science and Environmental Ethics
- Dr. Jeffrey Kresky, Music
- Dr. Neil Kressel, Social Sciences
- Dr. Peter Mandik, Cognitive Science
- Dr. John Peterman, Humanities

### **Honors Advisory Board:**

A board of faculty members and administrators advise the University Honors College's director about the College. The Honors Advisory Board helps determine the College's curricular requirements and oversee its mission.

### **Honors Club:**

The Honors Club has two purposes. It is a social organization that plans events, service projects, and outings for Honors students. The Honors Club also serves as a student advisory council with a voice in the way the University Honors College is structured and governed. Students participate in the process of establishing and revising the College's curricular and extra-curricular requirements.. Members are encouraged to attend the annual meeting of the National Collegiate Honors Council in the fall semester, and the regional Honors Council meeting in the spring semester.

## **HONORS SECTIONS OF GENERAL EDUCATION COURSES**

Most students in their first semester will be enrolled in an Honors cluster. Clusters bring together three classes around a common theme. The three classes meet separately, and once every week or two all of the professors and students meet for an interdisciplinary plenary session. For example,

### **Honors Cluster:**

**HIST 101 -- Foundations of Western Civilization**

**BIO 130 – Field Biology**

**ENG 110 – Writing Effective Prose**

This Honors cluster is designed to create an intellectual climate that nudges academically talented students out of their comfort zones, supports them in trying new things and challenges them to understand ideas, and fields of study in ways that are new to them. A typical assignment might include an essay assignment (e.g., C.S. Lewis on naturalism and supernaturalism) analyzed in the context of Field Biology.

### **Individual Honors courses:**

**ANTH 130 Introduction to Anthropology**

In order to seek an understanding of the human condition across cultures and through time, this course will be taught by a team of anthropologists. Through lecture, class discussion, audio/visual presentations, and other methods, students will be offered a broad range of concepts and knowledge from the major branches of anthropology.

**ARTH 101 Approaches to Western Art**

The unique approach of this course is the opportunity to view and interact with original art. That opportunity might occur at a museum or in an artist's studio. In addition, development of student writing skills will be emphasized.

**BIO 120 Human Biology**

In addition to the traditional content of the course, a set of topics under the general topic of bioethics will be introduced. Eugenics, euthanasia, cloning, research on human and animal subjects all elicit strong emotional and political responses. The course will assist students in developing informed opinions on these issues.

**COMM 101 Introduction to Theatre**

Students will read a set of classic plays. In groups, they might analyze a scene from one of the plays in terms of dramatic staging or lighting. Alternatively, a group might work out an organizational structure to produce a scene (who gives instructions to actors or who is in charge of costumes), or they might choose to enact a scene from a play. The emphasis will be on developing oral and writing skills.

**COMM 110 Communication in Action**

This course is designed to foster personal responsibility for learning. In the classroom, students will work in small groups to tackle topics in communication. One assignment will involve community service, an assignment which allows students to integrate classroom information with "real-life" situations. Computer based technologies will be integral to the course. Students will interact through list-serves, bulletin boards, and other technologies which allow peers to comment on writing assignments.

**ECON 201 Macroeconomic Principles**

A study of major macroeconomic issues, policies, and problems. Topics will include measurement and determination of the level of economic activity (size and components of GNP,

employment, inflation, growth); fiscal policy (government spending and taxation) and monetary policy.

### **ENG 110 Writing Effective Prose**

Students will write about their life experiences to create compelling, well-crafted essays. Emphasis will be on content, use of language and structure, as well as other elements of style. Time will also be devoted to research, and the development of a research paper.

### **ENG 150 Introduction to Literature**

The course gives students a sense of a literary tradition unfolding across time in the genres of poetry, drama, essay and fiction.

### **ENV 110 Environmental Foundations**

This course will stress a holistic view of the environment from the viewpoints of several disciplines of the sciences, the social sciences and the humanities.

### **ENV 115 General Geology**

This course is designed as an online “hybrid” course, meaning that there is both computer-based instruction and classroom/laboratory instruction aspects to the course. Basic themes of the science of Physical Geology will be covered.

### **HIST 101 Foundations of Western Civilization**

This course investigates the historical development of Western Civilization from the ancient Near East to the beginning Protestant Reformation. History allows us to understand the experiences of people in places and times far removed from our own, which requires active engagement and a spirit of open inquiry. We will examine many of the leading ideas, problems, and developments that shaped European and later world cultures. Students will have ample opportunity to make their own discoveries and exercise modes of historical analysis as we explore the formation of the Western cultural heritage.

### **HIST 102 The West and the World: The Age of Discovery to Decolonization**

This class begins with the question, what is the modern world? To answer it we will examine political, social, cultural, intellectual and economic developments from the sixteenth century to the present. By reading and analyzing a variety of primary sources we will grapple with the issues considered paramount by people at different moments in European history.

### **PHIL 110 Introduction to Philosophy**

Philosophy seeks truth, wisdom, and meaning. For some, philosophy is about the search for absolute truth. For others, philosophy is about a passionate engagement with ideas. For yet others, philosophy is about discovering, expressing, and creating meaning for human existence. In this course, we will read Plato, Descartes and other historically important authors who took part in that conversation, and we will engage in the conversation ourselves.

### **POL 120 American Government**

This course presents an analysis of the structure and function of basic institutions of American government. Additionally, the cultural setting, constitutional foundations and policy-making process are examined in detail. This particular section is unique in that it is the first to offer a civic engagement component--or service learning requirement--alongside a rigorous academic program highlighting the citizenship and participatory aspects of U.S. democracy. There are 15 hours of community engagement required as part of classroom credit hours. Engagement site location selection will be structured through the William Paterson University American Democracy Project.

**PSY 110 Introduction to Psychology**

General Psychology surveys the major theories, principles, and methodologies of psychology with special emphasis on their relation to human behavior. The biological foundations of behavior, sensory processes, learning, perception, memory, emotion, motivation, personality, and the social basis of behavior and behavior pathology are examined.

**SPAN 106 Basic Intensive Spanish I and II**

This course offers students the opportunity of completing the university language requirement (6 credits) in one semester by covering the entire first year curriculum in an intensive setting. Cultural activities supplement this unique experience for the exceptionally motivated student.

