

WILLIAM PATERSON UNIVERSITY
UNIVERSITY HONORS COLLEGE STUDENT HANDBOOK
2008-2009



HONORS STUDENTS ENJOY A FIELD TRIP TO NEW YORK CITY TO SEE THE BODIES EXHIBITION

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TABLE OF CONTENTS

University Honors College Mission Statement	3
University Honors College Governance	4
What is Required of Students in the Honors College?	5
Descriptions of Honors courses in General Education	8
University Honors College Tracks	
Biopsychology Track	11
Cognitive Science Track	13
Humanities Track	15
Life Science and Environmental Ethics Track	17
Management Track	18
Marketing Track	20
Music Track	22
Performing and Literary Arts Track	23
Social Sciences Track	24
Advisement and Support	26
Grant Information	27
Scholarship Information	28
Honors Residence Community	32
National Collegiate Honors Council	32
Study Abroad, National Student Exchange, Honors Semester	33
Departmental Honor Societies	34
WPU Policies and Procedures	36
Procedure for Student Complaints	38
Academic Integrity Policy	40
2008-2009 Honors College Calendar	43

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 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.

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
- Priority registration for all courses
- 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 Learning Community in High Mountain East residence hall
- 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 College's curricular requirements and oversee its 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. Katherine Makarec, Cognitive Science
- Dr. Raza Mir, Management
- Dr. Raza Mir, Marketing
- 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 and service organization that plans events, community 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.

WHAT IS REQUIRED OF STUDENTS IN THE UNIVERSITY HONORS COLLEGE?

Academics:

- All students who enter the Honors College in or after Fall 2008 receive a \$2000 per year scholarship that they will retain for 4 years if they are first year students or 2 years if they are transfer students.
- All students must maintain a cumulative GPA of 3.0 or above. If a student's GPA falls below 3.0 the student will have one probationary semester to raise the GPA to at least a 3.0. If the student fails to do so he/she will be dismissed from the Honors College.
- All students in the University Honors College are expected to be enrolled in at least one Honors course per semester, but most students choose to enroll in more than one. If a student cannot enroll in an Honors class one semester he/she must meet with the Director of the Honors College and receive a written waiver.
- All students in the University Honors College are expected to regularly check their William Paterson University email accounts for University and Honors College information. Students must also check their mailboxes if they live in residence halls. Most information about the Honors College is shared using email.
- Students who are in good standing in the Honors College are permitted to take a wider range of courses to fulfill their General Education requirements. In some cases departments offer special Honors GE classes (like PEGE 200) and in other cases departments allow students to take upper division classes in place of the 100 level GE course. Honors students enroll in Honors GE courses by getting a permit from the Honors College Office.
- Students who are in good standing in the Honors College receive priority registration privileges for the fall and spring semesters, which allow them to register before most other students.
- All Honors College students will enroll in a Track (which are described in the Honors Handbook), current Tracks include:
 - Biopsychology
 - Cognitive Science
 - Humanities
 - Independent
 - Life Science and Environmental Ethics
 - Management
 - Marketing
 - Music
 - Performing and Literary Arts
 - Social Sciences
- Track applications are available at the Honors Office in Raubinger Hall. Students must apply to and be accepted to a track. The Track directors meet to read applications and collectively the directors determine who will be accepted into Tracks.
- First year students are advised to select a Track in the second or third semester at WPUNJ. Transfer students should enter a Track when they enter the University.
- First year students typically begin in the track during the third or fourth semester at WPUNJ. Transfer students typically begin taking track classes during their first semester at WPUNJ.
- Students typically begin the research for their theses in the second half of the Junior year or the first half of the Senior year, and typically write the thesis during their Senior year.

