

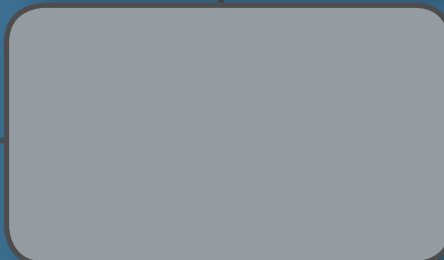
# GRADUATE STUDIES

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## WILLIAM PATERSON UNIVERSITY



### Graduate Catalog 2009-2010



Turn what's possible into what's next.



# WILLIAM PATERSON UNIVERSITY

## Graduate Catalog 2009-2010

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# Academic Calendar

## Spring 2010

### JANUARY

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

### FEBRUARY

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

### MARCH

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

### APRIL

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

### MAY

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

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

## Summer Session 2010

### MAY

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

### JULY

4	Sunday	Independence Day. University is closed.
5	Monday	Independence Day observed. University is closed.

### AUGUST

10	Tuesday	Summer Session ends.
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## Fall 2010

### SEPTEMBER

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

### OCTOBER

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

### NOVEMBER

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

### DECEMBER

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

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

## Spring 2011

### JANUARY

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

### FEBRUARY

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

## 4 • ACADEMIC CALENDAR

### MARCH

8	Tuesday	Last day for academic withdrawal from spring semester
13-19	Inclusive	Spring break. University is open; classes are cancelled.

### APRIL

22	Friday	Good Friday. University is closed; classes are cancelled.
23	Saturday	University is closed; classes are cancelled.
24	Sunday	Easter. University is closed.

### MAY

6-13	Inclusive	Examination period
14	Saturday	Spring semester ends.
17	Tuesday	Commencement
18	Wednesday	Commencement rain date

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

## Summer Session 2011

### MAY

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

### JULY

4	Monday	Independence Day. University is closed.
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### AUGUST

9	Tuesday	Summer Session ends.
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## Fall 2011

### SEPTEMBER

1	Thursday	First day of classes
5	Monday	Labor Day. University is closed.
12	Monday	Last day for 100 percent refund for withdrawal for fall semester*

### OCTOBER

6	Thursday	Last day for 50 percent refund for withdrawal for fall semester*
10	Monday	Columbus Day celebrated. University is open; classes are in session.
20	Thursday	Last day for academic withdrawal for fall semester courses

### NOVEMBER

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

### DECEMBER

16-23	Inclusive	Examination period
24	Saturday	Fall semester ends.
25	Sunday	Christmas Day. University is closed.
26	Monday	Winter break begins.
26-Jan. 2	Inclusive	University is closed. Classes are cancelled.

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

## Spring 2012

### JANUARY

1	Sunday	New Year's Day. University is closed.
2	Monday	New Year's Day observed. University is closed.
16	Monday	Martin Luther King's Birthday celebrated. University is closed.
17	Tuesday	First day of classes
24	Tuesday	Last day for 100 percent refund for withdrawal from spring semester*

### FEBRUARY

20	Monday	President's Day celebrated. University is closed; classes are cancelled.
21	Tuesday	Monday class schedule.
28	Tuesday	Last day for 50 percent refund for withdrawal for spring semester*

### MARCH

13	Tuesday	Last day for academic withdrawal for spring semester
18-24	Inclusive	Spring break. University is open; classes are cancelled.

### APRIL

6	Friday	Good Friday. University is closed; classes are cancelled.
7	Saturday	University is closed; classes are cancelled.
8	Sunday	Easter. University is closed.

### MAY

11-18	Inclusive	Examination period
19	Saturday	Spring semester ends.
22	Tuesday	Commencement
23	Wednesday	Commencement rain date

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

**Summer Session 2012****MAY**

28	Monday	Memorial Day celebrated. University is closed.
29	Tuesday	First day of classes.

**JULY**

4	Wednesday	Independence Day celebrated. University is closed.
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**AUGUST**

14	Tuesday	Summer Session ends.
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**Fall 2012****SEPTEMBER**

3	Monday	Labor Day. University is closed.
4	Tuesday	First day of classes
12	Wednesday	Last day for 100 percent refund for withdrawal from fall semester*

**OCTOBER**

8	Monday	Columbus Day celebrated. University is open; classes are in session.
9	Tuesday	Last day for 50 percent refund for withdrawal from fall semester*
23	Tuesday	Last day for academic withdrawal from fall semester courses

**NOVEMBER**

6	Tuesday	Election Day. University is open; classes are in session.
12	Monday	Veterans Day observed. University is open; classes are in session.
22	Thursday	Thanksgiving Day. University is closed.
23	Friday	University is open; classes are cancelled.
24	Saturday	University is open; classes are cancelled.
25	Sunday	University is open; classes are cancelled.

**DECEMBER**

14-21	Inclusive	Examination period
22	Saturday	Fall semester ends.
25	Tuesday	Christmas Day. University is closed.
26	Wednesday	Winter break begins.
26-31	Inclusive	University is closed.

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

**Spring 2013****JANUARY**

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

**FEBRUARY**

18	Monday	President's Day celebrated. University is closed; classes are cancelled.
19	Tuesday	Monday class schedule
26	Tuesday	Last day for 50 percent refund for withdrawal from spring semester*

**MARCH**

12	Tuesday	Last day for academic withdrawal from spring semester
17-23	Inclusive	Spring break. University is open; classes are cancelled.
29	Friday	Good Friday. University is closed; classes are cancelled.
30	Saturday	University is closed; classes are cancelled.
31	Sunday	Easter. University is closed.

**MAY**

10-17	Inclusive	Examination period
18	Saturday	Spring semester ends.
21	Tuesday	Commencement
22	Wednesday	Commencement rain date

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

**Summer Session 2013****MAY**

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

**JULY**

4	Thursday	Independence Day. University is closed.
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**AUGUST**

13	Tuesday	Summer Session II ends.
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## The William Paterson University of New Jersey Mission Statement

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

Approved: Board of Trustees, February 21, 1998



## The William Paterson University of New Jersey Vision Statement

William Paterson University is committed to excellence in all its programs, functions, and services. Members of the University community strive to achieve the highest professional and ethical standards, and work together to realize the institution's vision. ■

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



## Diversity Statement

Diversity enriches the educational experience through the exchange of different ideas, beliefs, and perspectives. Diversity promotes growth and a healthy society because it challenges stereotyped preconceptions; encourages critical thinking; and helps students learn to communicate effectively with people of varied backgrounds.

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

Diversity enhances the nation's and the state's economic competitiveness because it brings together individuals from varied and different backgrounds and cultures into the workplace. The William Paterson University of New Jersey is a public university, and accepts as a part of its mission the responsibility to address the needs of the diverse institutions and populations within its region.

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

Approved: Board of Trustees, February 21, 1998

## INTRODUCTION

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

Located twenty miles west of New York City, William Paterson reflects the diversity of its constituents, more than 10,500 of whom are enrolled in programs in the University's five colleges: the College of the Arts and Communication, the Cotsakos College of Business, the College of Education, the College of Humanities and Social Sciences, and the College of Science and Health.

Having developed from an institution dedicated historically, and solely, to the professional preparation of teachers, William Paterson has become a comprehensive, regional, public university. Today it offers courses of study in 43 undergraduate and

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

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

The University is governed by a Board of Trustees and is accredited by the Middle States Association of Colleges and Secondary Schools, which periodically reviews and reaffirms the accreditation status of William Paterson to ensure continuous improvement and purposeful change. The Association affirmed its accreditation following the last decennial review in June 2001.

Therefore, as the new millennium proceeds, William Paterson University looks forward to the challenges of the future as it builds on the foundations of the past.

# Graduate Admissions and Enrollment Services

Admissions

Financial Information

Academic and Program-Related  
Information

Each graduate program offered at William Paterson University is described in this catalog. Before applying for admission, students should study these descriptions carefully. Please address questions about eligibility or program requirements to the Office of Graduate Admissions and Enrollment Services, or to graduate program directors, listed under each program. Contact the Office of Graduate Admissions by calling 973.720.3641, e-mailing [graduate@wpunj.edu](mailto:graduate@wpunj.edu), or visiting the University's Web site at [www.wpunj.edu](http://www.wpunj.edu).

# Admissions

## Acceptance Procedure

To be considered for admission to graduate study, an applicant must hold a baccalaureate degree or the equivalent and present evidence of potential success in graduate work. Evidence in support of admission must include official transcripts of all previous academic work completed, test scores from the Miller Analogies Test, the Graduate Management Admissions Test, or the Graduate Record Examination Test, and letters from persons familiar with the applicant's academic ability.

The dean of the college to which the student applies makes admission decisions on the recommendation of that college's graduate admissions committee. Application for admission, accompanied by the \$50 nonrefundable fee, should be made to the Office of Graduate Admissions and Enrollment Services. William Paterson University accepts applications on a rolling basis in accordance with published application deadlines (see below). The following programs admit students for the fall semester only: art, clinical and counseling psychology, communication disorders, and educational leadership. For specific program deadlines and requirements, contact the graduate program director or visit the Web at [ww2.wpunj.edu/graduate/](http://ww2.wpunj.edu/graduate/).

## Application Deadlines for Graduate Study

Most graduate programs accept applications for admission on a rolling basis. It is recommended that completed applications be received at least two weeks prior to the beginning of the semester. The following programs, however, have a fixed date for completed applications:

- |             |  |
|-------------|--|
| February 1: | Music: Jazz Studies<br>Communication Disorders |
| March 1:    | Clinical and Counseling Psychology             |
| April 1:    | Educational Leadership                         |

## Admission Requirements for Matriculation

Each graduate program has specific requirements for matriculation. Students should consult the degree program descriptions in this catalog.

Candidates must meet the following requirements:

1. A bachelor's degree awarded by an accredited college or university.
2. An acceptable undergraduate and/or graduate cumulative grade point average (see appropriate program for specific requirements).
3. A minimum score on the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Graduate Management Admissions Test (GMAT). See appropriate program for specific requirements.
4. At least two letters of recommendation from individuals who are able to attest to academic performance and ability. See appropriate program for specific requirements.

Certain programs require one or both of the following:

1. A standard teaching certificate and/or teaching experience; and/or

2. A personal interview/portfolio review/audition tape. The applicant, in consultation with the academic department, arranges interview appointments only after the Office of Graduate Admissions and Enrollment Services has received all application materials.

Applications and information regarding the administration of the GRE and GMAT may be obtained in the Office of Graduate Admissions and Enrollment Services, or by contacting the Educational Testing Service (ETS):

- GRE 609.771.7670 or 800.GRE.CALL • [www.gre.org](http://www.gre.org)  
 GMAT 609.771.7330 or 800.GMAT.NOW • [www.gmat.org](http://www.gmat.org)  
 MAT 210.339.8710 or 800.622.3231 • [www.hbtpe.com](http://www.hbtpe.com)

The Miller Analogies Test (MAT) is administered on campus through the Department of Sociology.

Students who are accepted as matriculated students in a certificate, endorsement, or master's program are advised by the graduate program director from their respective course of study.

Applicants for matriculation may not always have adequate preparation for the program to which they seek admission. The matriculated application may be deferred with the understanding that eligibility for matriculation will be established by the academic department to which the student applied. Course of study, additional test scores, and other work that demonstrates a candidate's ability to complete graduate-level course work may need to be submitted in addition to regular program requirements.

## Admission of Post-Master's Students

A post-master's student has a previously earned master's degree. Post-master's students may earn up to 30 credits in courses designated as open to nonmatriculated students. Admission procedures include:

1. Completing and mailing the application form with the \$50 nonrefundable application fee; and
2. Submitting an official transcript with the master's degree posted to the Office of Graduate Admissions and Enrollment Services.

## Admission of Graduate Nondegree Students

A graduate nondegree student is a student who possesses a baccalaureate degree but is not matriculated at the University. Nondegree students may take up to three courses or 9 graduate credits on a nondegree basis. Most programs accept students as nondegree. Please see appropriate program for specific program requirements prior to enrolling in courses.\*

Admission on a nondegree basis does not imply eligibility for matriculation in any degree program or acceptance into a certification or endorsement program. If at any time a nondegree student wishes to apply for admission to the University, formal application must be made and complete credentials must be submitted prior to the completion of 9 credits or three courses. The 9-credit limit does not apply to senior citizens or to students taking undergraduate courses needed for eligibility for matriculation into a graduate program.

Admission procedures include:

1. Completing the application form and mailing the \$50 nonrefundable application fee to the Office of Graduate Admissions and Enrollment Services; and

- Submitting a transcript with the undergraduate degree or a copy of an undergraduate diploma posted to the Office of Graduate Admissions and Enrollment Services.

**\*Exceptions:** Educational leadership and clinical and counseling psychology are not open to nondegree students. International students on F1 and J1 student status are not permitted to attend William Paterson on a nondegree basis. Art, communication disorders, counseling, jazz studies (music), and nursing are open with permission of the graduate program director. Students who previously attended any post-baccalaureate or master's degrees programs and did not maintain good academic standing may not be eligible for nondegree studies. Some programs only allow nondegree students to take 3-6 credits on a nondegree basis. Please consult with the respective program director to determine how many nondegree credits may be taken.

## INTERNATIONAL STUDENTS

### Application Deadlines

Application deadlines for international students are the same as for domestic students.

### Admission Requirements

Applicants for admission to a master's degree program must have completed an undergraduate degree program at an accredited institution of higher learning in the United States or abroad and must meet the established admissions requirements set for each program. Unless studies were completed in a country where the official language of instruction is English, a minimum TOEFL score of 550 on the paper-based exam (or 213 on the computer-based exam) is required. A course-by-course evaluation of all foreign educational credentials is required and may be forwarded by any of the following professional evaluation services agencies:

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

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

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

Globe Language Services  
319 Broadway, Second Floor  
New York, NY 10007  
212.227.1994  
globelanguage.compuser.com

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

### Certificates of Eligibility

Certificates of eligibility for I-20, IAP-66 for F-1 and J-1 visa holders will not be issued until the international student financial data is reviewed and approved. All applicants must submit:

- A completed William Paterson University graduate application and the corresponding processing fee;
- TOEFL or IELTS results (if applicable);
- Financial affidavit of support and supporting documents.

For more information, contact:

Cinzia Richardson, Director  
Office of International Student Services  
William Paterson University  
300 Pompton Road  
Wayne, NJ 07470  
Phone: 973.720.2306  
Fax: 973.720.2336

## VISITING STUDENTS

A student currently enrolled in a graduate program other than at William Paterson may enroll at the University for any semester, including summer, as a visiting student. The student must be in good academic standing at his or her home school.

- A visiting student is permitted to register only for those courses for which eligibility has been determined.
- It is understood that enrollment terminates at the end of the semester or term for which the student is enrolled.
- Some programs may not allow visiting students to take courses. Check with the specific program for requirements and/or restrictions.
- The number of credits that may be taken as a visiting student are unlimited. Students should refer to their home school policies regarding visiting student status.
- If at any later time the visiting student wishes to apply for admission to William Paterson University, he or she must make formal application (see above) and submit complete credentials.

### Admission Procedures

- Complete the application form and pay the \$50 nonrefundable application fee.
- Submit a letter of good standing, verifying enrollment in an advanced degree program, from the program department chair or dean of the visiting student's home school.

# Financial Information

## Tuition and Fees

Tuition and fees and refund policies are subject to change after public consideration and action by the Board of Trustees. All graduate students pay by the credit. Current graduate tuition and fees are listed on the University Web site at [www.wpunj.edu](http://www.wpunj.edu).