**WS 150 Racism and Sexism**

In common with standard sections, this course will examine racism, sexism, heterosexism, and classism looking at current laws, historical documents, academic articles, films, and hearing the personal experiences of other students. Engaging the topics, students will read critically, write on complex topics and work at concept development. Such skill development assignments will prepare students for an intensive undergraduate program regardless of major.

## **BIOPSYCHOLOGY TRACK**

The Biopsychology Track draws on discoveries in fields such as behavior genetics, the neurosciences, physiological psychology, psychopharmacology and other fields to investigate such complex topics as the structure and function of the brain, or why individuals vary in their behavior. Biopsychology students are given a set of foundation courses carefully selected to provide a basis for the study of more advanced concepts.

### **This Track is ideal for:**

- Majors in biology, psychology, chemistry, nursing, anthropology, and sociology with a minimum 3.0 GPA.
- Undergraduates who plan on graduate or professional studies in medicine, psychology, nursing, and the neurosciences.
- Students who enjoy small classes and individual attention from faculty members.
- Students who desire practical research experience.

### **How does the Biopsychology Track operate?**

Students complete the requirements of the Track (15 credits) that can be applied toward General Education requirements. The set of requirements includes Physiological Psychology, Neuroscience, Behavior Genetics, and an elective based upon a student's major and/or area of interest. During their final year, students complete a research project and present their findings to the public.

Students in the Biopsychology Track have produced theses with the following titles, "Effects of Ephedrine During Loaded and Unloaded Wheel Running on Morphology, Muscle Fiber Type Conversion and Bone Density in Male C57/BL6 Mice," "Behavioral Analysis of Mus musculus Following Prenatal Exposure to a Vanilloid," "Kinesthetic Cues May Facilitate Mouse Learning in the Radial Arm Maze," "Fluoxetine-Induced Hyperphagia in Female Mice," and "A Diallel Analysis of the Aversive Potency of Alpha-Male (Mus musculus) Urine on Several Inbred Strains of Mice".

### **How do I enroll?**

Contact the Program Director, Dr. Robert Benno, 973-720-3440 ([bennor@wpunj.edu](mailto:bennor@wpunj.edu)) or Jan Pinkston, 973-720-3657 ([pinkstonj@wpunj.edu](mailto:pinkstonj@wpunj.edu))

### **Core Biopsychology Track Courses:**

#### ***Physiological Psychology (PSY 353)***

The course provides an introduction to the structure and function of the nervous system and explores the biological basis of perception, consciousness, hunger, sexuality, sleep, memory and reward.

#### ***Neuroscience (BIPY 474)***

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

#### ***Behavior Genetics (BIPY 475)***

An introduction to the concept of gene x environment interaction as a determinant of both animal and human behaviors. The laboratory component focuses teams of students on completing a course-long research project.

#### ***Biopsychology Elective***

This elective allows the student to broaden his or her basic set of courses in biopsychology by choosing among such topics as: Developmental Biopsychology (BIPY 476), Psychopharmacology (PSY 415), Biorhythms in Physiology and Behavior (BIPY 479) or other approved courses.

**Capstone: *Independent Study (BIPY 499)***

Individual research project carried out under the direction of a faculty member of the Biopsychology Track.

**Non-Course Element:** Presentation of Honors Independent Study.

**About the Program Director:** Dr. Robert Benno is Professor of Biology, and his areas of professional interest are computer-assisted image processing; developmental neurobiology. He is also a dedicated jazz pianist.

## COGNITIVE SCIENCE TRACK

Draws students from all majors who are interested in an interdisciplinary exploration of how the mind works. Students explore connections between Philosophy, Psychology, Artificial Intelligence, Linguistics, Neuroscience, and Anthropology, through the modeling of cognition and consciousness in computers and robots.

### **What are the benefits?**

- Small classes
- Individual attention and one-on-one interaction with faculty
- Research experience
- Great preparation for graduate school
- The Cognitive Science Honors designation on diploma/transcripts

### **How does the Track operate?**

The core requirements of the Track include 15 credits that can be applied toward General Education requirements. Nine of these credits are from three courses and the remaining six credits are applied to a two-semester thesis project (see description below). Upon completion of the thesis project, students present their research findings to the public.

Students in the Cognitive Science Track have produced the following theses: “Mental Representation, Consciousness and Blindsight,” “The Philosophical Notion of Representation,” “Philosophy of Mind and Music,” “Consciousness and its Relation to Sensory and Motor Modalities,” and “Cognitive Implications of Neural Plasticity in Brain Damage”

### **Who is eligible?**

The Track is open to all majors but draws primarily from psychology, anthropology, biology, computer science, and philosophy. A minimum 3.0 GPA is required.

### **How do I enroll?**

Email the Program Director Dr. Peter Mandik, [mandikp@wpunj.edu](mailto:mandikp@wpunj.edu) or call or email Jan Pinkston, 973-720-3657, [pinkstonj@wpunj.edu](mailto:pinkstonj@wpunj.edu).

### **Required Courses**

#### ***CGSI 200 Cognitive Science: The Interdisciplinary Study of the Mind***

Cognitive Science is an interdisciplinary study of the mind/brain. Students will gain an understanding of how the different constituent areas (Psychology, Anthropology, Neuroscience, Computer Science, Philosophy and Linguistics) are the rich foundation of Cognitive Science by directly interacting with the *experts in those fields*. This will provide the student with an overview of the field of cognitive science and the general methodologies used within those fields. Prerequisites: PSY 110, PHIL 110, any Biology course

#### ***CGSI 300 Selected Topics in Cognitive Science***

In this course we will examine basic concepts and problems found in several of the disciplines that make up cognitive science. We will begin with an historical overview, a review of brain anatomy and physiology, and explore the impact of the computer metaphor in cognitive. We will explore some of the issues within Cognitive Science in depth. Topics will range from theories on how we construct our visual world, to the representation of the self. Prerequisite: CGSI 200

#### ***PSY 375 Cognitive Science***

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.