Students are encouraged to begin working on their thesis or final project during their Junior year so they have sufficient time to complete it. **All completed theses and projects are due on 1 May of the Senior year without exception for students participating in the Convocation ceremony.**

- To graduate with Honors, a distinction noted on the transcript and the diploma, a student must take a minimum of three honors sections of General Education courses, fulfill all the requirements of an Honors Track, complete a final project or thesis, and have a cumulative GPA of at least 3.0.

First Year Students:

- In the first year all Honors students will attend a mandatory meeting in October that explains the requirements of the General Education program for Honors students.
- In the first year all Honors students will attend a mandatory meeting in November that explains the different Honors Tracks and introduces students to the Track directors.
- All Honors students are expected to attend Honors Week events. Students should attend presentations made by students in the Tracks that most interest them.
- The Honors Director, Dr. Dinan, serves as the academic advisor for all Honors students who have not declared a major, and she also advises students who are not able to meet with their advisors.

All Students:

- All students will enroll in an Honors Track in their first or second year. Students must be accepted into a Track by the time they have completed 60 credits at WPUNJ (exceptions are occasionally made to this rule for students entering the Music track). Track applications are available in the Honors Office. Students must be accepted into a Track by the Program Directors, and must meet the minimum standards of the Track in order to remain enrolled.
- One mandatory Honors meeting is held each year for all upper division Honors students. This meeting is typically held in middle of the fall semester.
- All Honors students are strongly encouraged to attend Honors Week events, which is typically held in mid-April. Students should attend presentations made by students in their Track. It is important that students understand what a thesis or project presentation entails before making their own presentation. **Seniors who are writing theses must present their research during Honors Week; a formal research presentation is a requirement to graduate with Honors.**
- Students are expected to discuss possible thesis topics with their track advisors in their Junior year. Students may complete the research for their thesis in the Junior or Senior year, and they will write the thesis or complete the project in the Senior year.
- During the first semester of the Senior Year all students must complete the “Graduating Student Information” form. This form provides the Honors office with important information about the thesis and graduation plans. This form must be submitted to the Honors Office by 10/30 or 2/28 depending upon the semester the student advances to Senior standings.

- Some Tracks (Cognitive Science, Humanities, Management, Marketing, Social Sciences) include a one semester course for research and a one semester course for writing and the first class is generally called Thesis I. In these Tracks, students will complete a Thesis Proposal by 12/15 or 5/1 depending upon the semester they are enrolled in the class. The purpose of this proposal is to inform the Honors Office of the topic of your thesis or project. The proposal should be at least three pages long and should outline the thesis or project. Thesis proposals require a cover page that must be signed by the Track director and thesis advisor, if they are different people.
- Some Tracks (Biopsychology, Life Sciences and Environmental Ethics, Music, and Performing and Literary Arts) include a one semester capstone project, which is based upon research conducted in prior semesters. In these Tracks students will complete a Thesis Proposal by 12/15 or 5/1 of the semester BEFORE they enroll in their thesis writing class. The purpose of this proposal is to inform the Honors Office of the topic of your thesis or project. The proposal should be at least three pages long and should outline the thesis or project. Thesis proposals require a cover page that must be signed by the Track director and thesis advisor, if they are different people. The Honors Director will review all theses and project proposals.
- All students who complete a thesis or final project and meet the other requirements of the Honors College will graduate with an honors designation from the Honors College. This designation will be noted on the transcript and on the diploma.
- All students who complete a thesis or final project and meet the other requirements of the Honors College will be invited to participate in the University's Convocation ceremony with Honors students who have demonstrated excellent academic performance. The Convocation ceremony is held the evening before Commencement.

Housing:

- Students in the Honors College are encouraged to live in the Honors Learning Community in High Mountain East.
- Honors students are not required to live in High Mountain East, but first and second year students typically benefit from living in the Learning Community.
- A mentorship program exists in the Honors Learning Community that pairs incoming students with current students for their first semester. Mentors are assigned to residential and commuting students.
- Commuting students are invited to participate in all Honors College events in High Mountain East.