Graduate rates include charges for tuition, general service fee, student center fee, student activity fee, a per-credit information technology fee, and a per-credit fee for campus facilities. Graduate rates are charged on a per-credit basis only; there is no flat rate for full-time students.

Tuition and fees are payable each semester as part of the registration procedure. A student who withdraws from a course must give written notice to the Office of the Registrar, if the student is dropping to zero credits. The date that the Office of the Registrar receives written notice of withdrawal determines any refund of eligible fees in accordance with the following schedule:

Withdrawal before the end of drop/add: .....	100 percent
Withdrawal during the first third of the semester/session .....	50 percent
Withdrawal after the first third of the semester/session .....	NONE

Students should refer to the Office of the Registrar page of the University Web site at [ww2.wpunj.edu/adminsrv/registrar/calendar2.htm](http://ww2.wpunj.edu/adminsrv/registrar/calendar2.htm) for specific information regarding the cut-off date in each refund category. Tuition and fees are refunded in full for any course canceled by the University. The student teaching fee is nonrefundable if a student's assignment has been processed.

## Graduate Assistantships

A graduate assistantship is an academic award that carries a stipend and a waiver of tuition and fees. Graduate assistantships are awarded competitively on the basis of qualifications, which include a minimum 3.0 cumulative undergraduate grade point average (GPA) and two letters of recommendation. A graduate assistant must maintain a 3.0 cumulative grade point average to remain in good academic standing and to maintain the assistantship during a complete course of study. Graduate assistants must be enrolled full-time (taking from 9 to 15 graduate credits, or as stipulated). Assistants are required to work on campus a total of twenty hours per week and may have additional employment on campus only with written permission from the dean of Graduate Admissions and Enrollment Services.

Graduate assistants are appointed for the period from September 1 to June 30. In some cases, one-semester appointments are made depending on the needs of a program. Graduate assistants may apply for reappointment for a second year as appropriate.

Registration for student teaching, internship, and practicum will not be funded through the graduate assistantship program, and under current eligibility guidelines.

Graduate assistants will not be funded for undergraduate course(s) through the assistantship tuition waiver. Students will

be billed for tuition and fees for undergraduate coursework at the graduate tuition rate. In addition, undergraduate courses may not be used to satisfy graduate degree requirements, or full-time status requirements. Graduate assistants must be registered full-time in graduate level courses to remain eligible for an assistantship. All federal income tax laws are applicable to graduate assistantships. Please consult the tax laws for specific information.

Applications for assistantships are due April 1 and should be mailed to:

Office of Graduate Admissions and Enrollment Services  
William Paterson University  
Raubinger Hall 139  
300 Pompton Road  
Wayne, NJ 07470

## Ruth A. Klein Scholarship

Established by the *Beta Chi* chapter of the *Pi Lambda Theta* honorary society, the Ruth A. Klein Scholarship is designed for students enrolled in a master's degree program in education or counseling. The scholarship award is for \$500. To be considered for the award, students must have completed a minimum of 12 credits in their degree program, maintained a minimum cumulative grade point average of 3.5, and have a demonstrated record of outstanding leadership and/or community service.

The \$500 award is applied over two semesters (\$250 per semester) and is nonrenewable. Two scholarships are awarded each October. Deadline for application is September 30. Applications are available in the Office of Scholarships and the Office of Graduate Admissions and Enrollment Services.

# Academic and Program-Related Information

Every student is expected to know and comply with all University policies and regulations as outlined in this catalog. Additional information may be found in the University's *Student Handbook* and on the University's Web site at [www.wpunj.edu](http://www.wpunj.edu). Students are also expected to be aware of, and responsible for, their scholastic standing at all times, which means maintaining the minimum cumulative grade point average and meeting the specific graduation requirements for their chosen program, including the number of credits completed.

Each semester, the registrar's office publishes an online master schedule, which includes a series of deadline dates for course registration, withdrawal, and other important processes that students may need to know about during their course of study. Students are expected to be aware of, and comply with, all published dates and deadlines.

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

The University reserves the right to introduce changes in rules regulating admission, programs of instruction, and graduation. Changes go into effect when so determined by the appropriate University authorities and apply to prospective students as well as to those already enrolled. Students are, therefore, urged to read carefully all materials sent from the University by mail and/or posted in appropriate locations around campus. Regular contact with faculty and other academic advisors is strongly recommended.

The following is an alphabetical listing of academic and program-related information that should be helpful in successfully completing any program of study:

## Academic Discipline

The admission of students, their continuance on the active graduate student roster, the assignment of academic credits, graduation, and the confirmation of any degree or diploma are subject to the disciplinary authority of the University. A student's registration may be canceled on grounds the University deems appropriate.

## Academic Integrity Policy

### I. Standards of Academic Conduct

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to 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.

All members of the University community are expected to adhere to the Academic Integrity Policy.

### II. Violations of Academic Integrity

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

A. **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 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.

B. **Cheating** during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for 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.

C. **Collusion** is working together with another person or persons 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 or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose.

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

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

A. All 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, in-class tests and final exams should be proctored. Proctoring is defined as having a faculty member or a representative of the faculty present in the room during an exam. 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 speak with the student within ten school days of the incident to discuss appropriate resolution.

B. After discussing this matter with the student, and if the student accepts the proposed resolution, 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, any of the following penalties may be imposed:

1. Resubmission of the assignment in question.
2. Failure of the assignment.
3. Failure of the course.
4. Withdrawal from the course with no credit received.
5. The imposition of other appropriate penalties with the consent of the student.
6. Recommendation to the President of suspension or expulsion from the University.

With any of the above, the faculty member may have a written record of the sequence of events placed in the student's permanent record with a copy to the student.

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

1. Speak directly to the faculty member within ten school 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) school days, the student must notify the department chairperson in writing within that ten-day period.
2. If, after discussion with the faculty member, the student is not satisfied with the outcome, the student may contact the department chairperson presenting a dated, written, and signed statement describing the specific basis for the complaint. At this time, the student must provide the faculty member with a copy of these written materials.
3. The department chairperson should try to resolve the issue by reaching an agreement by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student may request that the chairperson convene the department executive council (or other appropriate department committee)—excluding the faculty members involved—to hear the appeal. The faculty member submits a written, dated, and signed statement of the alleged violation to the council/committee. The student must submit a written, dated, and signed statement describing the basis of the complaint. The accuser assumes the burden of proof. 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). The department executive council/committee submits its recommendation 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 submits a written, dated, and signed statement of the alleged violation. The student submits a written, dated, and signed statement describing the basis for the complaint. The accuser assumes the burden of proof. The chairperson of the department concerned does not take part in the final vote (although the written decision from the department chairperson is part of the college record). The college council's decision constitutes the University's final decision regarding the substantive nature of the case. Future appeals based on violations of due process are permitted to the limit of the law.
5. Each step in the procedure must be initiated within ten (10) school 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) school days of receipt of complaint materials. In case the faculty member has been

verifiably 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 is not 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 received a copy of the procedure and has read and understands it, before the appeal can proceed. In the event the college council cannot resolve it, the matter is referred to the dean of graduate admissions.

### **Academic Difficulty**

Students experiencing academic difficulty are advised to consult immediately with the faculty member of record for the course(s). If for some reason the problem cannot be resolved, students should then consult with the graduate program director, the department chair, and/or the dean of the college.

### **Academic Probation and Dismissal**

Every student is responsible for maintaining the required grade point average (3.00) by observing the cumulative totals that appear on each semester's grade report. The University is under no obligation to forewarn students about academic deficiencies or to alert them in advance of probation or dismissal when their grade point average falls below the required minimum. If at any time a student's grade point average falls below a 3.0, the student is automatically placed on probation and may not enroll for more than two additional courses or 6 credits of coursework. A student whose GPA does not reach 3.0 after the completion of these two courses is dismissed from the University. Students dismissed from the University are not extended the privilege of taking courses at the University unless officially reinstated. Dismissal decisions may be appealed in writing to the dean of the college in which the student is enrolled within ten school days of notification. Final appeal decisions are made in consultation with the dean of graduate studies and research within ten days of receipt of written appeal. All decisions are made in a timely manner.

### **Attendance**

Students are expected to attend all classes, laboratory periods, and other academic exercises regularly and punctually, and are responsible for all work required in courses. The instructor determines the effect of absences upon grades and may permit or deny the privilege of making up work, including examinations, within the time limits of the semester.

In the event of a prolonged absence, a student is advised to consult with the faculty and Office of Graduate Admissions to explore options available for program completion.



## Application for Degree

A degree candidate who has completed all degree requirements must file an application for the awarding of a degree by the following dates:

January graduation	October 1
May graduation	February 1
August graduation	June 1

Applications for degree may be obtained from the Office of Graduate Admissions and Enrollment Services

## Certification Application

Students who have completed an approved program may apply for a teaching certificate through the College of Education's Office of Certification according to the following deadlines:

Fall semester	October 1
Spring semester	April 1
Summer session	August 1

## Change of Program

Curriculum patterns are generally flexible enough to permit a student, with the assistance and approval of the graduate program director or department chairperson, to select from a wide range of courses, a program of study appropriate to the student's own professional goals.

Once students are accepted into a degree or certification program, they are not ordinarily expected to change to another program. However, students wishing to change their program of graduate study should first contact the graduate program director of the new program for specific admissions requirements and, then, must submit a new application, obtained from the Office of Graduate Admissions or through the Web at [ww2.wpunj.edu/graduate/Forms\\_for\\_Current\\_Students.cfm](http://ww2.wpunj.edu/graduate/Forms_for_Current_Students.cfm).

## Comprehensive Examination

In most graduate programs, a written comprehensive examination appropriate to the discipline is required for graduation. Such an examination is given to determine whether students have achieved competence in their area of study. Consult the master schedule or the Office of Graduate Admissions for deadline dates to sit for a comprehensive examination.

To apply for the comprehensive examination, a matriculated student must:

1. Complete or be in the process of completing a minimum of 24 hours of semester credit;
2. Have earned a minimum cumulative grade point average of 3.0;
3. Be prepared to display competence in his/her area of concentration and, where applicable, in professional education.

When matriculated students have met the conditions stated above, they may apply to sit for the comprehensive examination, which is no less than three hours but no more than six hours in duration. This examination is composed, evaluated, and administered by the respective academic departments. This examination is related to the objectives of the program in which the student has matriculated. Its purpose is to determine the extent of the student's knowledge and understanding of the area of study.

The student's home department renders the decision regarding any student's level of achievement on the examination. Such decisions are reflected by the assignment of the appropriate grade as below:

- (1) = Failure
- (2) = Pass

A student has the opportunity to retake the comprehensive exam within one year of initial examination. Appeals or additional opportunities to retake the exam are to be considered by the chairperson of the department and the appropriate dean.

Students are strongly advised to sit for the comprehensive examination within one semester of the completion of their academic course work.

Note: Comprehensive examinations are not currently required of students in the English, business administration (M.B.A.), or art (M.F.A.) programs.

## Continuing and Professional Education

Continuing and professional education courses are offered on a regular basis and offer alternative models for lifelong learning.

Students may earn continuing education units and graduate level credits through noncredit, extension program courses, training programs, and media-based instruction. Instruction in the form of distance learning is accessible through the University's state-of-the-art media and technology facilities.

Information and applications are available through the Center for Continuing and Professional Education at 1600 Valley Road. The telephone number is 973.720.2641.

## Course Cancellation

Course cancellation is a reserved right of the University. Courses may be canceled at any time prior to the beginning of the semester and without notice. The University will make every effort to assist students in program adjustment.

## Credit Load

Credit load for fall and spring semesters ranges from a minimum of 3 to a maximum of 15 credits. Enrollment during each summer session is limited to 6 credits or two courses, whichever is greater.

**Full-time status:** Enrolled in 9 to 15 graduate credits per semester (see specific program for exceptions; 8 credits may constitute full-time enrollment in the biology/biotechnology programs).

**Part-time status:** Enrolled in 3 to 8 graduate credits per semester.

## Credit Requirements

The University is organized on the semester plan. A credit is a unit of measure of curricular work certifying the successful completion of a course of study within a given semester. Generally, one credit is awarded for one hour of class attendance a week for one semester, consisting of sixteen weeks. Most graduate courses are between 3 and 4 credits. In some programs, courses such as studio or laboratory courses may only be 1 credit.

Credit requirements for the degree depend upon the specific graduate program. See the descriptions of individual programs for exact requirements.

### Credit Restrictions

Graduate credits earned in any concurrent registration at another institution are not transferred without the advance approval of the college dean.

**In no case may a course in which credit was once earned be repeated for credit.** The responsibility for avoiding duplication, in light of course title and number changes, rests with the student.

Courses completed six or more years prior to matriculation may not be applied to a current degree. If applicable, such credit requires approval of the dean of graduate studies and research. Courses taken in a completed graduate degree may not be used or applied to the current degree in progress.

### Degree Requirements

1. Completion of 30 to 60 credits, as required in the particular degree program.
2. Completion of the required number of credits in a program with a minimum 3.0 cumulative grade point average.
3. Completion of a program with no more than six semester hours of C work.
4. Satisfactory completion of a comprehensive examination and/or thesis where required, as described in the requirements of specific degree programs.

### Disclosure of Educational Records

William Paterson University will disclose the educational record of a student only with written consent from the student except under the following circumstances:

1. To University officials (administrators, supervisors, admissions, academic or research staff, support staff, Board of Trustees members, and any person under contract to perform a special task, such as an auditor or attorney) who have a legitimate educational interest in or are providing a service of benefit to the student.
2. Officials of another school, upon request by the student, in which a student seeks or intends to enroll.
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid to determine eligibility, amount, or conditions of the financial aid and to enforce the terms and conditions of the aid.
5. If required by a state law adopted before November 19, 1974.
6. To organizations conducting certain studies on behalf of William Paterson University.
7. To accrediting organizations to carry out their functions.
8. To comply with a judicial order or a lawfully issued subpoena.
9. To appropriate parties in a health or safety emergency.

### Record of Requests for Disclosures

The appropriate University custodian maintains a record of all requests for the disclosure of educational records under his/her jurisdiction. Such request records include: (1) the name of the person making the request and any party to whom it may be redisclosed, and (2) the legitimate interest of the person making the request. Said record of requests and disclosures may be reviewed by the student.

### Grade Change Policy

A grade is issued only by the faculty member teaching a course and may not 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. Students who would like to challenge a grade should pursue the following procedure, in accordance with due process at each step.

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 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 is not jeopardized, and the deadline will be extended. The student should retain a copy of all materials submitted at each level of the appeal process. If the student so chooses, he/she is allowed to appear before the appropriate committee or council at each level of the appeal process.

### Grade Appeal Process

1. The student must write to the faculty member within ten working days of the receipt of the grade or after 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 material 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 after meeting with the faculty member wishes to further pursue the complaint, the student must write to the department chairperson or the graduate program director and request an appointment to discuss the complaint. A copy of all materials originally presented to the faculty member must be provided. The department chairperson tries 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 received a copy of this procedure, and has read 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 further appeal. The committee then submits a decision 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) decision, 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 decision by the department chairpersons of the college concerned. The chairperson of the department concerned does not take part in the final vote. This decision will constitute the University or college's final decision.
6. The faculty unequivocally has the final responsibility with regard to grade changes.

## Grades and Standards

All graduate students must maintain a 3.0 GPA/B average in order to be considered in good academic standing. The following represents the grading standards for all graduate work at William Paterson University.

A course grade of A indicates an achievement of distinction. It marks work of excellence expressed in an exemplary manner.