***CGSI 401 Cognitive Science Honors Thesis I***

This is a research-based course. Although students will have already been exposed to at least one research methods course prior to the thesis course, an overview of the logic of research and the methodology will be presented. Research methods open to the students include computer modeling and simulations, experimental and quasi-experimental designs, qualitative research methodologies, discourse analysis and think-aloud protocols. The 'how to' of research will be explored in detail. Students, in consultation with faculty, will select a topic for their research project. The exploration of the research topic will be the primary focus of the course. Formal oral and written presentations of the research proposal will be completed. Prerequisite: CGSI 300

***CGSI 402 Cognitive Science Honors Thesis II***

This is the second component to the Cognitive Science Honors Thesis. Students will have already selected a research topic for their thesis, and the literature review will have been completed. The focus of this component of the thesis will be on data collection and analysis and finally on the oral and written presentation of the students' research. Prerequisite: CGSI 401

**About the Program Director:** Dr. Pete Mandik is Associate Professor of Philosophy and Philosophy Department Chairman at William Paterson University. He is a member of the McDonnell Project for Philosophy and the Neurosciences. His principle research interests are in the philosophy of mind and concern consciousness and representational content. Other work concerns the philosophy of mind more generally, the philosophy of neuroscience, cognitive science, and artificial life.

## **HUMANITIES TRACK**

The Humanities Honors Track 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.

Humanities provides 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, music, 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 and 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) that 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 (Seminars 1 & 2) 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 year-long research and thesis project usually in the senior year, offering the opportunity to work independently with the guidance of a selected faculty member.

The completion of this project provides not only a fitting expression of the student's college accomplishments but also a valuable representation of their abilities for graduate school and future employers. There are courses available for both daytime and evening students.

## **What are Humanities Thesis topics?**

Students in the Humanities Track have produced a wide variety of theses, some titles are included here: “Transplanting El Cactus: From Mexican to Latino,” “Allegory in the Poetry of William Blake as the Answer to the Physical/Spiritual Duality,” “Walden: Transcendentalism and the American Dream,” “Holy Mother Church: Anti-Catholic Satire in Shakespeare’s *Hamlet*,” “Total Quality Management’s Impact on Human Behavior,” “What it Means to Be Human,” and “Sweetest Tongue as the Sharpest Tooth: The Evolution of ‘Little Red Riding Hood’”.

## **Humanities Honors Track Curriculum:**

## HONORS COURSES 15 credits

All students take TWO of the following four Seminars:

- |                 |  |
|-----------------|--|
| <b>HUMH 199</b> | <i>Humanities Honors Seminar I:</i> Representations of Humanity Past and Present                             |
| <b>HUMH 200</b> | <i>Humanities Honors Seminar II:</i> Representations of Humanity Past and Present                            |
| <b>HUMH 201</b> | <i>Humanities Honors Seminar III</i> (evening): Humanities and Technology in Today's World                   |
| <b>HUMH 202</b> | <i>Humanities Honors Seminar IV</i> (evening): Representations of Humanities through Historical Perspectives |

Plus ONE of the following four Colloquia:

- HUMH 301**    *The Enlightenment: Origins of Modern Consciousness* (offered Spring 06)  
**HUMH 302**    *Medieval and Renaissance Culture* (offered Spring 07)  
**HUMH 303**    *Classical Tradition and Christian Civilization* (offered Spring 08)

Plus TWO semesters to research and write their thesis

- HUMH 401**    *Humanities Honors Thesis Seminar I: Research*  
**HUMH 402**    *Humanities Honors Thesis Seminar II: Writing*

### **How do I enroll?**

Email or call the Program Director Dr. John Peterman, 973-720-3030, [petermanj@wpunj.edu](mailto:petermanj@wpunj.edu) or call or email Jan Pinkston, 973-720-3657, [pinkstonj@wpunj.edu](mailto:pinkstonj@wpunj.edu).

**About the Program Director:** Dr. John Peterman got his Ph.D. in 1980 from the Pennsylvania State University. He is interested in ancient Greek philosophy (particularly Plato), American pragmatism (particularly Dewey). He teaches courses in Ancient Philosophy, Plato, Aristotle, Environmental Ethics, Life Science Ethics. He coordinates the Humanities Honors Program. He is an avid hiker and has successfully completed the New York City Marathon three times (best time: 4:15).

## LIFE SCIENCE AND ENVIRONMENTAL ETHICS TRACK

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

Open to students of any major, this Track could be of special interest to science students who wish to explore the ethical issues caused by their scientific knowledge or to business students who wish to better understand the ethical dimensions of the technical areas in which they will soon be working. After completing at least two science courses (by advisement), during the first two years at William Paterson, the student takes a set of three courses in the Track. These courses expand the student's understanding of the process of scientific investigation, expose them to the major ethical systems, and through the mechanism of the case study, explores the interfaces among ethics, science and the law. Next, the student completes a one semester intensive internship with an agency that deals with ethical issues in the lives of humans, animals, or an aspect of human environmental interaction. Finally, the student will integrate classroom and practical experience with scholarship in a senior thesis.

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

### **About the Program Director:**

Karen Swanson received her Ph.D. in Geochemistry and Mineralogy from the Pennsylvania State University in 1988 and is an Assistant Professor in the Department of Environmental Science. She is primarily interested in two areas of inquiry: the behavior of pollutants in natural water systems, and the best ways to teach science at all levels

## MUSIC TRACK

The music honors Track is designed to enhance the existing degree programs in music; it is not a stand-alone degree.

### **Components:**

Four semesters of music honors seminars

Contractually enhanced content of selected courses in the student's particular music major program

Capstone project in the senior year - a culmination of the student's honors experience, in the form of a lecture, paper, musical score, report of research, recital or performance

Students have pursued a variety of interests in their theses. Some thesis projects include: "The Music of Ralph Towner" (a lecture and presentation), "The Application of the Alexander Technique to Instrumental Practice" (a lecture and presentation), "Aspects of the Music of Sonny Rollins" (a lecture and presentation with transcriptions), "The Modern Jazz Ballad" a lecture and presentation, "Analysis of Hindemith's Tuba Sonata" a paper, "The Process of Improvisation" (a paper), "Ravel's *Le Tombeau de Couperin*" (a performance with analytic commentary), "An Analysis of Samuel Barber's *Knoxville: Summer of 1915*", and "An Introduction to the World of Early Jazz Guitar" (a paper). Students have also explored the popular music of Brazil, transcribed piano pieces for an instrumental ensemble, and performed original compositions.