Social and cultural events:

- Honors students are invited to participate in one field trip each semester, which is typically to a museum, exhibition, or involves exploring a region of New York City.
- Honors students are invited to several social events year, including an ice cream social in the fall, a holiday party in December, Honors Week festivities in April, lunches in the lounge, and movie nights.

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.

ANTH 202 – Anthropology of Education: Foundations for Teaching

This course explores the relationship between learning, teaching, schooling, society and culture. It examines biological, social and cultural aspects of the acquisition, transmission and production of knowledge, analyzes the connection between educational systems and socio-cultural contexts, and looks at the roles schools play as agents of continuity, conflict and change in the new global order. Students will use ethnographic methods to gain a first-hand understanding of the challenges and rewards of teaching in contemporary schools.

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.

ARTH 104 Approaches to Modern 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.

PEGE 200/CMHL 200 -- Active Lifestyles for Health

Physical Education for aerobic conditioning and life-long good health!

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.

SOC 101 – Principles of Sociology

The course is intended to familiarize students with the major subject areas, methods and concepts of the sociological perspective. The goals are to explore some of the ways in which social scientists and others have attempted to understand social life, and to use this knowledge to add to a sociological framework to the students' understanding of their world. Students will be challenged to develop their "sociological imaginations" -- to self-consciously imagine themselves as "permanent strangers" in our familiar social world. Students should walk away from this course with a set of analytical tools to better understand complex social problems. Moreover, students should continue to see themselves as problem solvers as they continue to develop a sense of community responsibility while always eradicating social injustice and practicing social equality/justice.

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, and anthropology, 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, *The Potential Role of Stress as a Mechanism in the Production of Autism Spectrum Disorder Behaviors in the BTBR T+tf/J Mouse*, *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) or Jan Pinkston, 973-720-3657 (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: Human Neuropsychology (BIPY 490/PSY 590) Pharmacology (Bio 460/560), Neural basis of behavior (Bio 536) 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 is developmental neurobiology, with a focus on the use of mouse models to study autism. 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.

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 in a public forum.

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. Katherine Makarec makareck@wpunj.edu or call or email Jan Pinkston, 973-720-3657, 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 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.

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. Katherine Makarec is Associate Professor of Psychology and the Psychology Department Chairperson at William Paterson University. Her principle research interests are in the mental representation of the real world and how emotion impacts on that representation.

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:

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

Plus ONE of the following four Colloquia:

- HUMH 300** *The 20th Century and Its Discontents* (offered Spring 09)

- HUMH 301** *The Enlightenment: Origins of Modern Consciousness* (offered Spring 10)
HUMH 302 *Medieval and Renaissance Culture* (offered Spring 11)
HUMH 303 *Classical Tradition and Christian Civilization* (offered Spring 12)

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 or call or email Jan Pinkston, 973-720-3657, 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 directs the Humanities Honors Track. 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

MANAGEMENT TRACK

The Management Track provides a more in-depth study of the science of Management as part of the B.S. in Business Administration. Honors students will have a unique opportunity to interact with professors 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 other tracks of the University Honors College, the Management Honors Track functions like a minor, offering a distinctive set of courses that adds breadth to and reinforces the major. While topics will be 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).

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

Who should apply?

Open to students of any major, provided they have completed pre-requisite classes, this track will be of particular interest to students in the Christos M. Cotsakos College of Business. The Track will be especially helpful to students seeking careers in law, management consulting, technology industries, and those who plan to apply to a quality MBA program. All students in the Track must have a cumulative GPA of 3.0 or higher.

How do I enroll?

For further information on this track, consult the coordinator, Dr. Raza Mir, Department of Marketing and Management Sciences, 973-720-3747 or mirr@wpunj.edu or call or email Jan Pinkston, at 973-720-3657, pinkstonj@wpunj.edu.

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.

Principles of Management (Special Honors Section of MGT 200).