A course grade of B indicates the acceptable standard of achievement. It reflects excellence in some aspect of the following areas: completeness and accuracy of knowledge, sustained and effective use of this knowledge, ability to work independently in the specific area, and originality in quality and execution.

A course grade of C indicates the minimum acceptable standard of work for which credit toward the degree can be received. It reflects such factors as familiarity with course content and methods of study, the actual use of such content and methods, participation with a discriminating and active awareness of coursework, and the ability to express one's knowledge and opinions clearly. A matriculated student who receives three "C" grades (C+, C, or C-) will be dismissed from the program and the University.

A course grade of D+, D, and D- are eliminated as a grade possibility for graduate students in graduate courses.

A course grade of F indicates that the student has not demonstrated work of sufficient quality and quantity. No grade points.

A course grade of WD (withdrawal) indicates official withdrawal and has no effect on grade point average.

A course grade of IN (incomplete) indicates that the student has not completed all of the work required in a course. Unless the work is completed within 30 days immediately following the end of the semester, the IN grade will automatically change to F.

A	=	4.0 grade points
A-	=	3.7 grade points
B+	=	3.3 grade points
B	=	3.0 grade points
B-	=	2.7 grade points
C+	=	2.3 grade points
C	=	2.0 grade points
C-	=	1.7 grade points
F	=	No grade points*
IN	=	Incomplete grade
AU	=	Audit (no grade)
WD	=	Withdrawal**

\*Carries no credit toward degree

\*\*Indicates official withdrawal, no effect on grade point average

**Note:** Graduate courses may not be repeated under any circumstances.

## Graduate Audit Policy

Students may register to audit a course and attend throughout the semester without the obligation of participating in class discussion, examinations, laboratory work, any other class activity, or receiving credit or a grade. Students auditing graduate courses must pay regular University fees and tuition. Transcripts reflect "AU" for an audit course. Students wishing to audit a course must complete the necessary form at the Registrar's Office during the first ten (10) days of the fall or spring semesters, or during the first three (3) days of the summer session. Once the form is submitted, the decision is irreversible. Courses taken on an audit basis may not be repeated for credit at a later date. Courses taken on an audit basis may not be used to fulfill degree requirements.

## Graduate Student Organization

The Graduate Student Organization (GSO), which is open to all full- and part-time graduate students, is designed to represent graduate students' interests on various issues related to their graduate studies. GSO members serve on University committees and function as liaisons between faculty, administrators, and fellow students. The GSO enhances a student's education by promoting intellectual, cultural, and social growth activities. The organization also provides a forum for discussion and dissemination of graduate student issues and concerns.

## Graduate Honor Societies

*Alpha Kappa Delta-Gamma Chapter; Sociology*

*Alpha Psi Omega; Theatre*

*Alpha Upsilon Alpha-Alfa Upsilon Alpha Chapter;  
Literacy Education*

*Beta Beta Beta; Biology*

*Kappa Delta Pi-Zeta Alpha Chapter; Education*

*Lambda Alpha; Anthropology*

*Lambda Pi Eta; Communication*

*Omicron Delta Epsilon; Economics*

*Phi Alpha Theta-Rho Alpha Chapter; History*

*Pi Lambda Theta-Beta Chi Chapter; Education*

*Pi Sigma Alpha-Iota Kappa Chapter; Political Science*

*Psi Chi; Psychology*

*Sigma Tau Delta; English*

*Sigma Theta Tau-Iota Alpha Chapter; Nursing*

*Upsilon Pi Epsilon; Computing Sciences*

## Housing

Graduate student housing is available in White Hall, Pioneer Hall, and Heritage Hall. Housing does not accommodate families or married students. White Hall is a coeducational, special interest residence that caters to the special needs of graduate students and fosters cultural, recreational, and social interchange among students of diverse backgrounds. Pioneer and Heritage Halls provide apartment living, in a mixed atmosphere of undergraduate and graduate students. Programming focuses on community involvement, and students are encouraged to participate in activities supportive of both cultural and academic pursuits. A variety of room and board plans are available. Contact the Office of Residence Life at 973.720.2714 for specific rates and information. Information regarding off-campus housing is also available.

## Incomplete Course Policy

A course grade of IN (incomplete) indicates that the student has not completed, for valid reasons, such as severe illness or other circumstances beyond his/her control, all of the work required in a course. Unless the work is completed within thirty days following the end of the semester, the IN grade automatically changes to F. At that point, all policies related to grades and grading applies.

## Independent Study

Independent study courses are designed to allow matriculated students to earn credit for extensive readings, research, practica, or other individualized learning projects in a specific area of study. These projects are carried out under the supervision of a faculty member. The independent study course is not designed to substitute for other courses offered by the academic departments.

Students may take a maximum of 6 credits of independent study in their program, with no more than one independent study course (3 credits) in any one semester.

A student interested in independent study must:

1. Obtain an independent study application from the department.

2. Arrange with a faculty member to serve as mentor/supervisor of the proposed project.
3. Prepare a written proposal that must be approved by the faculty advisor.
4. Submit the written proposal to the department chairperson of the sponsoring faculty advisor for approval. The student's proposal should be submitted to the chairperson by the middle of the term preceding the one in which the independent study will be pursued. The chairperson, if he/she approves the project, forwards the proposal to the appropriate dean for approval. A letter of approval from the dean constitutes permission for the student to register for the independent study.
5. The completed application must be submitted by the student to the Office of the Registrar no later than the late registration period for the semester in which the independent study is to be undertaken. This deadline may be moved to an earlier time at the discretion of a department.

At the completion of the independent study project, students must:

1. Present the completed study or written report to their sponsoring faculty advisor for evaluation.
2. Submit the project to the sponsoring faculty chairperson for approval.

Upon successful completion of the independent study project, the student receives an appropriate grade or academic credit by the sponsoring faculty.

Note: Individual departments may establish additional procedures for independent study.

## Internships, Fieldwork, and Practica

Internships, fieldwork, and other practica are learning experiences in the professional world of work that are directly related to a student's course of study. In order to be eligible for an internship, fieldwork, or practica, the matriculated student must be in good academic standing, must have approval for the particular placement, and must be in compliance with all university policies.

Each department has a specific set of requirements for approval of internships. See the graduate program director for information related to the program.

## Leave of Absence

Students are eligible for a one semester leave of absence, if they are in good academic standing. One additional semester of leave may be requested in writing, citing reasons for the extension request. Please complete the leave of absence form and return the original and all copies to the registrar's office by the deadlines listed in the online master schedule.

Students not enrolled in courses, or on leave of absence, must reapply to their program of study through the Office of Graduate Admissions and Enrollment Services or through the Web at [ww2.wpunj.edu/graduate/Forms\\_for\\_Current\\_Students.cfm](http://ww2.wpunj.edu/graduate/Forms_for_Current_Students.cfm). Semesters on leave are included in the six-year time limit to complete the program.

## Matriculation Policy

Matriculated students are those who are formally accepted to a program that culminates in a degree, certification, or endorsement.

### Dual Matriculation

Students may not be enrolled in two programs simultaneously; dual matriculation will culminate in withdrawal from the courses.

## Nondegree Enrollment Policy (Graduate Only)

A student may register as a nondegree student in most programs. (See admission requirements.) Nondegree students may enroll for up to 9 graduate credits or three graduate courses. After 9 credits, in order to continue, application for admission must be completed. (This limit does not apply to senior citizens or courses taken at the undergraduate level.)

Please note that students registered with nondegree status may not be eligible for financial aid or unemployment waivers. Please consult the financial aid office at 973.720.2202.

**Exceptions:** Some programs may not accept nondegree students or may require special permission, based on availability of seats. Additionally, some programs that allow nondegree study may only allow students to take 3 to 6 nondegree credits before requiring matriculation. See specific program requirements.

## Readmit Policy

Graduate students not enrolled in courses and who are not on an official leave of absence for a given semester are considered academically withdrawn and are required to apply for readmission prior to resuming graduate study. A new completed admission application is submitted to the Office of Graduate Admissions and forwarded to the appropriate academic department for review and an admission decision. Coursework six years or older is reviewed by the academic department and may be required to be retaken. The academic department specifies in its application review the amount of time remaining for program completion.

Applications for readmission are available in the Office of Graduate Admissions and Enrollment Services or on the Web at [ww2.wpunj.edu/graduate/Apply\\_Now.cfm](http://ww2.wpunj.edu/graduate/Apply_Now.cfm).

**Note:** Program completion may not exceed a total of six years.

## Registration and Course Selection

Each semester, with the approval of their assigned academic advisor or graduate program director, students register for courses necessary to progress toward completion of the program in which they are enrolled. Those students who need academic advisement regarding the selection of courses required to meet the requirements for New Jersey Teacher Certification may obtain such information from the Office of Certification in the College of Education. The final responsibility for proper course selection and timely registration rests with the student.

Students may register via the University Web site at [www.wpunj.edu](http://www.wpunj.edu) or call the Office of the Registrar at 973.720.2211.

## Satisfactory Academic Progress Policy

Graduate students must maintain a cumulative grade point average of 3.0 on each semester's grade report. If at any time a student's cumulative GPA falls below 3.0, he/she is considered on probation and is restricted to a total of two courses or 6 credits. If after the 6 credits, a 3.0 GPA is not obtained, the student is eligible for dismissal from the program.

## Sexual Harassment Policy

William Paterson University is committed to developing and sustaining a community where all can learn and work together free from harassment and exploitation. This policy is intended to address all members of the University community including students, faculty, librarians, professional staff, clerical staff, maintenance, campus police and security, managers, administrators, and the Board of Trustees, as well as any vendors doing business with the University.

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

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

### Legal Definitions

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

Sexual harassment includes but is not limited to:

**Gender harassment:** generalized gender-based remarks and behavior;

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

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

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

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

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

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

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

### Reasonable Woman Standard

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

### Examples of Sexual Harassment

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

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

### Consensual Relations

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

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

Therefore:

- No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in his or her course and/or whose academic work is being evaluated by the faculty member. No staff member shall have an amorous relationship with a student whom the staff member has the power to penalize or reward.
- A staff/faculty member who fails to withdraw from participation in activities or decisions that may reward or penalize a student with whom the staff/faculty member has or has had an amorous relationship is deemed to have violated his or her ethical obligation to the student, other students, colleagues, and the University.

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

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

- Dean of Student Development, ext. 2179
- Women's Center, ext. 2946
- Associate Vice President for Human Resources, ext. 2133
- Associate Vice President and Dean of Graduate Studies and Research, ext. 2121
- Director of Employment Equity and Diversity, ext. 2389

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

## **Campus Sexual Assault Victim's Bill of Rights**

### **Introduction**

A college or university in a free society must be devoted to the pursuit of truth and knowledge through reason and open communication among its members. Academic communities acknowledge the necessity of being intellectually stimulating where the diversity of ideas is valued. Its rules must be conceived for the purpose of furthering and protecting the rights of all members of the university community in achieving these ends.

Applicable state and federal laws and institutional rules and regulations governing interpersonal behavior limit the boundaries of personal freedom. In creating a community free from violence, sexual assault, and nonconsensual sexual contact, respect for the individual and human dignity is of paramount importance.

The state of New Jersey recognizes that the impact of violence on its victims and the surrounding community can be severe and long lasting. Thus, it has established this Bill of Rights to articulate requirements for policies, procedures, and services designed to insure that the needs of victims are met and that the colleges and universities in New Jersey create and maintain communities that support human dignity.

### **Bill of Rights**

The following rights shall be accorded to victims of sexual assault that occur:

- On the campus of any public or independent institution of higher education in the state of New Jersey; and,
- Where the victim or alleged perpetrator is a student at that institution; and/or,
- When the victim is a student involved in an off-campus sexual assault.

### **Human Dignity Rights**

- Be free from any suggestion that victims must report the crimes to be assured of any other right guaranteed under this policy;
- Have any allegations of sexual assault treated seriously; the right to be treated with dignity;
- Be free from any suggestion that victims are responsible for the commission of crimes against them;
- Be free from any pressure from campus personnel to:
  - Report crimes if the victim does not wish to do so;
  - Report crimes as lesser offenses than the victim perceives the crime to be;
  - Refrain from reporting crimes;
  - Refrain from reporting crimes to avoid unwanted personal publicity.

### **Rights to Resources On- and Off-Campus**

- To be notified of existing campus and community-based medical, counseling, mental health, and student services for victims of sexual assault, whether or not the crime is formally reported to campus or civil authorities;
- To have access to campus counseling under the same terms and conditions as apply to other students in the institution seeking such counseling;
- To be informed of and assisted in exercising:
  - Any rights to confidential or anonymous testing for sexually transmitted diseases, human immunodeficiency virus, and/or pregnancy;
  - Any rights that may be provided by law to compel and disclose the results of testing of sexual assault suspects for communicable diseases.

### **Campus Judicial Rights**

- To be afforded the same access to legal assistance as the accused;
- To be afforded the same opportunity to have others present during any campus disciplinary proceeding that is allowed the accused;
- To be notified of the outcome of the sexual assault disciplinary proceeding against the accused.

### **Legal Rights**

- To have any allegation of sexual assault investigated and adjudicated by the appropriate criminal and civil authorities of the jurisdiction in which the sexual assault is reported;
- To receive full and prompt cooperation and assistance of campus personnel in notifying the proper authorities;
- To receive full, prompt, and victim-sensitive cooperation of campus personnel with regard to obtaining, securing, and maintaining evidence, including a medical examination when it is necessary to preserve evidence of the assault.

### Campus Intervention Rights

- To require campus personnel to take reasonable and necessary actions to prevent further unwanted contact of victims by their alleged assailants;
- To be notified of the options for and provided assistance in changing academic and living situations if such changes are reasonably available.

### Statutory Mandates

- Each campus must guarantee that this Bill of Rights is implemented. It is the obligation of the individual campus governing board to examine resources dedicated to services required and to make appropriate requests to increase or reallocate resources where necessary to ensure implementation.
- Each campus shall make every reasonable effort to ensure that every student at that institution receives a copy of this document.
- Nothing in this act or in any “Campus Assault Victim’s Bill of Rights” developed in accordance with the provisions of this act shall be construed to preclude or in any way restrict any public or independent institution of higher education in the state from reporting any suspected crime or offense to the appropriate law enforcement authorities.

## Student Disciplinary Code

### Students’ Rights and Responsibilities

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

It is the responsibility of all students of William Paterson to adhere to the letter and spirit of duly enacted University policies, rules, and regulations. Students shall not violate or attempt to violate any duly promulgated and approved University policy, rule, or regulation. Violations of said policies, rules, or regulations may result in a variety of sanctions through the disciplinary code or disciplinary procedures. The University shall attempt to address disciplinary matters privately, informally, and expeditiously before resorting to formalized procedures or the use of outside agencies.

### Institutional Authority to Ensure Fulfillment of the University’s Mission

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

### Due Process and Disciplinary Procedures

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

### Discrimination Complaint Procedure for Students

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

## Student Government Association

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

The Student Government Association is responsible for chartering and funding more than 50 clubs and organizations that are active on campus. Additionally, the Student Government Association retains the services of an attorney, who offers free consultation to students during weekly visits. It also provides a discounted pharmacy plan and sexual health services for all students.

## Student Responsibility

Graduate students are expected to know the requirements for the degree they plan to earn. While the staff and faculty endeavor to aid in every manner possible, students are responsible for staying informed of current regulations, their status in the graduate program, and their progress toward graduation. It is recommended that students meet regularly with the graduate program director or department chair for consultation and advice on completing the degree in a timely manner.