### **Who may apply?**

Music majors of all levels with an interest in music as a liberal art beyond its vocational aspects.

### **How do I enroll?**

Email or call the Program Director Dr. Jeffrey Kresky, 973-720-3470, [kreskyj@wpunj.edu](mailto:kreskyj@wpunj.edu) or call or email Jan Pinkston, 973-720-3657, [pinkstonj@wpunj.edu](mailto:pinkstonj@wpunj.edu).

### **About the Program Director:**

Dr. Jeffrey Kresky holds a B.A. from Columbia, and a Ph.D. from Princeton. He is a music theorist, with an emphasis in analysis and criticism; a composer, keyboardist and conductor; and author of *Tonal Music: 12 Analytic Studies (Indiana)*, *A Reader's Guide to the Chopin Preludes (Greenwood)*, and articles and reviews in *Perspectives of New Music*, *Gettysburg Review*, and *The Music Review*. He was appointed to William Paterson University in 1973 and has served as the coordinator of the Music Track since its inception.

## **PERFORMING AND LITERARY ARTS TRACK**

Sponsored jointly by the College of Humanities and Social Sciences, and the College of the Arts and Communication, the Performing and Literary Arts Track is a cross-disciplinary program for students interested in one or more aspects of literary or theatrical achievement.

**Students may select either a theatrical or literary focus.**

### ***Theatrical focus***

Students may concentrate on one or more of the following: acting, script writing, directing, production, and music composition or music arrangement as it relates to theatrical production. With the approval of the Program Director, students select five courses in preparation for a public performance. The outcome of the Track is the performance itself--a play or solo performance--held on campus and open to the college community and the community-at-large.

### ***Literary focus***

Those choosing a literary focus will work to complete a manuscript of 50-100 pages, such as a novella or extended non-fiction piece or a collection of poetry, short stories or essays. With the approval of the Program Director, students select five courses to assist them in both the preparation of the manuscript and the formal presentation thereof. In other words, the student will take courses such as speech/oral interpretation or acting, as well as advanced courses in writing. At least one course will be an independent study with a member of the English department faculty, in order to prepare the final draft of the manuscript. Final approval of the manuscript rests with the Program Director. The outcome will be both a completed manuscript and a public reading/performance thereof.

### ***About the Track***

As is true for the other Tracks in the University Honors College, Performing and Literary Arts is not a major, but a distinctive set of courses that adds breadth to, and reinforces, a student's chosen major. In addition to the aforementioned possibilities students may combine two or more art forms in the conception of their project, e. g., visual art and writing, music and writing, etc. In order to complete the theatrical component, students in majors other than Art, Music, and English must complete a 21- credit concentration in Theatre (offered through the Communication Department) prior to completing the honors Track. (PLEASE NOTE: the 21-credit theatre concentration requirement is a pre-requisite *only* for the theatrical component, and *only* for students other than majors in Art, English, and Music.)

### **What are Performing and Literary Arts Project and Thesis topics?**

#### **How do I enroll?**

Email or call the Program Director Dr. Philip Cioffari, 973-720-3053, [cioffarip@wpunj.edu](mailto:cioffarip@wpunj.edu) or call or email Jan Pinkston, 973-720-3657, [pinkstonj@wpunj.edu](mailto:pinkstonj@wpunj.edu). A

**About the Program Director:** Dr. Philip Cioffari is Professor of English with interests in creative writing, acting and directing. He has published short stories in *Playboy*, *Michigan Quarterly*, *Southern Humanities Review*, *Northwest Review*, *William and Mary Review*, *Italian American*, *Paterson Literary Review*, and *Mississippi Review*. His plays have been produced Off-Off Broadway at the American Theater of Actors and at the Pulse Ensemble Theater, in New York City.

## SOCIAL SCIENCES TRACK

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. Track participants will examine the perspectives of psychology, sociology, political science, and anthropology on matters including the family, work life, the legal system, religion, hatred, aggression, poverty, international conflict, and other topics.

### **Who should apply?**

Open to students from any concentration, the Track is expected to draw primarily from sociology, psychology, political science, and anthropology majors. Students from business and communication have also enrolled. GPA must be at least 3.0.

Students in the Track can expect a unique learning opportunity led by interdisciplinary teams of accomplished social scientists who are committed to their role as teachers. Students will read and discuss some of the finest thinkers in history and learn how to conduct meaningful social science research. We hope that many students in this Track will be able to present their findings at scholarly conferences and, even, to publish their work.

The Social Sciences Honors Track is particularly appropriate for students who want to strengthen their applications to law school or graduate school in psychology, sociology, political science, anthropology, and associated fields.

### **Can I handle this along with everything else I'm doing?**

We are committed to helping you succeed. Track courses can count toward fulfillment of GE requirements. We encourage you to give it a try.

### **How do I enroll?**

Email or call the Program Director Dr. Neil Kressel, 973-720-3389, [kresseln@wpunj.edu](mailto:kresseln@wpunj.edu) or call or email Jan Pinkston, 973-720-3657, [pinkstonj@wpunj.edu](mailto:pinkstonj@wpunj.edu).

### **What are possible thesis topics?**

Students select research topics in conjunction with the Program Director and other faculty members. Many topics in psychology, sociology, anthropology, political science, and other social sciences can be appropriate. Some recent thesis projects have explored the role of profiling in airport security, the portrayal of Native Americans in film, the adoption of Asian children by non-Asian parents, the formation and consequence of group identity in African Americans, the stereotypical ways male and female feminists are viewed, the consequence of dating violence for college women, the implications of targeted advertising for young African Americans , and the childhood origins of the dependent personality type in college women.

### **What courses will I take?**

Track courses are usually taken in numerical sequence but, with the permission of the Program Director, students may modify the order in which they take the courses.

#### ***Social Science Honors 201 – Honors Seminar in the Social Sciences I: Theory***

As social scientists attempt to decipher human social behavior, they make various moral, theoretical, political, and methodological choices. The first two seminars in the program examine the intellectual origins of such choices. A special effort is made to identify where the various social science disciplines differ and where possibilities exist for interdisciplinary cooperation. Students in the first seminar explore these

issues while reading and discussing classic works in psychology, sociology, political science, and anthropology.