Prerequisite: Admission to the Management Honors Track

Principles of Marketing (Special Honors Section of MKT 210).

Prerequisite: Admission to the Management Honors Track

Business Strategy and Policy (Special Honors Section of MGT 460).

Prerequisite: Admission to the Management Honors Track

Management Honors 401 – Honors Thesis I

This course represents the first part of a 6-credit Honors thesis, which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Honors tracks in Management. Honors Thesis credits will be applied towards major concentration requirements.

MGT 401 comprises pedagogy relating to business research in Management. The student will cover topics relating to research methodology, theory building, a refresher on relevant analytic techniques and proposal writing. They will also learn to review and

critique professional writing. The goal of MGT 401 is to help Honors students develop critical thinking skills and analytical capabilities that will help them execute an intensive and original research project in the subsequent semester.

Students will choose a suitable topic for their Honors Thesis in MGT 401. They will be required to develop a research proposal that identifies the basic research question, includes a sufficient literature review, and provides a detailed plan of research including timelines for completion. The Honors Thesis will be supervised by an academic mentor chosen from the full time faculty of the Department of Marketing and Management Sciences.

Prerequisites: MGT 200 – Honors, MKT 210- Honors, and MGT 460- Honors, or permission of the Program Director.

Management Honors 402 – Honors Thesis II

This course represents the second part of a 6-credit Honors thesis, which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Honors tracks in Management. Honors Thesis credits will be applied towards major concentration requirements.

MGT 402 involves the actual conduct of research by a student, following up from a proposal made by the student in MGT 401. Students fine tune and pretest their data collection instruments, collect relevant data, analyze it using qualitative/quantitative techniques, and write up their results in a paper that uses theory from Management and relevant disciplines in organizational studies and social sciences.

The goal of MGT 402 is to help Honors students learn to execute and present research, and practice their critical thinking skills and analytical capabilities that they were exposed to in MGT 401. The empirical study to be conducted in MGT 402 will be supervised by an academic mentor chosen from the full time faculty of the Department of Marketing and Management Sciences.

Prerequisites: MGT 401 or permission of the Program Director.

About the Track:

Faculty from the Department of Marketing and Management Sciences teach in this Track.

About the Program Director:

Professor Mir holds a doctorate from the University of Massachusetts and an MBA from the Indian Institute of Management. His primary research interests include studying the transfer of knowledge across national boundaries in multinational corporations and studying issues relating to power and privilege in organizations. His publications include:

Mir, R. Marens, R. & Mir, A. (2008). The Corporation and Its Fragments: Corporate Citizenship and the Legacies Of Imperialism. In Andreas Scherer and Guido Palazzo (Eds.) *The Handbook of Corporate Citizenship*. London: Edward Elgar Press. pp. 819-852.

Mir, R. Mir, A. & Bapuji, H. (2007). Offshoring, Exit and Voice: Implications for Organizational Theory and Practice. *Critical Perspectives on International Business*, 3(3): 211-219.

Kashyap, R. Mir, R. & Iyer, E. (2006). 'Toward a Responsive Pedagogy: Linking Social Responsibility to Firm Performance Issues in the Classroom,' *Academy of Management Learning and Education*, 5 (3): 366-376.

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 will have a unique opportunity to interact with professors 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 other tracks of the University Honors College, the Marketing Honors Track functions like a minor, offering a distinctive set of courses that adds breadth to and reinforces the major. While topics will be 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).

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

Who should apply?

Open to students of any major, provided they have completed pre-requisite classes, this track will be of particular interest to students in the Christos M. Cotsakos College of Business. The Track will be especially helpful to students seeking careers in law, management consulting, technology industries, and those who plan to apply to a quality MBA program. All students in the Track must have a cumulative GPA of 3.0 or higher.

How do I enroll?

For further information on this track, consult the coordinator, Dr. Raza Mir, Department of Marketing and Management Sciences, 973-720-3747 or mirr@wpunj.edu or call or email Jan Pinkston, at 973-720-3657, pinkstonj@wpunj.edu.