## Summer Sessions

The University offers summer sessions composed of day and evening courses. An extensive program schedule includes courses that serve regularly enrolled and visiting students, and intensive seminars and institutes designed for special audiences. Information is available upon request from the Office of Graduate Admissions or through the University Web site under Office of the Registrar/Course Offerings.

## Test Scores

The following standardized test scores are valid for the indicated number of years from the date the test was taken.

IELTS	Two years
TOEFL	Two years
GMAT	Five years
GRE	Five years
MAT	Five years

Test score time limits may change, subject to department discretion.

## Thesis

Some programs require a thesis, which must be successfully completed prior to the conferral of the degree. Students are strongly recommended to complete the thesis within one to two semesters of initial registration for the thesis course. Requests for extensions of time to complete the thesis should be made through the office of the appropriate chairpersons, faculty, and college dean.

## Time and Place of Course Offerings

The master schedule is a list of courses, instructors, days, times and prerequisites available each semester. It is published online, one semester in advance. The University reserves the right to withdraw or modify the course of instruction and to change dates, times, and instructors as may be necessary.

## Time Limit to Completion

A master's degree, certification, or endorsement program must be completed within a period of six years from the time the student matriculates. The time to completion includes leaves of absences, withdrawals, thesis, and comprehensive examinations. The appropriate college dean must approve requests for extension of time. See specific program requirements unless otherwise indicated.

## Transcripts

An individual student's transcript is a confidential document and is, therefore, released only when requested in writing by the student. Transcripts may be requested from the Office of the Registrar in person (\$10) or by mail (\$5). A transcript should be requested well in advance of the date desired if it is to be mailed. Within five to seven workdays, certified copies are issued and sent where requested. Unofficial student copies may be obtained for a student's personal use.

## Transfer Credit Policy

A maximum of 6 credits from other institutions may be credited toward a master's degree program provided that: (1) the student applies for transfer credit at the time of matriculation; (2) the work was taken in graduate courses for graduate credit; (3) the work was taken within the last six years; (4) the grade received was B or better; (5) the work does not duplicate any work, graduate or undergraduate, for which credit was previously given; (6) the work was not applied toward an academic degree at any other institution; (7) the work was taken at an accredited college or university; and, (8) the work is applicable to the student's program.

A current matriculated William Paterson University student may, in some instances, be allowed to take courses off-campus at other institutions as a visiting student and transfer the credit to William Paterson. The student must receive permission from the dean of the college and/or the department chairperson of his/her program of study prior to course registration. These credits are allowed as transfer credit; provisions two through six as stated above remain applicable in such instances.

## Undergraduate Coursework

Undergraduate coursework taken at the post-baccalaureate level may not be used to satisfy graduate degree requirements.

## Withdrawal from a Course

A graduate student who wishes to withdraw from a course must do so within the established deadlines published in the online master schedule. If a graduate student wishes to drop to 0 (zero) credit, a leave of absence form must be filed with the Office of the Registrar.

## Withdrawal from a Program (see Leave of Absence)

Students who withdraw from the University (from all of their courses) must apply for readmission according to the admissions calendar. Nonattendance of classes does not constitute a withdrawal from the University. For withdrawal information and application, contact the Office of Graduate Admissions and Enrollment Services, Raubinger 139, or call 973.720.3641.

**College of the Arts and Communication**

Power Art Center  
Power Avenue  
Wayne, New Jersey 07470  
973.720.2230  
[www.wpunj.edu/coac/](http://www.wpunj.edu/coac/)

**Cotsakos College of Business**

1600 Valley Road  
P.O. Box 920  
Wayne, New Jersey 07474-0920  
973.720.2964  
[www.wpunj.edu/cob/](http://www.wpunj.edu/cob/)

**College of Education**

1600 Valley Road  
P.O. Box 920  
Wayne, New Jersey 07474-0920  
973.720.2137  
[www.wpunj.edu/coe/](http://www.wpunj.edu/coe/)

**College of Humanities and  
Social Sciences**

Atrium  
300 Pompton Road  
Wayne, New Jersey 07470  
973.720.2413  
[www.wpunj.edu/cohss/](http://www.wpunj.edu/cohss/)

**College of Science and Health**

Science Hall  
300 Pompton Road  
Wayne, New Jersey 07470  
973.720.2194  
[www.wpunj.edu/cos/](http://www.wpunj.edu/cos/)

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

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

The University reserves the right to make changes in its academic program, courses, schedules, fees, or calendar. For additional information, catalogs, and applications, write or call:

**Office of Graduate Admissions**

Raubinger Hall, Room 139  
William Paterson University  
Wayne, New Jersey 07470  
973.720.3641  
[www.wpunj.edu](http://www.wpunj.edu)

# College of the Arts and Communication

Raymond Torres-Santos, Ph.D., Dean  
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torressantosr@wpunj.edu

Imafidon Olaye, Ph.D., Interim Associate  
Dean and Professor of Communication  
Power Art Center 116  
973.720.2999  
olayei@wpunj.edu

Master of Fine Arts, Art (M.F.A.)  
Graduate Program Director  
Professor David Horton  
Power Art Center 120  
973.720.3284  
gradart@wpunj.edu

Master of Music, Music (M.M.)  
Graduate Program Director  
Professor Carol Frierson-Campbell  
Shea Center for Performing Arts 169  
973.720.3639  
friersoncampbellc@wpunj.edu

Master of Arts, Professional Communication (M.A.)  
*[program pending final approval—contact graduate  
program director for more information]*  
Graduate Program Director  
Professor Casey Lum  
Hobart Hall 212  
973.720.2342  
lumc@wpunj.edu

# Art

**Degree:** M.F.A., Art, College of the Arts and Communication

**Graduate Program Director:** David Horton, Department of Art, Power Art Center 125; 973.720.3284; gradart@wpunj.edu

The master of fine arts (M.F.A.) degree is designed as the professional degree for the fine artist, craftsperson, designer, or media artist, or for those wishing to teach at the college or university level. It is the mission of the program to provide the developing artist with a structured and disciplined environment in which to focus on professional goals and career objectives. An important aspect of this environment is the creation of a community of peers and mentors all pursuing the enhancement of imagination through the creation and interpretation of meaningful imagery. Faculty members have a solid professional and educational background and are dedicated to the most rigorous standards of scholastic and artistic endeavor.

The M.F.A. is offered as a three-year, full-time degree program, or as a five-year, part-time degree program for the working professional. Students choose from course offerings that include computer art and animation, painting, printmaking, sculpture, ceramics, photography, graphic media, and furniture design. Fully equipped studios in all areas provide the resources necessary for the actualization of a wide range of two- and three-dimensional work.

The University's proximity to New York City, generally accepted as the art capital of the world, gives ready access to a multiplicity of resources the city provides through the concentration of working art professionals, the availability of world-class museums, the proliferation of private galleries, and the accessibility of major museum libraries and collections. Visits to artists' studios, guest lecturers, and possible internships complement the program of study.

## Admission to the Degree Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A minimum of 60 credits in studio arts and 12 credits in art history or art criticism including at least 3 credits in contemporary or twentieth-century art. Those applicants who do not have such experience may be required to take undergraduate courses in these areas before formally beginning the graduate degree. In certain cases where an applicant has a number of years of professional art activity, the committee, based on the qualitative evaluation of the work and the sponsorship of a faculty member, can grant admission.
3. A cumulative minimum undergraduate grade point average of 2.75 on a 4.0 scale.
4. A portfolio submitted by each applicant, which demonstrates a level of artistic achievement that implies a developed ability for advanced study in visual art. This portfolio must be submitted directly to the visual arts

graduate program director for committee review. The portfolio should consist of twenty slides in a clear slide protector sheet, and/or a cross-platform CD/DVD/VHS animation reel. Images must be accompanied by a separate hard copy list designating title of piece, date, medium, and size.

5. Along with the portfolio, all applicants must submit a 500-word statement of intent. In the statement of intent, the applicant must discuss aesthetic interests, cite historical and contemporary influences on the work, and indicate career goals.
6. Applicants also must include, with the portfolio and the statement of intent: (a) a resume documenting the chronology of all educational and work experience including art experience, teaching experience, grants, honors, awards, exhibitions, and publications; and (b) art department information form.
7. No GRE, MAT, or GMAT testing is required.
8. Fall admission only. Early admission decision deadline is February 1. The regular admission decision deadline is April 1.

## Requirements for the Degree

1. A minimum of 60 credits is required of all candidates for graduation.
2. In addition to the completion of the M.F.A. course requirements of 60 credits, each candidate must create and present a thesis project, which is a body of work created specifically for this thesis under the supervision of a thesis advisor and is not a summary of earlier work. The thesis project is accompanied by a written corollary document. The choice of medium, the balance of written and creative work, and the manner of presentation must have the prior approval of the graduate review committee. The graduate review committee bases the final awarding of the M.F.A. degree on the evaluation and acceptance of the final thesis project, the written corollary, the thesis presentation, and the required documentation of the project. The art department reserves the right to hold student works for the purpose of exhibitions for up to two years.

## Nondegree Graduate Students

All graduate students who wish to apply as nonmatriculated students are required to submit a portfolio, resume, and a statement of intent to the graduate art program director for review and acceptance by the program director and representatives of the art department faculty. These requirements are in addition to the application materials as outlined for admission to the graduate school. Nonmatriculated graduate students may not register for graduate courses without written permission from the graduate art program director. The review for acceptance as a nonmatriculated graduate student does not replace the full review process, which grants acceptance into the M.F.A. program as a matriculated graduate student. Acceptance as a nonmatriculated graduate student does not guarantee acceptance as a matriculated graduate student.

## The Structure of the Program

The M.F.A. program course structure is tiered concentrically toward a central core of courses and tutorials of increasing technical focus. The outer tier or shell is the graduate interdisciplinary forum with all M.F.A. candidates participating. The middle tier—two semesters of interdisciplinary graduate studio critique seminar—consists of regularly scheduled critique sessions with visiting artists and resident faculty. Surrounding the central core of electives is a set of required and elective courses in art history and contemporary studies that provide development in the academic discipline of art. At the center, the heart of the program is the studio electives, media-specific courses, and mentor/student tutorials that provide study in specific media. The capstone is two semesters of graduate thesis, which culminates in the formal presentation of the thesis project and the written corollary.

## Three-Year Curriculum

<b>Semester I</b> .....	<b>9 credits</b>
Graduate Interdisciplinary Forum .....	3
Art History requirement .....	3
Studio elective.....	3

<b>Semester II*</b> .....	<b>9 credits</b>
Graduate Interdisciplinary Forum .....	3
Studio Critique Seminar.....	3
Art History requirement or studio elective.....	3

\*Upon completion of the first year of course requirements, candidates must pass a review of creative work by a graduate review committee. Candidates whose work does not meet the standards of the committee may be required to do more studio coursework or tutorials before being permitted to register for the thesis project phase.

<b>Summer Session</b> .....	<b>3 credits</b>
Studio elective.....	3

<b>Semester III</b> .....	<b>9 credits</b>
Graduate Interdisciplinary Forum .....	3
Studio elective.....	3
Art History requirement .....	3
Candidates must choose faculty members for their thesis review committee preceding enrollment in Thesis I and present a thesis project proposal during the first semester of graduate thesis.	

<b>Semester IV**</b> .....	<b>9 credits</b>
Graduate Interdisciplinary Forum .....	3
Graduate Thesis Seminar I (30-36 credits).....	3
Art History requirement or studio elective.....	3

\*\*After completion of the first semester of the thesis, candidates must submit their thesis work and the plan for presentation to their thesis review committee for approval. Candidates whose work does not meet the standards of the committee may be required to do more studio coursework or tutorials before being permitted to proceed with the thesis project phase.

<b>Summer Session</b> .....	<b>3 credits</b>
Studio elective.....	3

<b>Semester V</b> .....	<b>9 credits</b>
Studio electives.....	6
Art History or studio .....	3

<b>Semester VI</b> .....	<b>9 credits</b>
Studio Critique Seminar II.....	3
Studio elective.....	3
Graduate Thesis Seminar II .....	3

**Total minimum credits to complete the program .....60 credits**

The grade in Graduate Thesis Seminar II is marked as IP (in progress) until the final thesis project and the written corollary are complete and approved by the candidates thesis committee. Candidates whose work does not meet the standards of the committee may be required to enroll in additional courses to work on the thesis project development over an extended period to allow deeper development of the project. Candidates may elect to extend the time for pursuing project development by enrolling in additional coursework beyond the 60-credit degree requirement. Candidates are expected to complete all program requirements in five years.

<b>Outer Tier: Interdisciplinary Forum</b> .....	<b>12 credits</b>
ARTS 590     Tracking the Artist's Way	
ARTS 591     Visual Literacy and the Interpretation of Meaning	
ARTS 690     The Nature of Imagination and Creativity	
ARTS 691     The Cultural Context of Art	

<b>Middle Tier: Studio Critique Seminars</b> .....	<b>6 credits</b>
ARTS 500     Studio Critique Seminar I	
ARTS 501     Studio Critique Seminar II	

<b>Art History and Contemporary Studies</b> .....	<b>12 credits</b>
ARTH 510     Graduate Seminar in Modernism*	
ARTH 511     Graduate Seminar in Modern and Contemporary Art*	
ARTH 512     Graduate Seminar in Art Criticism and Theory*	
ARTH 531     Art in New York	
ARTH 599     Selected Topics	
ARTH 700     Independent Study	

\*required courses

<b>Elective Studio</b> .....	<b>18 credits</b>
ARTS 510     Sculpture	
ARTS 520     Painting	
ARTS 523     Chinese Ink Painting	
ARTS 530     Printmaking	
ARTS 531     Printmaking – Lithography	
ARTS 532     Printmaking – Screenprinting	
ARTS 533     Printmaking – New Media Etching	
ARTS 540     Ceramics	
ARTS 560     Fibers: Textile Design	
ARTS 570     Photography	
ARTS 573     Projects in Photography	
ARTS 574     Photography as a Tool for The Artist	
ARTS 575     Projects in Digital Photography	
ARTS 580     Beginning 3-D Computer Animation	
ARTS 581     Introduction to 3-D Computer Modeling	
ARTS 582     Projects in 2-D Digital Art	
ARTS 583     Projects in Web Design	
ARTS 586     Projects in Composing, Editing, and Motion Graphics	
ARTS 587     Projects in Storyboarding and Design	
ARTS 588     Cell Animation Projects	
ARTS 589     Projects in Drawing for Animators	
ARTS 595     Internship	
ARTS 599     Selected Topics (1-3 credits)	
ARTS 610     Advanced Projects: Sculpture	
ARTS 611     Sculpture Studio	
ARTS 620     Advanced Projects: Painting	
ARTS 621     Painting Studio	

ARTS 630	Advanced Projects: Printmaking
ARTS 631	Printmaking Studio
ARTS 640	Advanced Projects: Ceramics
ARTS 641	Ceramics Studio
ARTS 660	Fibers: Textile Studio
ARTS 662	Advanced Textile Design Studio
ARTS 670	Advanced Project: Photography
ARTS 674	The Artist and Photography: Alternative Photographic Methods
ARTS 680	Advanced 3-D Computer Animation
ARTS 681	Advanced 3-D Computer Modeling
ARTS 683	Interactive Online Media Projects
ARTS 684	Interactive Multimedia CD-ROM Project
ARTS 686	Character Animation Projects
ARTS 687	Advanced Character Animation Projects
ARTS 688	Advanced Cell Animation Projects
ARTS 689	Projects in Media Arts
ARTS 700	Independent Study (1-6 credits)

**Thesis.....6 credits**  
 ARTS 698, 699 Graduate Thesis (3 credits each)

## Required Courses

Unless otherwise noted, all courses are 3 credits.