Prerequisite: Admission to the Social Sciences Honors Track

***Social Science Honors 202 – Honors Seminar in the Social Sciences II: Methodology***

This seminar focuses on the various methodologies of the social sciences. As in SSH 201, students read important social scientific studies in the original. An effort is made to use such works, often drawn from scientific journals, as the basis for discussion of methodological questions. The seminar covers qualitative as well as quantitative approaches.

Prerequisites: Admission to the Social Sciences Honors Track.

***Social Science Honors 301 – Honors Seminar in the Social Sciences III: Application***

Each semester, this seminar examines a different social dilemma from a variety of social science perspectives. Seminars may address: (1) Law and Justice, (2) International Conflict, (3) Family Matters, (4) Religion, or other topics.

Prerequisites: Admission to the Social Sciences Honors Track or permission of the Program Director. Students may repeat this course for credit, though subsequent enrollments would count as electives.

***Social Science Honors 401 – Honors Thesis I***

Students design and carry out research in preparation for writing an honors thesis. We will embrace methodological diversity, requiring primarily that a project be feasible and fall within the domain of the social sciences broadly conceived. Faculty members are committed to helping students conduct successful research.

Prerequisites: SSH 201, SSH 202, and SSH 301 or permission of the Program Director.

***Social Science Honors 402 – Honors Thesis II***

Students write and present an honors thesis.

Prerequisites: SSH 401 or permission of the Program Director.

**About the Track:**

Representatives from psychology (Dr. Neil Kressel), political science (Drs. John Mason and Michael Principe), sociology (Dr. Mary Pat Baumgartner), and anthropology (Dr. Maria Villar) have collaborated to create this Track as part of the University Honors College. These faculty members and others will teach the required courses and supervise student research. Drs. Parillo (sociology), Lune (sociology), Korgen (sociology), Flint (sociology), Principe (political science), and Haines (psychology) have also taught in the Track.

**About the Program Director:**

Professor Neil Kressel holds a Ph.D. in social psychology from Harvard University and an M.A. in comparative history from Brandeis University. A recipient of William Paterson's award for excellence in research and scholarship, his books include: *Mass Hate: The Global Rise of Genocide and Terror* (Plenum, 1996; rev. ed., Perseus/ Westview Press/Basic Books, 2002); *Stack and Sway: The New Science of Jury Consulting* (Perseus/ Westview Press/Basic Books, 2002; paperback, 2004), and *Political Psychology* (Paragon House, 1993). He very much enjoys supervising undergraduate student theses.

## **ADVISEMENT AND SUPPORT**

### **ADVISEMENT:**

Honors students who have not declared a major are advised by the Director of the University Honors College. Students who have declared a major are advised by a member of their major department and by a member of the University Honors College, who is typically their Program Director. Students are always welcome to come to the Honors office for advising.

### **SUPPORT:**

#### **The Academic Support Center (973-720-3324)**

#### **Hunziker Wing 218**

The Academic Support Center provides free tutoring in most general education subjects to help students achieve academic success. Students meet with tutors individually or in small groups. Tutoring techniques vary, depending on the student's learning style and the subject matter. These range from a simple review of written assignments to computer assisted instruction. The Center also organizes and conducts study skills workshops frequently throughout the semester. Topics covered include textbook reading and analysis, test taking skills, note taking, and time management. The Early Alert for Student Success program is coordinated by the Center. This program is designed to assist students who are experiencing problems that are interfering with academic progress. Students complete an early alert form with their instructors or advisors, and then take this form to the recommended support service, where they receive prompt assistance, e.g., tutoring, counseling, etc.

#### **The Science Enrichment Center (973-720-3340)**

#### **Science Hall 421A**

At the Science Enrichment Center (SEC), students work with tutors individually and in study groups in a resource-rich environment that supplements the material that science classes study. The Center offers study skills workshops; use of anatomical models; and a test bank and other reference materials; computer program, CD-ROMs, and video disks. Students may drop in for individualized assistance or join a pre-scheduled study group led by experienced tutors who work closely with faculty members to ensure that students' time is spent focusing on relevant class material.

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

#### **The Writing Center (973-720-2633)**

#### **The Atrium**

Writing Center tutors can help you

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

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

## **GRANT INFORMATION**

William Paterson University directs the Student Undergraduate Research Program. The program is designed to foster and reward outstanding intellectual inquiry and creative work by William Paterson University undergraduate students who are enrolled in full-time study. It offers up to \$2000 in individual grants to students for research projects that may extend over one or two semesters of one academic year. Under the supervision of a faculty advisor/mentor, in any field of inquiry, students are invited to pursue research, scholarly, and creative projects related to their major field of study.

The program funds student initiated independent research, as well as student-faculty collaborations. The proposed inquiry must demonstrate how it will enhance student research skills and knowledge beyond regular classroom level activities.

To apply students must have at least a 3.0 GPA, and they must have completed 60 college credits, including 15 credits in their major.

Deadline for summer and fall submission:           15 March  
Deadline for spring submission:                   15 October

Applications are available at the Office of the Provost, 100 Raubinger Hall and at the Office of Undergraduate Research, 340 Science Hall

## SCHOLARSHIP INFORMATION

**For more information:** Contact the William Paterson University Honors Office for an application (973.720.3657).

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, we are proud to be able to provide the resources to meet most students' needs. Each year, more than 1,000 scholarships are awarded totaling over \$4.8 million.

Additionally, academic departments, charitable-minded alumni and friends provide more than 200 scholarships for scholastic achievement, outstanding character, leadership qualities and financial need. In particular, our William Paterson University Foundation and Alumni Association offer more than \$425,000 in scholarships. Scholarships range from \$250 to full-time tuition and fees and are awarded to incoming and currently enrolled William Paterson University students. Most awards are granted for one academic year and are renewable through an online application in the spring. We encourage all students who may qualify for financial aid and/or scholarships to apply.

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](http://www.fafsa.org). The FAFSA form is also available in high school guidance offices, community organizations and College and University financial aid offices. Note: The undergraduate award process begins as early as **February 1st**; therefore it is advisable to submit application for admission, scholarship application and other supporting credentials as early as possible.