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.

Principles of Management (Special Honors Section of MGT 200).

Prerequisite: Admission to the Marketing Honors Track

Principles of Marketing (Special Honors Section of MKT 210).

Prerequisite: Admission to Marketing Honors Track

Business Strategy and Policy (Special Honors Section of MGT 460).

Prerequisite: Admission to the Marketing Honors Track

Marketing Honors 401 – Honors Thesis I

This course represents the first part of a 6-credit Honors thesis, which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Honors tracks in Marketing. Honors Thesis credits will be applied towards major concentration requirements.

MKT 401 comprises pedagogy relating to business research in Marketing. The student will cover topics relating to research methodology, theory building, a refresher on relevant analytic techniques and proposal writing. They will also learn to review and

critique professional writing. The goal of MKT 401 is to help Honors students develop critical thinking skills and analytical capabilities that will help them execute an intensive and original research project in the subsequent semester.

Students will choose a suitable topic for their Honors Thesis in MKT 401. They will be required to develop a research proposal that identifies the basic research question, includes a sufficient literature review, and provides a detailed plan of research including timelines for completion. The Honors Thesis will be supervised by an academic mentor chosen from the full time faculty of the Department of Marketing and Management Sciences.

Prerequisites: MGT 200 – Honors, MKT 210- Honors, and MGT 460- Honors, or permission of the Program Director.

Marketing Honors 402 – Honors Thesis II

This course represents the second part of a 6-credit Honors thesis, which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Honors tracks in Marketing. Honors Thesis credits will be applied towards major concentration requirements.

MKT 402 involves the actual conduct of research by a student, following up from a proposal made by the student in MKT 401. Students fine tune and pretest their data collection instruments, collect relevant data, analyze it using qualitative/quantitative techniques, and write up their results in a paper that uses theory from Marketing and relevant disciplines in organizational studies and social sciences.

The goal of MKT 402 is to help Honors students learn to execute and present research, and practice their critical thinking skills and analytical capabilities that they were exposed to in MKT 401. The empirical study to be conducted in MKT 402 will be supervised by an academic mentor chosen from the full time faculty of the Department of Marketing and Management Sciences.

Prerequisites: MKT 401 or permission of the Program Director.

About the Track:

Faculty from the Department of Marketing and Management Sciences teach in this Track.

About the Program Director:

Professor Mir holds a doctorate from the University of Massachusetts and an MBA from the Indian Institute of Management. His primary research interests include studying the transfer of knowledge across national boundaries in multinational corporations and studying issues relating to power and privilege in organizations. His publications include:

Mir, R. Marens, R. & Mir, A. (2008). The Corporation and Its Fragments: Corporate Citizenship and the Legacies Of Imperialism. In Andreas Scherer and Guido Palazzo (Eds.) *The Handbook of Corporate Citizenship*. London: Edward Elgar Press. pp. 819-852.

Mir, R. Mir, A. & Bapuji, H. (2007). Offshoring, Exit and Voice: Implications for Organizational Theory and Practice. *Critical Perspectives on International Business*, 3(3): 211-219.

Kashyap, R. Mir, R. & Iyer, E. (2006). 'Toward a Responsive Pedagogy: Linking Social Responsibility to Firm Performance Issues in the Classroom,' *Academy of Management Learning and Education*, 5 (3): 366-376

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" (lecture and presentation), "Aspects of the Music of Sonny Rollins" (lecture and presentation with transcriptions), "The Modern Jazz Ballad" (lecture and presentation), "Analysis of Hindemith's Tuba Sonata" (a paper), "The Process of Improvisation" (paper), "Ravel's *Le Tombeau de Couperin*" (a performance with analytic commentary), "An Analysis of Samuel Barber's Knoxville: Summer of 1915" (paper), and "An Introduction to the World of Early Jazz Guitar" (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 or call or email Jan Pinkston, 973-720-3657, 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 director 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 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.)