### OUTER TIER: INTERDISCIPLINARY GRADUATE FORUM

An interdisciplinary four-semester program is mandatory for all M.F.A. candidates. The interdisciplinary forum embraces all disciplines and serves as a model for integrating the creative aspects of art making and their contribution to the creation of a meaningful culture. All disciplines participate in a weekly lecture/discussion. This forum is also the showcase for final thesis presentations. Each semester of the forum is based on a specific topic and is repeated on a rotating four-semester basis.

#### ARTS 590 Interdisciplinary Graduate Forum: Tracking the Artist's Way

Lectures, discussions, readings, and assignments are intended to strengthen the development of a methodology for evolving one's personal creative process. This is a study of noteworthy historical examples of tracking one's artistic life through notebooks, journals, and sketchbooks. Journal/sketchbook work with the intent of learning, stimulate creative energy, and uncover clues toward the development of a personal style.

#### ARTS 591 Interdisciplinary Graduate Forum: Visual Literacy and the Interpretation of Meaning

Through lectures, discussions, readings, and assignments in visual literacy, study how visual language and meaning is expressed archetypally in formalist, symbolist, surrealist, conceptual, psychological, mythological, and transcendental art. Interpret the meaning of peer work through guided practice. Oral presentation and written paper are required.

#### ARTS 690 Interdisciplinary Graduate Forum: The Nature of Imagination and Creativity

Study the visual creative process with the intent of enlivening and deepening one's connection with art. Read about creativity by practitioners. Investigate the nature of the mind's eye and the mythical language of the creative imagination. Explore the aspects of visualization such as daydreams, memories, dreams, and visions, and their relationship to making visual art. Includes lectures, discussions, readings, exercises, assignments, and journal/sketchbook work.

#### ARTS 691 Interdisciplinary Graduate Forum: The Cultural Context of Art

Readings, discussions, lectures, and assignments are geared to the development of understanding the meaning of art in the context of culture and the establishment of cross-cultural references for the purpose of broadening one's aesthetic possibilities. Examine the place of the artist in various cultures. Inquire about the importance of the appreciation of art to the mental health and soulful enrichment of a culture. Study the artist as myth-maker. Oral presentation and written paper are required.

### MIDDLE TIER: INTERDISCIPLINARY STUDIO CRITIQUE SEMINARS

#### ARTS 501, 601 Interdisciplinary Studio Critique Seminar in Fine Arts, Design Arts, and Media Arts

Studio Critique Seminar in Fine Arts, Design Arts, and Media Arts is a weekly interdisciplinary studio critique course, which clusters related disciplines allowing the weekly presentation and discussion of media specific work with similar aesthetic problems. Coursework involves presentation of ongoing work with discussions on issues of personal aesthetics, process and technique, and development of a personal way of working. 3 credits each (one semester of 501 and 601 is required)

#### ARTS 698, 699 Graduate Thesis I and II

The thesis consists of independent research in a visual arts project. It is to include selections of project, structuring, research, execution, written corollary, and final exhibition. Faculty advisor must approve proposal the semester prior to registration. 3 credits each (two semesters required for graduation)

### ELECTIVE AND REQUIRED COURSES IN ART HISTORY AND CONTEMPORARY ISSUES

#### ARTH 510 Graduate Seminar in Modernism

This graduate seminar—Part I—is devoted to issues in the history of Modernism from late nineteenth century to World War II. Begin with a rigorous examination of Cubism and its ancestry in Cézanne and Manet. Discuss the political implications of avant-garde movements in the period of World War I. The seminar examines the implications of the rise of an American art scene. Discuss the meanings of great artists such as Picasso, O'Keefe, and Duchamp, and also the value of an art history of style without names and heroes. The problems of the architecture of modernism also are investigated.

**ARTH 511 Graduate Seminar in Modern and Contemporary Art**

This graduate seminar—Part II—in modern and contemporary art focuses on World War II and its traumatic aftermath. There is a rigorous examination of the French Surrealist influence on American Abstract Expressionism in New York. The role of the political from the Great Depression forward is scrutinized, as well as the Mexican muralists and their influence. Movements in art since 1960 are also investigated: Pop, Minimalism, Neo-expressionism, Graffiti, Trans-avant-garde, etc. The impact of contemporary feminism and ecological movements is considered. The major goal of the class is to map out honestly the contradictory and bewildering maze of contemporary art movements with attention to the theme of pluralism.

**ARTH 512 Graduate Seminar in Art Criticism and Theory**

This course is a seminar in the fundamental problems and theories of modern and contemporary art. The student reads basic texts by artists and examines major philosophical and aesthetic statements from Dewey to Schapiro, Rosalind Krauss, and Susan Sontag. The emphasis is on style, the nature of critique, and the ideas of our epoch. Poet-critics such as O'Hara and Ashbery are scrutinized in the light of their precursors from Baudelaire to Breton and Apollinaire.

**ARTH 531 Art in New York**

This is a graduate-level scrutiny of the galleries and museum spaces in the metropolitan area. The student discovers how the curatorial and other decisions behind exhibitions and ensembles are considered. The artist-student also learns how to conduct practical and theoretical debate and critique in front of the aesthetic objects themselves. The course focuses on the idea and problem of the masterpiece in our time and the issues of collection and exhibition.

**ARTH 599 Selected Topics**

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

**ARTH 700 Independent Study**

Conduct independent research study in art history proposed by the student under a specific faculty member. The topic is to be approved by the supervising faculty member and, also, the graduate program director, department chair, and dean. 1-6 credits

**ELECTIVE COURSES IN STUDIO ARTS****ARTS 510 Sculpture**

Graduate-level sculpture studio for which sculpture training at the undergraduate level is required. Problems in the execution and the aesthetics of sculpture are approached on both a group and an individual basis. Prerequisite: Previous study in sculpture

**ARTS 520 Painting**

Laboratory experience is supplemented with discussion of contemporary painting concepts and the analysis of visual structure and materials. Major emphasis is on a student-determined work program in selected painting media and problems. Specific painting assignments depend upon individual needs. Prerequisite: Previous study in painting

**ARTS 523 Chinese Ink Painting**

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

**ARTS 530 Printmaking**

Studies intaglio printmaking techniques using etching, hard and soft grounds and aquatint. Emphasis is on black-and-white hand printing and experimentation in methods of color printing. Woodcut and nonferrous plates for color printing are also employed. Prerequisite: Previous study in printmaking

**ARTS 531 Printmaking—Lithography**

An in-depth study of aluminum plate lithography printing techniques. Introduction to color, photo, and digital processes. Emphasis is placed on the use of this technology as a tool to extend the personal development of the student's own work. Problems are more individualized. Outside assignments required. Prerequisite: Previous study in printmaking, repeatable twice

**ARTS 532 Printmaking—Screenprinting**

An exploration at the graduate level of screen printing techniques and multiple color printing, along with approaches to the printing, handling, and signing of editions. The student will learn the basic technical procedures through a series of specific problem solving assignments. Overall emphasis is on personal growth through individual image making and group interaction. Outside projects required. Prerequisite: Previous work in printmaking, repeatable once

**ARTS 533 Printmaking—New Media Etching**

This course is a study of new techniques of photo intaglio such as Imago film etching and Solar plate etching as a tool for the personal expression of ideas. Combining images from other media such as digital imaging, drawing, painting, photography, and sculpture are encouraged. Outside assignments required. Prerequisite: Previous experience in printmaking, repeatable twice

**ARTS 540 Ceramics**

In this graduate-level ceramics studio, ceramic forming and fabricating techniques, as well as glaze formulation, are included. Outside work required. Prerequisite: Previous study of ceramics

**ARTS 560     Fibers: Textile Design**

Design and execution of art fabrics are considered primarily for their aesthetic qualities. Each fabric is developed as a one-of-a-kind art object. All media and techniques appropriate to the design are employed.

**ARTS 570     Photography**

Develops techniques to express aesthetic ideas in black-and-white photography. A series of problems that relate to a central idea is emphasized, as well as group critiques to discuss aesthetic and technical aspects of work accomplished.

Prerequisite: Previous study in photography

**ARTS 573     Projects in Photography**

Advanced graduate projects in photography. Primarily a critique course, the goal of this class is to formulate and create a body of work that explores a personal vision and develops a personal work method through the commitment of a long-term project.

Prerequisite: Previous experience in photography, repeatable three times

**ARTS 574     Photography as a Tool for the Artist**

Introduces photography as a way of making images for documentation of art and capturing images for use in other media. Includes introduction to basic camera use, exposure measurement, lighting and techniques for preparing the slide or print portfolio. This course includes instruction on using commercial photographic imaging service bureaus and does not include instruction in film and print processing. Students are introduced to both digital and emulsion technology.

**ARTS 575     Projects in Digital Photography**

Projects include digital image processing and manipulation through the use of Adobe Photoshop while practicing traditional camera work. Lens art topics emphasizes capturing live images through the creative uses of moment, frame, viewpoint, perspective, and lighting rather than appropriating images. Coursework includes an exploration of digital printing techniques.

Prerequisite: Permission of the instructor or the department chair

**ARTS 580     Beginning 3-D Computer Animation**

Introduces the principles and techniques of 3-D computer animation. Students acquire a strong foundation in the concepts of 3-D animation and a practical application of the software. The course follows the process of 3-D animation from storyboards through actual animation. Aesthetic issues are discussed. Software covered is Maya on the SGI.

Prerequisite: Previous study in 2-D and 3-D modeling

**ARTS 581     Introduction to 3-D Computer Modeling**

This course is involved in the use of advanced software and hardware for the production of computer art and animation. The course builds upon the 3-D modeling experience of the student by developing technical skills and aesthetic judgments in a series of projects that involve complex models, rendering, systems administration, paint systems, etc.

**ARTS 582     Projects in 2-D Digital Art**

Advanced aspects of paint, drawing, and photo digital systems are studied. Electronic painting, compositing, collaging, and typographic techniques are explored in depth. Complex methods and new functionalities of software are applied to projects relevant to the student's evolving work. Each student is expected to seriously investigate one or more area of digital art's role in the art or media design arenas, while simultaneously developing a body of work conveying a personal aesthetic.

Prerequisite: Permission of the instructor or the department chair, repeatable twice

**ARTS 583     Projects in Web Design**

Explore design on the Web through the creation of interesting, intelligent, usable, and well-designed Web sites. Students enhance their dexterity in HTML and their understanding of the history of the Internet and the aesthetics of Web design through the use of user-friendly features and navigation techniques. Work with several graphic, animation, sound and Web programs.

**ARTS 586     Projects in Composing, Editing, and Motion Graphics**

This course covers advanced projects in editing, compositing, and motion graphics. Student are exposed to, and master, the concepts and techniques of nonlinear editing, compositing of layers of computer generated imagery and live action video, and design of titling and motion graphics. Emphasis is placed upon skill, craft, and development of visual and heuristic comprehension.

Prerequisite: ARTS 581, repeatable once

**ARTS 587     Projects in Storyboarding and Design**

Projects in design techniques and narrative storytelling used by animators and filmmakers to create and execute animated films on a professional level. Brainstorming, script writing, production design, storyboarding and animatics fill the balance of assignments, reinforced by classroom critique, lectures on cinematic technique, film history, and film and animation screenings in class.

**ARTS 588     Cell Animation Projects**

Projects involve the concepts and techniques used in the art of traditional cell animation. Study the in-depth and practical use of methods to extend drawing into kinetic motion with an emphasis on the development of an understanding of physics, kinetics, as well as cause and effect in the context of animated film. Develop the ability to communicate psychological and emotive characterization through drawing and animation.

**ARTS 589     Projects in Drawing for Animators**

Draw advanced projects for animation that follow the twelve principles of animation. The course covers creation and development of character and the expression of emotion and personality through projects in drawing.

**ARTS 595     Internship**

As approved, and to be arranged.



**ARTS 599     Selected Topics**

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

Prerequisite: Permission of the department chair  
1-6 credits

**ARTS 610     Advanced Projects: Sculpture**

Advanced sculpture projects and further development enhances this individual approach to sculptural media.

Prerequisite: ARTS 510

**ARTS 611     Sculpture Studio**

This course is intended to be a summation of the students' studies in sculpture. Projects should be of an independent nature and synthesize techniques and visual judgment in a cogent body of work.

Prerequisite: ARTS 610

**ARTS 620     Advanced Projects: Painting**

This is a means of clarifying an artist's objective in pictorial form through advanced painting technique. A student-determined program of work is essential. Discusses and critiques current ideas relevant to the student's aesthetic interests.

Prerequisite: ARTS 520

**ARTS 621     Painting Studio**

Independent projects in painting that emphasize the synthesis of aesthetics and technique and the production of a cohesive body of work.

Prerequisite: ARTS 620

**ARTS 630     Advanced Projects: Printmaking**

Advanced printmaking projects that emphasize the development of a personal aesthetic and the promotion of the art of printmaking.

Prerequisite: ARTS 530

**ARTS 631     Printmaking Studio**

Independent projects in printmaking that emphasize the synthesis of technique and the production of a cohesive body of work.

Prerequisite: ARTS 530

**ARTS 640     Advanced Projects: Ceramics**

Examines advanced individual ceramics problems. Outside work is required.

Prerequisite: ARTS 540

**ARTS 641     Ceramics Studio**

This course involves independent studio work. Projects done by candidate should lead to the final thesis exhibition. Work should synthesize philosophical, technical, and creative aspects of the student.

Prerequisite: ARTS 640

**ARTS 660     Fibers: Textile Studio**

Design and execution of fabrics related to a specific theme or concept based on research and student interest. Paramount consideration is given to both function and aesthetic qualities.

Prerequisite: ARTS 560

**ARTS 662     Advanced Textile Design Studio**

This course involves design and execution of prints, fabrics, weavings, and construction as they relate to the student's creativity and philosophical attitudes. Individual projects should lead to thesis project.

Prerequisite: ARTS 660

**ARTS 670     Advanced Project: Photography**

A classroom experience involving a sharing of individual explorations of photography as an art form. Emphasis is on development of the student's special interest area and the continued development of one's personal vision through photography.

Prerequisite: Instructor's permission

**ARTS 674     The Artist and Photography:  
Alternatives to Straight Photography**

An interdisciplinary graduate seminar about using photography, its methods, materials, and processes to make art in forms other than the framed print on the gallery wall. The course surveys alternative methods of presentation including the page, the book, the projection or computer screen, photo-sculpture, installation, and environmental work. Students explore the techniques of direct manipulation of the image before, during or after photographing, and the use of photographically derived images combined with other media.

**ARTS 680     Advanced 3-D Computer Animation**

This course deals with advanced 3-D computer animation. The student develops practices that deepen software skills and professional techniques. Aesthetic issues are also discussed. Projects vary from individual to group animations.

Prerequisite: ARTS 580

**ARTS 681     Advanced 3-D Computer Modeling**

Continued 3-D modeling experience in the development of advanced technical skills and deepening of aesthetic understanding through projects that involve complex models, renderings, and systems administration.

Prerequisite: ARTS 581

**ARTS 683     Interactive Online Media Projects**

Projects explore the aesthetics and techniques of creating interactive content for the Web. Students create animations and interactive experiences such as games, stories, personal portfolios, presentations, Web toys, etc., using Web and multimedia authoring tools. Emphasis is on navigation techniques, user-friendly features, interface design, basic programming, creativity, and the history and future of the Internet and multimedia. Repeatable once.