### Scholarships for First Year and Transfer Students

#### Institutional Scholarships

##### *Academic Excellence Scholarship*

The William Paterson University Academic Excellence Scholarship grants ten \$1,000 awards and seven \$750 awards to full-time students on the basis of their academic achievement and extracurricular activities to full-time students. One scholarship is reserved for a music or art major, alternating each academic year. The **\$1,000 scholarship** award is automatically renewed for four years based on a maintained minimum GPA of 3.0, satisfactory academic progress and pursuit toward graduation, and full-time undergraduate status. The **\$750 scholarship** is a one-time-only award. Scholarship application, essay and letter of recommendation must be submitted by **February 15th**.

##### *Educational Enrichment Scholarship*

The William Paterson University **Educational Enrichment Scholarship** awards \$1,000 to historically underrepresented students on the basis of their academic profiles and extracurricular activities in high school or college. The award may be packaged with other sources of

scholarships or need-based aid, although financial need is not an eligibility factor. Scholarships are awarded on a rolling basis to those who have been admitted to the University and have submitted an Educational Enrichment Scholarship application (available in the Admissions Office). Scholarship award is automatically renewed for up to four years based on a maintained minimum GPA of 2.6, satisfactory academic progress and pursuit toward graduation, and full-time undergraduate status. Note: The scholarship application and the application for Admission with supporting credentials must be submitted by **March 15th**.

### ***Distinguished Scholars***

The William Paterson University ***Distinguished Scholars*** are awarded a \$1,000 matching scholarship based upon selection as an ***Edward J. Bloustein Distinguished Scholar*** for demonstrated high academic achievement as indicated in their high school record and SAT scores. Scholarship award is automatically renewed in the amount of \$1,000 for four years based on a maintained minimum GPA of 3.0, satisfactory academic progress and pursuit toward graduation and full-time undergraduate status. Edward J. Bloustein Scholars should alert the William Paterson University Office of Admissions by **February 15th** noting their award on the admissions application or by contacting the Office of Admissions at (973)720-2906 or Anthony Leckey, Interim Director of Admissions with related inquiries.

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

This program is based upon both the class rank and combined Scholastic Achievement Test (SAT 1) score of a student. It is jointly funded by the State of New Jersey and William Paterson University for incoming freshmen and is provided pending appropriation of funds for this program from the State.

Scholarship award is automatically renewed for up to four years based on a maintained minimum GPA of 3.0, satisfactory academic progress and pursuit toward graduation and full-time undergraduate status. For more information, feel free to contact the Office of Admissions at (973)720-2906 or Anthony Leckey, Interim Director of Admissions.

The amounts noted below are inclusive of other merit scholarships offered by the State of New Jersey.

### ***Presidential Scholarship***

The William Paterson University Presidential Scholarship awards 100 high-achieving students from diverse backgrounds Full Tuition and Fees. Fifty of the merit-based scholarships are awarded to freshmen and fifty to transfer students. It may be packaged with other sources of scholarships (except the Trustee Scholarship) and need-based aid. As of September 1997, the Presidential Scholarships are in connection with William Paterson University's Honors Program and Presidential scholars are to enroll in the Honors Program. Scholarships are awarded on a rolling basis to those who have been admitted to the University. Freshmen are automatically reviewed for this award upon filing the general admissions application. Transfer students must file an application by **March 1 for the Fall semester and December 1 for the Spring**.

- The ***Freshman Presidential Scholarship*** targets high school honor students involved in honor-level programs and courses, advanced placement courses and high school/University articulation programs. In addition to high school academic performance, qualifying criteria also include leadership, service and civic activity.

Scholarship award is automatically renewed for up to four years based on a maintained minimum GPA of 3.0, satisfactory academic progress and pursuit toward graduation and full-time undergraduate status.

- The **Transfer Presidential Scholarship** targets transfer students who have a 3.5 GPA and/or are members of Phi Theta Kappa honor society. Priority goes to AA/AS degree recipients. Two scholarships are reserved for Phi Theta Kappa students from each community college in New Jersey. Scholarship award is renewable for a maximum of two years based on a maintained minimum GPA of 3.0, satisfactory academic progress and pursuit toward graduation and full-time undergraduate status.

### ***Trustee Scholarship***

The William Paterson University Trustee Scholarship awards Full Tuition and Fees to freshmen among the top-ten-ranked admitted students in each of the five ethnic categories defined by the federal government. **All freshmen are considered for this scholarship and no application is necessary.** It may be packaged with other sources of scholarships (except the Presidential Scholarships) and need-based aid. Scholarship award is automatically renewed for up to four years based on a maintained minimum GPA of 3.0, satisfactory

### **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 amounts may vary depending on donations and accrued interest.* For additional information on Foundation Scholarships, contact Amanda Vasquez Director of Scholarships (973-720-2929.

- **Aaron L. Rubin Scholarship** Eight \$2,500 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 student to provide: Honors track enrolled in.
- **Fred C. Rummel Scholarship** Scholarships ranging from \$1,500 to \$2,500 funded by the Rummel Foundation. Scholarships are awarded to students who reside in Essex or Union counties, are from the top 20 percent of their high school graduating class and/or have a minimum GPA of 3.30. In addition, recipients must be full-time and enrolled in William Paterson Honors Program. Scholarship is renewable if student maintains a GPA of 3.0. Preference is given to students of color and/or those who demonstrate financial need.

## **REQUIREMENTS FOR PARTICIPATION IN THE UNIVERSITY HONORS COLLEGE**

### **Academic Requirements:**

To graduate with an honors degree from the University Honors College of William Paterson University students must maintain an overall GPA of at least 3.0. Students whose GPA falls below 3.0 will be placed on probation. They will have one semester to improve their GPA so that it is above 3.0. Students whose GPAs remain below 3.0 for two semesters will be dismissed from the University Honors College.

Students who complete the Honors program in General Education will have this distinction noted on their transcript.

Students who complete the requirements for an Honors Track will graduate with Honors in the Track, which is noted on their transcript and on their diploma.

Students who complete the Honors program in General Education and an Honors Track will graduate from the University Honors College, which is noted on their transcript and on their diploma.

All students enrolled in an Honors Track must complete a project or thesis as their capstone achievement. A thesis is typically a piece of original research about 50 pages in length. The parameters of a capstone project are determined by the student and the Program Director. Students will present their research or their project to the William Paterson community at the annual Honors Week, held in April.