How do I enroll?

Email or call the Program Director Dr. Philip Cioffari, 973-720-3053, cioffarip@wpunj.edu or call or email Jan Pinkston, 973-720-3657, pinkstonj@wpunj.edu.

About the Program Director:

Dr. Philip Cioffari, a professor in the Department of English, has served as Program Director for the Track since its inception in 2000. He holds a Ph.D. from New York University. His interests include creative writing, acting, and directing. He has recently written two books: a collection of stories entitled *A History of Things Lost or Broke*, and the novel, *Catholic Boys*. He has written and directed plays Off-Off Broadway at theatres such as The Belmont Playhouse, The American Globe Theatre, The Triad, The Producer's Club, The American Theater of Actors and at the Pulse Ensemble Theater in New York City. His movie, *Love in the Age of Dion*, which he wrote and directed, has won awards at various film festivals, including "Best Feature Film on Video" at the Long Island International Film Expo.

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 or call or email Jan Pinkston, 973-720-3657, 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 may be taken in any order with the permission of the director.

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), Heinzen (psychology), 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 and – recently – a Visiting Fellow at Yale University, his books include: *Bad Faith: The Danger of Religious Extremism* (Prometheus, 2007), *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 Track 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

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: The undergraduate award process begins as early as **February 1st**; therefore it is advisable to submit application early.

INSTITUTIONAL SCHOLARSHIPS, Administered by the Undergraduate Admissions Office
William Paterson University offers merit based scholarships to incoming freshmen and students transferring to William Paterson 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), click here to go to Admissions.

Freshmen Awards (EFFECTIVE FALL 2008):

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

Talent Trustee Scholarships: \$1,000 to full tuition scholarships, 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: \$2,000 scholarships, awarded to high-achieving high school students, who are admitted to and enroll in the William Paterson University Honors College.

Academic Excellence Scholarships: (15) four-year \$1,000 scholarships, based on academic achievement and extracurricular activities, high school record and SAT (critical reasoning and math).

Educational Enrichment Grants: (30) four-year \$1,000 awards, based on high academic profiles, extracurricular activities and demonstrated leadership. Preference is given to students attending New Jersey high schools in an ABBOTT school district.

Transfer awards (EFFECTIVE FALL 2008):

Transfer Presidential Scholarship: \$3,000 to \$4,000 scholarships, awarded to transfer students, based on number of credits or earned associate degree and college grade point average.

University Honors College Scholarships: \$2,000 scholarships, 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 I 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 Presidential Scholarships – full tuition 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 resident, children or spouses of those who died in the World Trade Center terrorist attacks.

ACADEMIC DEPARTMENTAL SCHOLARSHIPS AND AWARDS

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

COLLEGE OF ARTS AND COMMUNICATION

Marguerite Tiffany Scholarships

Two \$750 awards created by family and friends in memory of Marguerite Tiffany, awarded to deserving incoming or continuing art students as chosen by the Art Department representatives. For more information, contact the William Paterson University Art Department (973) 720-2402

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 the William Paterson University Chairperson of the Music Department (973) 720-2315

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, and may be 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

Nancy Deatz Clancy Scholarship

One scholarship created by friends and family in memory of Nancy Deatz Clancy. Awarded to a student majoring in Music. For more information, contact the William Paterson University Chairperson of the Music Department (973) 720-2315

Tami Cotsakos '71 Music Scholarship

A number of scholarships ranging from \$2,000 to \$3,000 have been created by alumna Tami Cotsakos 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 (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. Scholarship awards are renewable upon meeting requirements specified by the Music Department. Scholarship applications are available through the Music Department. Students must submit the application with an audition tape of approximately 20 minutes of a

recent musical performance by March 15th. For more information, contact Dr. David Demsey, Jazz Studies Coordinator (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, Raymond Miller, 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 (973) 720-3748