**ARTS 684     Interactive Multimedia CD-ROM Project**

Projects explore the aesthetics and techniques of creating interactive content for output to CD-ROM or DVD. Student can create CD-ROMS, DVD'S, multi-user environments, Web games, interactive video, virtual environments, as well as projected art installations using multimedia authoring tools. Emphasis is on navigation, user-friendly features, interface design, basic programming, creativity, and both the history and future of multimedia. Repeatable once.

**ARTS 686 Character Animation Projects**

Through the creation of projects in character animation, the course explores the fundamental principles, concepts, and processes used to develop character and create computer animated sequences. Skills and knowledge gained in Advanced 3-D Computer Graphics are applied to the animation processes. Class work includes the production of several short computer animated pieces that are output to videotape.

Prerequisite: ARTS 580

**ARTS 687 Advanced Character Animation Projects**

Continue an advanced exploration of character animation through the creation of advanced animation projects. Focus on character-driven computer animated sequences, combined with pre- and post-production techniques, applied to planning and execution of advanced animated pieces.

Prerequisite: ARTS 686. Repeatable twice

**ARTS 688 Advanced Cell Animation Projects**

Develop an advanced understanding of the concepts and techniques used in the art of traditional cell animation. Study in-depth, practical uses of various methods, such as kinetic motion and physics with an emphasis on the development of the ability of the articulation and communication of a character's personality, motivation, and psychological expression.

Prerequisite: ARTS 588. Repeatable once

**ARTS 689 Projects in Media Arts**

An advanced course environment enables students to pursue advanced concepts in media arts in conjunction with producing their thesis, or to facilitate advanced research into artistic and technical endeavors not addressed as a normal part of the curriculum.

Prerequisite: Permission of instructor and department chair. Repeatable twice

**ARTS 700 Independent Study and Tutorials**

Student proposes an independent studio project, tutorial, or research study with a specific faculty member.

Approval by the supervising faculty member, the graduate program director, the department chair, and the dean.

1-6 credits

# Music

**Degree:** M.M., Music, College of the Arts and Communication

**Graduate Program Director:** Professor Carol Frierson-Campbell, Shea Center for Performing Arts 169; 973.720.3639; friersoncampbellc@wpunj.edu

Students wishing to earn the master of music degree may concentrate in one of three areas: music education, jazz studies (performance or arranging), and music management. The music education concentration provides practicing music educators with advanced pedagogical skills that enable them to connect contemporary methodologies to a comprehensive knowledge of the historical, theoretical, and philosophical foundations upon which the profession is based. In addition to developing pedagogical skills, graduate students in music education also gain an increased understanding of the aesthetics of music, increase their abilities in performance, and investigate scholarly topics.

The jazz studies concentration offers a high-level experience in small jazz ensemble and solo performance, arranging and composition, improvisation, and instrumental/vocal performance skills. In addition, William Paterson jazz students have access to high-level, primary source studies available only in the New York area, and to current pedagogical techniques in the areas of improvisation and arranging. A deeper level of study arises from the following: added historical and theoretical background (in the Western European tradition, as well as in jazz); primary source research and graduate-level writing opportunities uniquely available in jazz; current technological innovations as they relate to jazz; and application of these issues to pedagogical techniques in higher education and/or public schools.

The music management concentration, which provides advanced education in various areas of the music and entertainment industry, enhances skills to a high level with its ongoing connection with the New York music industry. The music management concentration immerses the music student in the environment of the industry while fostering a clear understanding of the role and needs of the artist. Please note that the program is designed primarily for music students who have not earned an undergraduate degree in the music business field. Those graduates who have a music management degree are encouraged to pursue the M.B.A. or a law degree.

## Admission to the Music Education Concentration

1. A bachelor's degree in music from an accredited college or university.
2. An undergraduate GPA of at least 2.75.
3. Two written recommendations.
4. An audition with the following requirements:
  - a. All applicants must prepare a minimum of three moderate to advanced level works of differing style periods taken from the standard art music repertoire. These should demonstrate the performer's technical skills and musicianship. At least one selection from the contemporary period must be included. Applicants are expected to sight-read at the audition. Special considerations are:
    - Voice—all works must be memorized; at least two selections must be performed in a foreign language.
    - Piano—all works must be memorized.

- Percussion—applicant must demonstrate ability on snare drum, timpani, and on a mallet instrument.
- b. Placement examinations must be completed in music theory, ear training, and music history.

#### MUSIC EDUCATION CONCENTRATION REQUIREMENTS

1. Completion of 36-credit degree course requirements.
2. Satisfactory completion of a comprehensive examination, which carries no course credit and is required of all students.
3. A final project, which may consist of a thesis or lecture/demonstration.

## Curriculum

### CONCENTRATION REQUIREMENTS.....36 CREDITS

#### Required Courses.....21 credits

MUS 525	Foundations of Music Education.....	3
MUS 558	Music Technology .....	3
MUS 560	Analytical Techniques .....	3
MUS 561	Research Techniques.....	3
MUS 590	Graduate Seminar/Final Project.....	3
MUS	Applied Lesson/Ensemble .....	3
MUS 604	Master's Thesis/Music Education.....	0
	Course from outside of the music department.....	3

#### Elective Courses .....15 credits

### Admission to the Jazz Studies Concentration

1. A bachelor's degree in music from an accredited college or university.
2. An undergraduate GPA of at least 2.75.
3. Two written recommendations.
4. Placement examinations must be completed in music theory, ear training, and music history.
5. *Jazz arranging track majors*  
A portfolio must contain a minimum of three scores with recording (CD or tape). One selection must feature a large ensemble. If possible, a cross-representation of styles, tempos, and instrumentation should be included. In addition to jazz pieces, works in other styles may be submitted. Please exclude extended improvisation sections.
6. *Jazz performance track majors*  
An audition CD or tape following these requirements:
  - a. The taped performance should demonstrate ability to play within a group and strengths as a soloist. Perform a minimum of three tunes:
    - One up-tempo tune such as "Cherokee," "Ornithology," "It Could Happen To You," "Just Friends," or a similar selection;
    - One ballad such as "Body and Soul," "In A Sentimental Mood," "I Can't Get Started," or a similar selection;
    - One medium-tempo tune such as "All the Things You Are," "Out of Nowhere," "Have You Met Miss Jones?" or a similar selection.
    - At least one chorus within the presentation of each tune should be performed unaccompanied.

#### Special Audition Notes

- Piano, guitar, and mallet instruments: Performance should demonstrate ability to accompany, as well as to solo. One of the required selections must be performed unaccompanied.
- Drum set: Performance should demonstrate ability to use brushes as well as sticks, and to play through the head of the up-tune unaccompanied, outlining rhythmic structure of the melody.
- Bass: Performance should demonstrate ability to construct a walking bass line and should showcase strengths as an improviser. Acoustic bassists should demonstrate use of the bow.
- Vocalists: If currently studying voice, include sample of vocalization at the beginning of tape. Performance should demonstrate the ability to scat, as well as an understanding of the lyric.

#### JAZZ STUDIES CONCENTRATION REQUIREMENTS

1. Completion of the 36-credit degree course requirements.
2. A one-hour recital.
3. Satisfactory completion of a comprehensive examination, which carries no course credit and is required of all students.
4. A final project.

## Curriculum

### 1. Jazz Performance Track Requirements .....36 credits

MUS 545	Transcription and Analysis.....	2
MUS 556, 557		
656,657	Applied Lessons .....	8
MUS 558	Music Technology .....	3
MUS 560	Analytical Techniques .....	3
MUS 561	Research Techniques.....	3
MUS 572, 573		
674, 675	Graduate Chamber Jazz Ensemble.....	4
MUS 590	Graduate Seminar/Final Project.....	3
MUS 600	Jazz Final Recital/Performance .....	0
MUS 601	Jazz Lecture Recital.....	0
MUS 607	Master's Thesis/Jazz .....	0
MUS 610	Pedagogy of Jazz .....	2
MUS 646	Performance Practice .....	2
MUS 653	Topics in Jazz History .....	3
	Course from outside of music department .....	3

### 2. Jazz Arranging Track Requirements .....36 credits

MUS 527	The Music and Entertainment Industry .....	3
MUS 545	Transcription and Analysis.....	2
MUS 558	Music Technology .....	3
MUS 560	Analytical Techniques .....	3
MUS 561	Research Techniques.....	3
MUS 572, 573		
674, 675	Graduate Chamber Jazz Ensemble.....	3
MUS 586, 587		
686, 687	Arranging Lessons .....	8
MUS 601	Jazz Lecture Recital.....	0
MUS 602	Jazz Final Recital/Arranging .....	0
MUS 610	Pedagogy .....	2
MUS 653	Topics in Jazz History .....	3
MUS 679	Topics in Arranging [elective] .....	3
	Course from outside of music department .....	3

## Admission to the Music Management Concentration

1. Bachelor's degree in music from an accredited college or university. It is recommended that the degree be in an area other than music business or music management.
2. An undergraduate GPA of at least 2.75.
3. Two written recommendations.
4. A performance audition is required of applicants who have NOT successfully completed an undergraduate degree in music; an audition is NOT required of applicants who have completed an undergraduate degree in music:
  - Classical performers, please follow the music education concentration audition requirements listed previously.
  - Jazz performers, please follow the jazz concentration audition requirements listed previously.
5. A satisfactory score on the Graduate Record Exam; a minimum of 450 verbal also is required.
6. A completed University graduate application.
7. A completed department graduate application.

### MUSIC MANAGEMENT CONCENTRATION REQUIREMENTS

1. Completion of the 36-credit degree course requirements.
2. Satisfactory completion of a comprehensive examination, which carries no course credit and is required of all students.
3. Satisfactory completion of an internship.
4. A final project, which may consist of a thesis.

## Curriculum

### CONCENTRATION REQUIREMENTS.....36 CREDITS

MUS 527	The Music and Entertainment Industry .....	3
MUS 558	Music Technology .....	3
MUS 561	Research Techniques.....	3
MUS 590	Graduate Seminar .....	3
MUS 605	Graduate Internship/Capstone Experience .....	3
MUS 612	Master's Thesis/Music Management .....	0
MUS 652	Entertainment Law .....	3
MUS 650	Entrepreneurship in the Music and Entertainment Industry .....	3
	Music Electives: .....	3
	Cotsakos College of Business Corequisites .....	12

### COTSAKOS COLLEGE OF BUSINESS

#### COREQUISITES

ACCT 606	Financial and Managerial Accounting.....	3
MKT 608	Marketing Management.....	3
Choose two:		
ECON 609	Economic Analysis.....	3
LAW 700	Legal Environment of Business.....	3
MBA 610	Multinational Business Environment and Operations.....	3
MBA 616	Organizational Behavior and Communication.....	3
MGT 604	Management Process and Organizational Theory .....	3
MGT 779	Seminar on the Problems in International Business .....	3
MKT 788	Global Marketing .....	3
MKT 790	Consumer Behavior .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### CORE OFFERINGS

(required of all graduate students in music)

#### MUS 558 Music Technology

A study of the most important technologies used for musical applications. Students gain experience working with state-of-the-art equipment, exploring topics that are applicable to the music industry and music professions. Emphasis on the practical uses of technology in the music profession.

#### MUS 560 Analytical Techniques

This course provides an overview of the tools, techniques, and processes required for musical analysis by combining methodology commonly used in theoretical studies with that used in the field of musicology. To be taught jointly by faculty from the music theory, music history, and jazz areas. The curriculum combines technical analysis with historical perspective in a variety of western musical genres.

#### MUS 561 Research Techniques

This course provides a survey of commonly used research techniques at the graduate level. Topics include an overview of commonly used published and electronic databases, library resources on- and off-campus, bibliographic and discographic techniques, and literature survey techniques. Student projects allow for work within the particular field of concentration.

#### MUS 590 Graduate Seminar

This seminar focuses upon the collection of information, research and production of the final master's project and document. Coursework revolves around students' individual projects, with in-class presentations and student-led discussions.

### MUSIC EDUCATION

#### MUS 507 Advanced Conducting

Emphasizes advanced baton techniques, interpretation and communication of literature of all styles and periods, study of performance practice, and preparing and conducting from full scores.

#### MUS 508 Advanced Choral Techniques

Study advanced methods, materials, programming, and rehearsal techniques needed for directing choral ensembles in the public schools. Includes repertoire of all styles and periods.

#### MUS 509 Advanced Instrumental Techniques

Study advanced methods, materials, programming, and rehearsal techniques for directing bands, orchestras, and chamber ensembles in the public schools. Includes repertoire of all styles and periods.

#### MUS 514, 515 Minor Applied Instruction 614, 615

Each course: 1 credit

**MUS 525 Foundations of Music Education**

Examines the major philosophies of music education in both historical and contemporary perspectives, with emphasis on current methods, aesthetics, and their interrelationships.

**MUS 526 Psychology of Music**

Examines musical ability, learning, preferences, perception, and judgment as well as the psychoacoustical aspects of music.

**MUS 554, 555 Applied Instruction  
654, 655**

Individual lessons in voice, piano, organ, guitar, band or orchestral instruments for students pursuing the master's degree in music education.

Each course: 3 credits

**MUS 565 Orff and Kodaly**

The educational philosophy, techniques and materials developed by Carl Orff and Zoltan Kodaly including application in the music classroom. Study including solfege, conducting, moving and playing, improvising and using instruments.

**MUS 576 Graduate Composition I**

Individual lessons in music composition.

**MUS 577 Graduate Composition II**

Individual lessons in music composition.

Prerequisite: MUS 576

**MUS 604 Music Education Thesis**

0 credits

**MUS 608 Selected Topics in Music Education**

Study a specialized topic relevant to the field of music education.

**MUS 609 Marching Band Techniques**

Learn how to teach and administer an effective public school marching band program. Includes show design, use of auxiliaries, competitions, style and repertoire, and computer applications.

**MUS 611 Music Education Lecture Recital**

Students using this option must take a minimum of two semesters of applied instruction prior to completing the lecture recital.

0 credits

**MUS 625 Supervision and Administration of Music**

Study the techniques, principles and problems of effective music supervision and the management, organization, and administration of public school music programs.

**MUS 626 Jazz for Music Educators**

Study the core elements of jazz, repertoire, and the teaching of jazz history, improvisation, and jazz ensembles in the public schools.

**MUS 635 Skills for Advanced Instrumentalists**

A practical study of advanced pedagogical techniques and their application for teaching brass, woodwind, and percussion instruments in secondary school settings. Relevant solo and ensemble literature will be examined.

**MUS 636 Culturally Diverse Music for Performing  
Ensembles**

Examines the strategies and materials for including and teaching authentic culturally diverse music and practices in choral and instrumental ensembles in the public schools.

**MUS 660 Counterpoint**

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

**MUS 682 History of Opera**

A study of the history and literature of opera beginning with the late sixteenth through the twenty-first century. Representative works from the repertoire will be examined, including their musical, historical, dramatic, and social and cultural content.

**MUS 700 Independent Study**

Concentrated, individual pursuit of a topic approved by and overseen by an assigned faculty member

**ENSEMBLES**

MUS 500	Concert Choir
MUS 503	Chamber Singers
MUS 511	Concert Band
MUS 513	University Symphony
MUS 521	William Paterson Percussion Ensemble
MUS 522	Jazz Orchestra
MUS 530	Twentieth Century Music Ensemble
MUS 582	Opera Workshop
1 credit each	

**JAZZ****MUS 545 Transcription and Analysis**

This course focuses on the transcription, notation, and analysis of important jazz arrangements, compositions, and improvised solos created by the important figures in jazz spanning the various style periods. Study of these transcriptions broadens and deepens students' understanding of the development of jazz. Each stylistic or chronological unit will end with the creation of a piece, solo or work in the style of the individual or era under study.