### **Honors Activities**

Members of the University Honors College are expected to participate in Honors events such as the student research presentations and performances showcased during Honors Week in April. The University Honors College sponsors lectures, hosts lunches with faculty and organizes workshops, and students are expected to attend some of these. Students are also invited to all of the College's social events and field trips.

## HONORS RESIDENCE COMMUNITIES

### **Honors Learning Community:**

Honors students in their first year are encouraged to live in the Honors Community in High Mountain East, the residence hall for first year scholarship recipients. There is also a group of Sophomore mentors who reside in the learning community.

It is our intention to bring Honors students together into a community where their academic efforts are supported through their residential experience, and where their experience will be enhanced through shared engagements from their peers, as well as staff and faculty. We envision a cooperative space that Honors faculty will visit for casual conversations or to show films and moderate discussions. We will build a community that facilitates student exploration with field trips to nearby cities and regions, and that provides opportunities to participate in national conferences and meetings. Along with the academic experiences, we want to create a community that has fun with programming, and draws people out to enjoy the social experiences that college has to offer.

Members of the University Honors College who are Sophomores, Juniors and Seniors are invited to live in High Mountain West.

## NATIONAL COLLEGIATE HONORS COUNCIL

The University Honors College is a member of the National Collegiate Honors Council (NCHC) which hosts a regional conference each spring at which students are welcome to present the findings of their research. Each fall the NCHC organizes a national conference for all of the colleges and universities in the nation with honors programs or colleges. Students may present their research at the national conference, they can attend sessions that discuss the structure and organization of different honors programs and colleges, and they have the opportunity to meet Honors students from across the country. Each year the University Honors College will take a group of students to these conferences.

According to its website, the NCHC values an atmosphere that promotes academic opportunity and challenge for Honors students and faculty. Within this intellectual environment, members of Honors communities demonstrate integrity, respect, and excellence. Through the Honors experience, participants realize enhanced personal, social, and intellectual development. The NCHC recognizes the importance of life-long learning and social responsibility in preparing individuals for an increasingly complex world. These beliefs and values are reinforced among member institutions through the collegiality and shared purpose of the NCHC.

**STUDY ABROAD**  
**THE NATIONAL STUDENT EXCHANGE PROGRAM**  
**HONORS SEMESTERS**

Students in the University Honors College are encouraged to spend a summer, semester or academic year studying at a different institution. Students may **study abroad** as part of any program under the sponsorship of the New Jersey State Consortium for International Studies, which has programs in Europe, Latin America, Australia, Asia and Africa.

For more information, please contact the Center for International Education  
Raubinger 120, 300 Pompton Road, Wayne, NJ 07470  
Telephone: (973) 720 - 3317 Fax: (973) 720 - 2336

The **National Student Exchange Program** enables students at William Paterson University who have a GPA of 2.5 or higher to attend up to one year of college in another state while having the option to continue paying William Paterson tuition or the host school's in-state tuition rates. The program includes over 170 colleges and universities in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, and Canada.

For more information, please contact the Center for International Education  
Raubinger 120, 300 Pompton Road, Wayne, NJ 07470  
Telephone: (973) 720 - 3317 Fax: (973) 720 - 2336

The National Collegiate Honors Council (NCHC) sponsors **Honors Semesters** that feature experiential learning through a combination of interrelated courses integrated by their focus on the setting of each specific project. Honors Semesters are offered regularly to allow honors students from throughout the United States to gather for learning experiences away from their own campus. NCHC semesters offer a full load of transferable college credit and combine field studies, research, internships, seminars and a carefully planned living-learning environment that fully exploits the resources of the semester's locale. Past Honors Semesters have been offered in Rome, Washington D.C., the Grand Canyon, the Maine Coast, Puerto Rico and Morocco.

For more information, please see:  
<http://nchchonors.org/honors.htm>

## **DEPARTMENTAL HONOR SOCIETIES**

Alpha Kappa Delta – Gamma  
National Sociology Honor Society  
Please contact: Dr. Rosanne T. Martorella, 973-762-2388

Alpha Psi Omega  
National Honor Society for Theatre  
Please contact: Dr. Edward Matthews, 973-762-2994

Beta Beta Beta – Chi Rho  
Biological Honor Society  
Please contact: Dr. Robert Chesney, 973-762-3455

Kappa Delta Pi – Zeta Alpha  
International Honor Society for Education  
Please contact: Dr. Janet Strasser, 973-762-3140

Lambda Alpha Gamma  
National Collegiate Honors Society for Anthropology  
Please contact: Dr. Tom Gundling, 973-762-2566 or Nancy Gakunu, 973-762-2433

Lambda Pi Eta - Beta Zi  
National Communication Honor Society  
Please contact: Dr. Chriss Williams, 973-762-2431

Omicron Delta Epsilon - Chi  
International Honor Society in Economics  
Please contact: Dr. Taghi Ramin, 973-762-2781

Phi Alpha Theta – Rho Alpha  
National History Honor Society  
Please contact: Dr. Jonathan Bone, 973-762-2284

Phi Sigma Tau  
National Philosophy Honor Society  
Please contact: Dr. Ben Vilhauer, 973-762-2415

Pi Delta Phi  
National French Honor Society  
Please contact: Dr. Madhuri Mukherjee, 973-762-3630

Pi Lambda Theta  
Honor Society in Education  
Please contact: Dr. Alice Bolander, 973-762-6323 or Marion Turkish, 973-762-2469

Pi Mu Epsilon  
National Mathematics Honor Society  
Please contact: Dr. Madeleine Rosar, 973-762-3379

Pi Sigma Alpha – Iota Kappa  
National Honor Society in Political Science  
Please contact: Dr. Sheila Collins, 973-762-3424 or John Mason, 973-762-2188

Psi Chi  
National honor fraternity in Psychology  
Please contact: Dr. Janine Swingle, 973-762-3403

**Sigma Delta Pi**  
National Spanish Honor Society  
Please contact: Dr. Maria Tajes, 973-762-3725

**Sigma Tau Delta**  
International English Honor Society  
Please contact: Dr. Brian O'Broin, 973-762-2641

**Sigma Theta Tau – Iota Alpha**  
International Nursing Honor Society  
Please contact: Dr. Colleen Barbarito, 973-762-3485 or Dr. Donita D'Amico, 973-762-3492