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Chatterjee Scholarship

Three \$2,000 scholarships 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 1st, for renewal of the scholarship with a letter of interest (a new letter of recommendation is not required). The application deadline is June 1, 2007. For more information, contact Dr. Pixy Ferris, Department of Communication (973) 720-3338

Desai Scholarship

Three \$1,000 scholarships 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 1st, for renewal of the scholarship with a letter of interest (a new letter of recommendation is not required). The application deadline is June 1, 2007. For more information, contact Dr. Pixy Ferris, Department of Communication (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. The deadline is March 15th. For more information, contact the William Paterson University Chairperson of Biology (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 will vary based on financial need, with a maximum award of \$9,000, and will be given each year to full-time WPUNJ 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 transcript(s) 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 March 3, 2008. For more information, contact Dr. Eileen Gardner, Chair, Biology Department (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 amounts may vary depending on donations and accrued interest.

For consideration of the below Foundation Scholarships, 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 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 Scholarship

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 County in New Jersey, demonstrated academic achievement, leadership, trustworthiness and character through community service or high school activities and have demonstrated financial need. Scholarship may be renewable if a minimum cumulative GPA of 3.0 or higher is maintained.

John Victor Machuga Foundation Scholarship

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

North Jersey Regional Development Council Scholarship

One \$1,000 scholarship funded annually by the North Jersey Regional Chamber of Commerce. Scholarship is awarded to a student who resides in Bergen, Morris, Sussex, Essex, Warren, Hudson and Passaic counties, majoring in Business and demonstrates financial need. Scholarship is renewable if student maintains full-time status and a minimum cumulative GPA of 2.5

Russell and Ethel Muter Scholarship

One \$500 scholarship funded by Russell and Dr. 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 a minimum cumulative GPA of 3.2.

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 mentors, sophomores, juniors, and seniors, who reside in the learning community. If you are interested in becoming a mentor contact the Honors Office.

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. The Learning Community is a cooperative space that Honors faculty will visit for casual conversations or to show films and moderate discussions. The 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, the community has fun with social and cultural programming, and draws people out to enjoy the social experiences that college has to offer.

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 Zeta
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 Tajés, 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*

2008-2009 Honors College Calendar:

Month	Event	Paperwork Deadline
September	Ice cream social Thursday 18 September 2008, 3:00-4:30	
October	Mandatory meeting for First year Seminar students to discuss their GE options Thursday 16 October, common hour National Collegiate Honors Council conference, San Antonio, TX 22-26 October Mandatory meeting for all students in all tracks Thursday 30 October 2008, common hour	10/30 "Graduating Student Information" forms for all students doing thesis or project research in the fall semester due to Honors office
November	Mandatory meeting for First year Seminar students to discuss the Tracks Thursday 13 November 2008, common hour	
December	Holiday party Thursday 4 December 2008, 3:00-5:00	12/15, Thesis proposals for all students doing thesis or project research in the fall semester signed by advisor and track director
January		
February	Track recruiting event for current WPU students Thursday 26 February 2009, common hour	2/28 "Graduating Student Information" forms for all students doing thesis or project research in the spring semester due to Honors office
March	Northeast Regional Honors Council Conference, Annapolis, MD 26-29 March 2009	
April	Honors Week : Tuesday 21 April, Performing and Literary Arts readings and performances, 8:00pm Wednesday 22 April, Track students make thesis and final project presentations , afternoon Thursday 23, April, Honors banquet recognizing graduating seniors. All Track students are strongly encouraged to attend.	All track students must make a presentation about their thesis or final project during Honors Week.
May	Convocation Monday 18 May 2009	1 May all honors theses and signed theses forms to Honors Office for all students who will participate in the May Convocation ceremony. 5/15, Thesis proposals for all students doing thesis or project research in the spring semester signed by advisor and track director due to Honors office