2 credits

**MUS 556, 557 Graduate Applied Lessons  
656, 657**

Individual lessons are given in voice, piano, drumset, mallet percussion, trumpet, trombone, or saxophone for students pursuing the master's degree in jazz studies.

**MUS 572, 573 Graduate Chamber Jazz Ensemble  
674, 675**

Each course: 1 credit

**MUS 572, 573 Graduate Arranging Lessons  
686, 687****MUS 514, 515 Minor Applied Instruction  
614, 615**

Each course: 1 credit

**MUS 589      Masterpieces of Western Concert Music  
for the Jazz Musician**

A study of representative examples of major compositions of Western concert music from the Medieval through the Contemporary periods. Study of each composition would focus on expressive content, historical importance and technical language.

**MUS 600      Jazz Final Recital/Performance**

This recital features a performance, which is the culminating event of applied study and ensemble experience at the master's level. A repertoire is chosen that reflects a variety of historical periods, jazz styles, and instrumentation.

0 credits

**MUS 601      Jazz Lecture Recital**

This recital performance features the presentation of a lecture and demonstration focusing on a particular topic or individual in jazz, combined with performance of music pertaining to that topic. The background work for this recital involves graduate-level research and documentation techniques, an in-depth paper, and accompanying handouts for the audience. This lecture recital may be performed in conjunction with the final master's project.

0 credits

**MUS 602      Jazz Final Recital/Arranging**

This recital features a performance of student arrangements, which is the culminating event of applied arranging study at the master's level. A repertoire is chosen that reflects a variety of historical periods, jazz styles and instrumentation.

0 credits

**MUS 607      Master's Thesis/Jazz**

This course is the research, writing, and production of the capstone document in the jazz concentration.

Prerequisites: MUS 561 and MUS 601

0 credits

**MUS 610      Pedagogy of Jazz**

This course is a study of jazz in education. Topics include a survey of the history of jazz education, a survey of teaching philosophies, curricular and course-building strategies, and a survey of current and past jazz education materials. Specific units address large- and small-group rehearsal techniques, the teaching of improvisation skills, and the teaching of arranging and of the history of jazz.

**MUS 646      Performance Practice**

A survey of the areas of concentration and issues needed for the establishment of a career in jazz performance. Topics include repertoire building and tune learning, as well as other issues involved with building and maintaining a successful freelance career.

**MUS 653      Topics in Jazz History**

Each offering of this course focuses upon one particular era in jazz, or upon one figure or group of central importance to the development of jazz. Study techniques include research projects, student-led discussions and presentations, in-class performances, and source readings. Sample course offerings include the Music and Life of Duke Ellington, the Bebop Period, and the Development of the Blues and its Influence in Jazz.

**MUS 679      Topics in Jazz Arranging**

Each offering of this course focuses upon one particular issue in jazz arranging, or upon one figure of central importance to the development of jazz arranging. Study techniques include transcription and score analysis, source readings, and student-led presentations and discussions. Topics include film scoring, commercial music production, the arrangements of Duke Ellington, and the arrangements of Gil Evans.

**MUS 700      Independent Study**

Concentrated, individual pursuit of a topic approved by and overseen by an assigned faculty member.

**MUSIC MANAGEMENT****MUS 517      Study of American Popular Music  
Since 1950**

Chronological study of the history of American popular music including: sociological implications, current trends, and new directions. Emphasis is placed on understanding the relationships between the current events of the time and the listening tastes of society. Classes include listening, analyzing, and discussing the evolution of the works as representatives of various genres. Independent and/or group projects required.

**MUS 527      The Music and Entertainment Industry**

As a thorough investigation of the industry as a system, this course is designed to teach the relationship between the individual entrepreneur and multinational corporations. It focuses on the historical perspective as well as the globalization of the industry.

**MUS 537      Exploring the Music and Entertainment  
Industry in the New Millennium**

Examine the current economic and political issues confronting the music and entertainment industry as they relate to successful business models for the new millennium.

2 credits

**MUS 590      Graduate Seminar****MUS 605      Graduate Internship/Capstone Experience**

Practical experience in the industry or independent project completed as a culmination of graduate study.

**MUS 606 Music Management Seminar**

Lectures by industry experts that focus on the current issues that are confronting the music and entertainment industry at present. Questions are posed by the instructor and discussion follows.

**MUS 612 Master's Thesis/Music Management**

Research, writing, and production of the capstone document in the music management concentration.

Prerequisite: MUS 561

**MUS 613 Current State of the Music and Entertainment Business**

Lectures by industry experts that focus on the current issues that are confronting the music and entertainment industry at present. Questions are posed by the instructor and discussion follows.

1 credit

**MUS 650 Entrepreneurship in the Music and Entertainment Industry**

This course focuses upon marketing and promotional techniques employed in the industry, and the role of personal representation through the investigation of case studies.

**MUS 652 Entertainment Law**

This course focuses upon legal aspects and considerations in the music and entertainment industry. Topics include copyright, servicemarks, personal service contracts, international law, and trade agreements.

**MUS 700 Independent Study**

Concentrated, individual pursuit of a topic approved by and overseen by an assigned faculty member.

# Professional Communication

The master of arts in professional communication is a program, currently under review, which will replace media studies. The new program will be implemented in fall 2010, pending final approval.

Applicants interested in the M.A. in professional communication degree should contact Dr. Casey Lum at 973.720.2342, or call the Office of Graduate Admissions at 973.720.3641.

# Cotsakos College of Business

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Master of Business Administration (M.B.A.)  
Graduate Program Director  
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# Business Administration

**Degree:** M.B.A., Cotsakos College of Business  
**Graduate Program Director:** Professor Francis Cai,  
 1600 Valley Road, Room 3028; 973.720.2178;  
 caif@wpunj.edu

The master of business administration (M.B.A.) program is designed to prepare students for roles as effective organizational contributors in an increasingly diversified and competitive business environment. The Cotsakos College of Business at William Paterson University gives future business leaders an edge through a dynamic curriculum that is designed to meet the changing demands of an internationally and technologically oriented marketplace. The M.B.A. program strives to encourage: (1) the continued development of a dynamic, contemporary, and competitive academic set of program and curriculum offerings; (2) the incorporation and utilization of integrated application oriented technology; and (3) the enhancement of effective communication skills for our students.

## Features of the Program

The M.B.A. program features a cross-functional, pedagogical approach: i.e., textural components typically embodied within the business environment are interwoven throughout the curriculum. These components, or perspectives, include ethical, political, regulatory, and social influences on organizations. An emphasis is placed on the acquisition of and/or refinement of communication skills, quantitative analysis, and technological applications within the context of business.

Several exciting M.B.A. program concentrations are available. Students have the opportunity to choose to study either in a general M.B.A. degree program or in one of five M.B.A. concentrations—accounting, entrepreneurship, finance, marketing, or music management.

The accounting concentration enables students to pursue an M.B.A. degree that satisfies certified public accountant (CPA) examination education requirements while preparing for their CPA examinations. The entrepreneurship concentration provides degree candidates with the skills needed to start, manage, operate, grow, and sustain enterprising ventures. The finance concentration allows students to pursue an M.B.A. degree while preparing for their certified financial analyst (CFA) examinations. As a student in the marketing concentration, students gain analytical and critical reasoning skills that focus on customer needs and the dynamics of buyer behavior. The music management concentration is one of only a few offered in the U.S. and takes advantage of the University's proximity to New York City to offer graduate students the opportunity to immerse themselves in the industry environment.

Areas of core competency are emphasized in the eighteen lower-core credit hours: these areas include financial reporting, analysis and markets, domestic and global economic environments of organizations, management information systems, and human behavior in organizations. Fifteen upper-core credit hours for general M.B.A. students and twelve upper credit hours for M.B.A. concentration students focus on the integration of the lower-core areas with the application of cross-functional approaches into organizational issues. The M.B.A. curriculum also offers a broad range of elective courses in each of the College's four departments.

The program's rigorous coursework requires a familiarity with requisite quantitative and technological concepts. Upon enrollment, students are encouraged to take screening examinations in quantitative analysis and technology, and are advised on taking introductory courses in those areas if necessary.

The Cotsakos College of Business has received accreditation from AACSB International – The Association to Advance Collegiate Schools of Business. AACSB accreditation represents the highest standard of achievement for business schools worldwide. Only about fifteen percent of business schools in the world are accredited by AACSB.

## Admission to the Degree Program

The requirements for regular admission are:

1. A baccalaureate degree in any major field of study from a four-year institution of higher learning.
2. Submission of Graduate Management Admission Test (GMAT) scores, and adherence to stated minimum standards concerning the GMAT score and the undergraduate grade point average: either 1) GMAT score of 500 or greater or 2) if GMAT score of 450 or greater,  $(\text{GPA} \times 200) + \text{GMAT score} = 1,000$  or greater. Other factors such as relevant work experiences, personal achievements, and leadership potential may be critical in the admission process. For applicants with a baccalaureate earned eight or more years prior to submitting the application, evidence of significant work experience at the managerial level may be utilized together with the GMAT score in evaluating eligibility.
3. Two letters of recommendation.
4. A writing sample/essay explaining the applicant's professional goals and objectives, and how earning a master of business administration degree will assist in achieving these goals.
5. A personal interview with the Admissions Review Committee, if requested.

If you have questions about the GMAT exam, please contact GMAT Customer Service:

- E-mail: [GMATCandidateServicesAmericas@pearson.com](mailto:GMATCandidateServicesAmericas@pearson.com)
- Phone: 1.800.717.GMAT (4628) (toll-free) or 1.952.681.3680, 7:00 a.m. to 7:00 p.m., Central Time
- Fax: 1.952.681.3681
- Web site: [www.mba.com](http://www.mba.com)

## For Foreign Applicants

In addition to the previously listed admission requirements, applicants from non-English-speaking countries must submit the following:

1. Certified or notarized translations of all academic records or transcripts submitted in support of the application. Evaluation of foreign credentials can be arranged through:  
 World Education Services, Inc.  
 P.O. Box 745 • Old Chelsea Station  
 New York, NY 10113-0745
2. Scores for the Test of English as a Foreign Language (TOEFL). For further information and registration forms, please contact:  
 TOEFL Services/ETS  
 P.O. Box 6151  
 Princeton, NJ 08541-6151

Tel: 609.771.7100

Fax: 609.771.7500

Web site: www.toefl.org

(Admission to the program is contingent upon meeting the University's stated minimum standards. A minimum TOEFL score of 550 on the paper-based exam or 213 on the computer-based exam is required.)

3. A description of colleges or universities previously attended, including status as a public or private institution. All certifications and/or authorizations by accrediting organizations or the government of the respective country should be noted.
4. Outlines or syllabi, if available, of programs and/or courses of study that have been undertaken.

## Degree Requirements

The M.B.A. program requires students to complete 48 credit hours, of which up to 18 lower-core credit hours may be waived. A minimum of 30 credit hours of coursework must be completed in residence at the Cotsakos College of Business.

All students must complete: (a) the cross-functional upper core, which integrates business-related textual components with areas of core competency; and (b) concentration or elective coursework. For a general M.B.A. degree, at least three credit hours of elective coursework must satisfy the international requirement, and no greater than six credit hours of elective coursework may be taken from one core course group. In general, a waiver of any credit hours in the lower core requires the choice of elective coursework within the same core course group. All degree requirements must be completed within six years of acceptance into the program.

## Additional Information

The following summarizes and builds upon information in the section titled "Academic and Program-Related Information."

## Transfer Credits

A maximum of 6 credit hours of coursework may be transferred into the M.B.A. program from an AACSB-accredited educational institution. The only credit hours eligible for transfer are: (a) completed with a grade of B or better; and (b) earned within the most recent six years. Under no circumstances may a student graduate without a minimum of 30 credits in residence. All Level II upper-core courses must be taken at William Paterson. All University policy requirements for transfer credit must be met.

## Waivers

Up to 18 credit hours of coursework in the lower core may be waived from the degree requirements. The only credit hours eligible for waiver consideration are: (a) completed with a grade of B or better; and (b) earned within the most recent six years. Students with a specialized background in a lower-core course area may be given permission to waive the lower-core coursework and substitute advanced or related coursework in that area. In some cases, students may apply to waive lower-core credit hours by virtue of examination scores (i.e., the CPA exam).

## Nondegree Students

A student may register as a nondegree student. Nondegree students may enroll for up to 9 graduate credits or three graduate courses. After 9 credits, in order to continue, students must apply for admission, then must meet the requirements for regular admission.

## Retention

1. Students must maintain an overall grade point average of 3.0. Students whose GPA falls below this level are placed on academic probation. A maximum of 6 credit hours of coursework may be taken while on probation. Failure to meet the minimum 3.0 GPA requirement at the completion of these 6 credit hours ordinarily results in dismissal from the M.B.A. program. A special exception may be made for students whose GPA has improved, in which case permission may be granted to enroll for 3 additional credit hours of coursework. Under no circumstances are students allowed to continue in the M.B.A. program following 9 credit hours of coursework during the probationary period if the minimum GPA requirement is not satisfied. Students whose GPA falls below 3.0 for a second time are automatically dismissed from the program. Due to visa regulations that usually require full-time status, foreign students must be especially diligent about maintaining the grade requirements for retention.
2. Students who receive two grades of C or lower are also placed on academic probation. A third occurrence of C or lower will result in dismissal from the M.B.A. program.
3. Graduation from the M.B.A. program requires a minimum GPA of 3.0.

## Independent Study

Students may enroll for a maximum of 6 elective credit hours of independent study, with no more than 3 credit hours being taken during any one semester. Independent study coursework is contingent upon the recommendation of a faculty sponsor, and subject to the approval of both the department chairperson and the dean.

## Curriculum General M.B.A. Degree

### Lower-Core Credit Hour Requirements (may be waived) ... 18 credits

ECON 609	Economic Analysis.....	3
MGT 604	Management Process and Organizational Theory.....	3
ACCT 606	Financial and Managerial Accounting.....	3
FIN 607	Financial Management.....	3
MKT 608	Marketing Management.....	3
MBA 612	Management Information Systems.....	3

### Upper-Core Credit Hour Requirements (mandatory) ..... 15 credits

MBA 605	Statistics for Quantitative Analysis.....	3
MBA 610	Multinational Business Environment and Operations.....	3
MBA 616	Organizational Behavior and Communication.....	3
MBA 640	Business, Government, and Society.....	3
MBA 690	Business Policy Seminar.....	3

**Elective Credit Hour Requirements (mandatory).....15 credits**

Electives must include 3 credit hours of an international course. No more than 6 credit hours may be taken from any one core course group. Credit hours waived in a lower-core course group require a substitution of elective credit hours taken in that same course group.