**Psi Chi**  
National Honor Fraternity in Psychology  
Please contact: Dr. Janine Swingle, 973-762-3403

**Upsilon Pi Epsilon -Gamma**  
National Honor Society in Computer Sciences  
Please contact: Dr. Li-hsiang (Aria) S. Cheo, 973-762-2517

## **WPU POLICIES AND PROCEDURES**

This abbreviated information has been extracted from the Undergraduate Catalogue, see the Catalogue for the complete list of policies and procedures

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

### **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.

### **Incomplete Policy**

Work relating to grades of Incomplete (IN) must be completed and grades submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the grade was issued. Grades of Incomplete (IN) may be assigned only when the student has successfully completed most of the work required for a course but, due to extraordinary circumstances, is unable to submit a portion of course work or completed final project (paper, exam, or other work) by the end of the semester. Under no circumstances should an Incomplete (IN) be assigned when, through negligence or with no acceptable excuse, a student fails to take an examination or to submit required work on time. Grades of Incomplete (IN) may be assigned only with an agreement of mutual understanding between the faculty member and the student expressed on an Incomplete Grade Form indicating the reason for the Incomplete (IN), the work to be completed, the work that had been completed for a grade, and deadline for completion. A copy of this agreement must be signed by the faculty member and student and approved by the department chair, with copies to the Dean of the College and the Registrar, when the grade of Incomplete (IN) is submitted.

### **Change of Existing Grade Regulations**

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

### **Pass/Fail Courses**

General Education courses cannot be taken on a pass/ fail basis. With the exception of courses that are designated by the University as "pass/fail only," students may exercise a pass/fail option

for free elective courses only and for a maximum of 3-4 credits or one course per semester and a career maximum of 12 credits or four courses, whichever is greater. Students must be in good academic standing (minimum cumulative GPA of 2.0) to opt for pass/fail.

### **Course Repeat Policy**

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

### **Course Withdrawal**

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

### **Grades**

The William Paterson University grading system is as follows:

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

### **Grade Point Values**

A 4.0	A- 3.7
B+ 3.3	B 3.0 B- 2.7
C+ 2.3	C 2.0
C- 1.7	D+ 1.3
D 1.0	F 0

## **PROCEDURE FOR STUDENT COMPLAINTS**

### **Procedures for Investigating Complaints About Grades or Student Academic Performance**

Students who are dissatisfied with treatment by a faculty member in reference to grades or student academic performance should pursue the following procedure. Due process must be followed at each step of this procedure. No grade will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the assignment of the original grade was inconsistent with professional standards in the discipline. Each step in the procedure must be initiated within ten working days of the faculty, chairperson, or departmental response. Dated, written statements are required at each step. Likewise, at each level, the faculty member, chairperson, or Department Executive Council (or other appropriate departmental committee) must complete a review of all pertinent written materials prior to rendering a decision and inform the student in writing of the decision within ten (10) working days of receipt of the complaint materials. If the student can verify that she or he has not been able to contact the faculty member, it is understood that the student's right to appeal will not be jeopardized, and the deadline will be extended. A copy of all materials submitted at each level of the appeal process should be retained by the student. If the student so chooses, he/she will be allowed to appear before the appropriate committee or council at each level of the appeal process.

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

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

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

## ACADEMIC INTEGRITY POLICY

### **I. Standards of Academic Conduct**

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects that all members of the University community shall conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. Members of the University community are expected to acknowledge their individual responsibility to be familiar with, and adhere to, the Academic Integrity Policy.

### **II. Violations of Academic Integrity**

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

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

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

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

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

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

### **III. Faculty Responsibilities for Upholding the Academic Integrity Policy**

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

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

### **IV. Resolution of Academic Integrity Policy**

#### **Violations**

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

**B.** After discussing this matter with the student, and if the student accepts the proposed penalty, the student waives his/her right to a hearing. Depending on circumstances as assessed by the faculty member who has discussed the matter with the student, the penalty imposed could be:

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

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

1. Speak directly to the faculty member within ten (10) working days of being informed of a violation or of the proposed penalty. If, after repeated attempts, the student is unable to reach the faculty member within ten (10) working days, the student must notify the department chairperson in writing within that ten (10) day period.
2. If, after discussion with the faculty member, the student is dissatisfied with the outcome, the student must contact the department chairperson, presenting a dated, written, and signed statement describing the specific basis for the complaint. At this time, the student will also provide the faculty member with a copy of these written materials.
3. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student will request that the chairperson convene the Department Executive Council (or other appropriate department committee)—excluding the faculty member involved—to hear the appeal. The faculty member will submit a written, dated, and signed statement of the alleged violation to the council/committee. The student will submit a written, dated, and signed statement describing the basis of the complaint. The accuser will assume the burden of proof. When the faculty member involved is the chairperson, then the student will request that the Dean of the College convene the Department Executive Council (or other appropriate department committee). The Department Executive Council/Committee will submit its decision to the chairperson (or College Dean, if the faculty member involved is the chairperson).
4. If not satisfied with the Department Executive Council's (or other appropriate department committee's) decision, the student may ask the Dean of that College to bring the matter to the College Council. The faculty member will submit a written, dated, and signed statement of the alleged violation. The student will submit a written, dated and signed statement describing the basis for the complaint. The accuser will assume the burden of proof. The chairperson of the department concerned will not take part in the final vote (though the written decision from the department chairperson will be part of the record). The College Council's decision will constitute the University's final decision regarding the substantive nature of the case.
5. Each step in the procedure must be initiated within ten (10) working days of the faculty, chairperson, department, or College response. Dated, written, and signed statements are required at each step. Likewise, at each level, the faculty member(s), chairperson, Department Executive Council (or other appropriate department committee), or College Council must complete a review of all pertinent written materials prior to rendering a decision, in writing, within ten (10) working days of receipt of complaint materials. In case the faculty member has verifiably been unable to be contacted, or in other instances of extenuating circumstances affecting students or faculty, it is

understood that the student's right to appeal will not be jeopardized and the time constraints will be extended. Due process must be followed at every step of this procedure. No penalty will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the penalty was inconsistent with professional standards of the discipline.

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

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

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