## Curriculum Accounting Concentration Degree

**Lower-Core Credit Hour Requirements (may be waived).... 18 credits**

ECON 609	Economic Analysis.....	3
MGT 604	Management Process and Organizational Theory .....	3
ACCT 606	Financial and Managerial Accounting.....	3
FIN 607	Financial Management.....	3
MKT 608	Marketing Management.....	3
MBA 612	Management Information Systems .....	3

**Upper-Core Credit Hour Requirements (mandatory).....12 credits**

MBA 605	Statistics for Quantitative Analysis .....	3
MBA 616	Organizational Behavior and Communication.....	3
MBA 640	Business, Government, and Society .....	3
FIN755	International Economics and Finance.....	3

**Concentration and Elective Credit Hour Requirements .....18 credits**

ACCT 710	Financial Accounting and Reporting I.....	3
ACCT 720	Financial Accounting and Reporting II.....	3
ACCT 730	Auditing and Attestation .....	3
ACCT 740	Regulation: Federal Taxation.....	3
LAW 710	Regulation: Business Law and Ethics.....	3
One Elective	Any 600-700 CCOB Course.....	3

## Curriculum Entrepreneurship Concentration Degree

**Lower-Core Credit Hour Requirements (may be waived).... 18 credits**

ECON 609	Economic Analysis.....	3
MGT 604	Management Process and Organizational Theory .....	3
ACCT 606	Financial and Managerial Accounting.....	3
FIN 607	Financial Management.....	3
MKT 608	Marketing Management.....	3
MBA 612	Management Information Systems .....	3

**Upper-Core Credit Hour Requirements (mandatory).....15 credits**

MBA 605	Statistics for Quantitative Analysis .....	3
MBA 610	Multinational Business Environment and Operations..3	
MBA 616	Organizational Behavior and Communication.....	3
MBA 640	Business, Government, and Society .....	3
MBA 690	Business Policy Seminar.....	3

**Concentration and Elective Credit Hour Requirements .....15 credits**

ENT 701	Entrepreneurship–Motivation and Process.....	3
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**Electives** (take any four courses from the following list)

ENT 712	Crisis Management for Organizations.....	3
ENT 720	Financing New Ventures.....	3
ENT 730	Marketing for Entrepreneurs.....	3
ENT 760	Innovation and Entrepreneurship .....	3
ENT 799	Special Topics in Entrepreneurship .....	3
ENT 780	Entrepreneurship Practicum .....	3
ENT 785	Independent Study in Entrepreneurship.....	3
ENT 790	Entrepreneurship Internship.....	3
One Elective	Any 600-700 CCOB Course.....	3

## Curriculum Finance Concentration Degree

**Lower-Core Credit Hour Requirements (may be waived) ... 18 credits**

ECON 609	Economic Analysis.....	3
MGT 604	Management Process and Organizational Theory .....	3
ACCT 606	Financial and Managerial Accounting.....	3
FIN 607	Financial Management.....	3
MKT 608	Marketing Management.....	3
MBA 612	Management Information Systems .....	3

**Upper-Core Credit Hour Requirements (mandatory).....12 credits**

MBA 605	Statistics for Quantitative Analysis .....	3
MBA 616	Organizational Behavior and Communication.....	3
MBA 640	Business, Government, and Society .....	3
FIN755	International Economics and Finance.....	3

**Concentration and Elective Credit Hour Requirements .....18 credits**

FIN 752	Investment Analysis .....	3
FIN 753	Financial Planning and Capital Budgeting .....	3
FIN 757	Investment Policy, Ethics, and Port Management.....	3
FIN 758	Derivative Securities.....	3
FIN 760	Financial Analysis and Decisions .....	3
One Elective	Any 600-700 CCOB Course.....	3

## Curriculum Marketing Concentration Degree

**Lower-Core Credit Hour Requirements (may be waived).... 18 credits**

ECON 609	Economic Analysis.....	3
MGT 604	Management Process and Organizational Theory .....	3
ACCT 606	Financial and Managerial Accounting.....	3
FIN 607	Financial Management.....	3
MKT 608	Marketing Management.....	3
MBA 612	Management Information Systems .....	3

**Upper-Core Credit Hour Requirements (mandatory).....15 credits**

MBA 605	Statistics for Quantitative Analysis .....	3
MBA 610	Multinational Business Environment and Operations..3	
MBA 616	Organizational Behavior and Communication.....	3
MBA 640	Business, Government, and Society .....	3
MBA 690	Business Policy Seminar.....	3

**Concentration and Elective Credit Hour Requirements .....15 credits**

Take any four courses from the following list, plus one elective:

MKT 700	Independent Study .....	3
MKT 780	Marketing Research and Analysis .....	3
MKT 785	Business to Business Marketing.....	3
MKT 788	Global Marketing .....	3
MKT 790	Consumer Behavior .....	3
MKT 799	Customer Relationship Management .....	3
One Elective	Any 600-700 CCOB course.....	3

## Curriculum Music Management Concentration Degree

**Lower Core Credit Hour Requirements (may be waived) .... 18 credits**

ECON 609	Economic Analysis.....	3
MGT 604	Management Process and Organizational Theory .....	3
ACCT 606	Financial and Managerial Accounting.....	3
FIN 607	Financial Management.....	3
MKT 608	Marketing Management.....	3
MUS 558	Music Technology .....	3

**Upper-Core Credit Hour Requirements (mandatory).....12 credits**

MUS 561	Research Techniques.....	3
MBA 610	Multinational Business Environment and Operations.....	3
MBA 616	Organizational Behavior and Communication.....	3
MBA 640	Business, Government, and Society .....	3

**Concentration and Elective Credit Hour Requirements .....18 credits**

MUS 527	Survey of the Music and Entertainment Industry.....	3
MUS 605	Graduate Internship/Capstone Experience.....	3
MUS 650	Entrepreneurship in Music and Entertainment Industry .....	3
MUS 652	Entertainment Law .....	3
Two Electives Any 600-700 CCOB or Music Courses .....		3

**Accounting and Law**

ACCT 700	Independent Study .....	1-6
ACCT 710	Financial Accounting and Reporting I.....	3
ACCT 720	Financial Accounting and Reporting II.....	3
ACCT 726	Current Financial Accounting Problems .....	3
ACCT 727	Advanced Managerial and Cost Accounting.....	3
ACCT 728	Current Tax Law and Problems .....	3
ACCT 730	Auditing and Attestation .....	3
ACCT 731	International Financial Statement Analysis.....	3
ACCT 740	Regulation: Federal Taxation.....	3
ACCT 760	Financial Analysis and Decisions .....	3
ACCT 799	Selected Topics.....	1-6
LAW 700	Legal Environment of Business.....	3
LAW 710	Regulation: Business Law and Ethics.....	3

**Economics**

ECON 700	Independent Study .....	1-6
ECON 705	Managerial Economics .....	3
ECON 755	International Economics and Finance .....	3
ECON 799	Selected Topics.....	1-6

**Finance**

FIN 700	Independent Study .....	1-6
FIN 752	Investment Analysis .....	3
FIN 753	Financial Planning and Capital Budgeting .....	3
FIN 754	Financial Intermediation.....	3
FIN 755	See ECON 755.....	3
FIN 756	Case Studies in Corporate Finance .....	3
FIN 757	Investment Policy, Ethics, and Portfolio Management.....	3
FIN 758	Derivative Securities and Trading Strategies .....	3
FIN 760	Financial Analysis and Decisions .....	3
FIN 799	Selected Topics.....	1-6

**Management**

MGT 700	Independent Study .....	1-6
MGT 704	Human Resource Management.....	3
MGT 707	Organizational Change and Development.....	3
MGT 779	Seminar on the Problems in International Management.....	3
MGT 782	Operations Research.....	3
MGT 799	Selected Topics.....	1-6

**Marketing**

MKT 700	Independent Study .....	1-6
MKT 780	Marketing Research and Analysis .....	3
MKT 785	Business to Business Marketing.....	3
MKT 788	Global Marketing .....	3
MKT 790	Consumer Behavior .....	3
MKT 799	Selected Topics.....	1-6

\* If more than four courses are waived, the student may not take a management elective.

**Courses**

Unless otherwise noted, all courses are 3 credits.

**MGT 550 Computers and Applications**

This course (a) reviews some of the key hardware and software concepts as they apply to contemporary business; and (b) utilizes case studies to apply some well known and useful microcomputer applications to business related problems. The skills obtained enable the student to interact comfortably in designing applications incorporating spreadsheets, databases, and graphics presentations.

1.5 credits; 0 credits towards the M.B.A.

**ECON 550 Mathematical Methods for Business**

This course reviews mathematical skills that are requisite knowledge for M.B.A. students. Students are exposed, in a business context, to the application of equations and graphs, functions, matrix algebra, exponential and logarithmic functions, and differential and integral calculus.

1.5 credits; 0 credits towards the M.B.A.

**LOWER CORE COURSES****ACCT 606 Financial and Managerial Accounting**

The course focuses on how to organize, present, analyze, and interpret financial and cost accounting information. Accounting information is organized in the form of journals, special ledgers, and the general ledger. Financial information is presented in the form of financial statements, principally, the income statement, balance sheet and cash flow statement, and statement of retained earnings. Management input in financial statements relates to interpretation of accounting numbers. Ethical issues are covered in this course on topics relating to control of cash and receivables, recognition of revenues and expenses, and separation of duties in relation to custody of assets and record keeping. Global and diversity issues are covered when discussing valuation of assets and liabilities of foreign operations, recognition of foreign exchange gains and losses, and the repatriation of dividends. The impact of technology on accounting and financial information systems is incorporated in the course in discussions relating to management of cash and accounts receivable, valuation of inventory, and management of fixed assets.

**ECON 609 Economic Analysis**

This course is designed to introduce the student to the basic concepts of both macro and microeconomics. Particular emphasis is placed on the examination of output, demand, employment/unemployment, prices/inflation, profits, and market structures, as well as an analysis of relevant macro (monetary, fiscal and supply) and micro (regulation and taxes) policies.

**FIN 607 Financial Management**

Reviews the financial basis of management decisions relating to the acquisition, allocation, and control of financial resources. Students explore the evolving relationship among internal financial management activities and the external financial environment in which the firm operates. The course has stockholder relations and the interest of shareholders as the central theme for corporate decision-making.

Prerequisites: ACCT 606, ECON 609

**MGT 604      Management Process and Organizational Theory**

This course provides an integrated analysis of the major concepts, theories, functional viewpoints, and corporate management strategies that shape today's business environment. Emphasis is on developing specific managerial skills that assist in identifying, integrating, and assessing all relevant factors and inputs in the managerial process, evaluating competitive advantages and performance, and estimating future prospects. This course provides students with a macro approach to organizational theory and management, which improves their understanding of the organizational dynamics that determine their roles. Major trends in current business organization are critically examined.

**MKT 608      Marketing Management**

This is a case-based course that places marketing within the overall framework of business strategy. It emphasizes the environmental factors that influence marketing decisions. It focuses on buyer behavior in both consumer and industrial markets, and the identification and analysis of marketing opportunities. The section on satisfying these opportunities reviews the basic building blocks of marketing, namely: goods and services, pricing, channels of distribution, and promotion leading to the development of a marketing plan consistent with the mission and goals of the organization.

**MBA 612      Management Information Systems**

This course explores the design considerations necessary for technological/information systems that utilize an effective human-machine interaction to formulate and solve management decision problems. Topics include "conversational" computer systems, input and output media, user-machine dialogues, interactive mode construction, interactive model solution, and the computer as a communication device. Students design programs and documents on an interactive information system and prepare research papers on a related topic.

Prerequisite: MGT 604

**UPPER CORE COURSES****MBA 605      Business Statistics and Quantitative Analysis**

This course surveys some of the primary statistical and mathematical tools that form the foundation through which students can analyze decision making under uncertainty and/or risk utilizing empirical evidence applied to theoretical underpinnings. The course is application oriented, and considers contemporary topics drawn from a business context that embody significant ethical, legal, or monetary components and implications. The course also surveys historical thought and alternative schools of thought concerning the use of statistical methods. Familiarity with basic elements of differential and integral calculus is assumed, and the topics chosen reflect those that are most commonly encountered in business and industry, such as descriptive statistics, combinatorics and probability, discrete and continuous random variables, inferential statistics, analysis of variance, regression analysis, and multivariate techniques.

**MBA 610      Multinational Business Environment and Operations**

This course covers multinational comparative analysis of managerial functions, processes, and institutions; socio-cultural, legal-political, economic, and noneconomic variables; and international business trends, theories, investments, transactions, and foreign exchange markets. The focus of the course is on management in a multinational enterprise. Business operations and strategies are examined from an international perspective, with an emphasis on the production, finance, and marketing functions, and relationships between the multinational firm and the governments located in home/host countries.

**MBA 616      Organizational Behavior and Communication**

This course introduces the "micro" theories of organization and the basic skills of organizational communication. It focuses on human behavior and action within the organizational setting at three levels of analysis: individual, interpersonal, and organizational. Relevant communication issues are discussed and skills developed for each organizational behavior level.

Prerequisite: MGT 604

**MBA 640      Business, Government, and Society**

Provides a comprehensive review of the relationships among business, government, and capitalist enterprise. Topics discussed include the nature of the private enterprise system, the overall role of government with an emphasis on its legal and constitutional background, growth and stability, inflation, debt, taxation, tariffs, foreign labor legislation, and consumer interests. Significant current events and developments in government/business relationships are also included.

Prerequisite: ECON 609

**MBA 690      Business Policy Seminar**

This seminar builds upon and integrates the content of the program curriculum from the viewpoint of the corporate chief executive officer. Specific attention is paid to the mobilization of resources for the attainment of corporate goals within the context of rapidly changing internal and external business environments. A major paper in a current business problem area is required.

Prerequisites: FIN 607, MKT 608, MGT 604

**ELECTIVES: ACCOUNTING AND LAW****ACCT 700      Independent Study**

Arranged with a faculty sponsor and agreed upon by the department chair and dean.

1-6 credits

**ACCT 710      Financial Accounting and Reporting I**

This is an intensive M.B.A. course geared towards students committed to take the CPA examinations. It studies in-depth specific accounting subjects such as assets and liabilities and equity, revenue and expense recognition, accounting changes and error analysis, and preparing income statement, balance sheet, and cash flow statement for business entities.

Prerequisite: ACCT 606 or ACCT 212

**ACCT 720 Financial Accounting and Reporting II**

This is an intensive M.B.A. course geared towards students committed to take the CPA examinations. It studies in-depth specific accounting subjects such as deferred taxes, pension, leases, business combinations and consolidations, partnership, foreign currency transactions and translation, and accounting for government and not-for-profit entities.

Prerequisite: ACCT 710 or ACCT 312

**ACCT 726 Current Financial Accounting Problems**

This course reviews the most recent pronouncements of the Financial Accounting Standards Board, the Securities and Exchange Commission, and selected regulatory bodies. Emphasis is on the application and limitations of the pronouncements using a case and problem approach.

Prerequisite: ACCT 606

**ACCT 727 Advanced Cost/Managerial Accounting**

Provides an in-depth study of complex cost problems with emphasis on profit planning and control. Among the topics covered are budgeting, standard costing, cost and profit analysis, differential and comparative cost analysis.

Prerequisite: ACCT 606

**ACCT 728 Current Tax Problems**

Looks at tax-minimizing decision-making of individuals and corporate managers. The course is a practical study of federal income taxes and estate and gift taxes and emphasizes research techniques and tax planning principles.

Prerequisite: ACCT 606

**ACCT 730 Auditing and Attestation**

This is an intensive M.B.A. course geared towards students committed to take the CPA examinations. The course is designed to provide the student with in-depth understanding of all aspects of auditing. These include accepting and planning the audit, evaluating internal controls, verifying account balances and financial statement assertions, reporting on audited financial statements, as well as auditing standards, and the legal liabilities and professional and personal ethical responsibilities of auditors.

Prerequisite: ACCT 710 or ACCT 312

**ACCT 731 International Financial Statement Analysis**

This course examines the financial and management accounting problems of international entities, the structuring of external and internal reporting, and the application of recent accounting pronouncements. This course also applies some of the many accounting and economic concepts to the analysis of a firm's financial position and performance as shown in published information, primarily focusing on financial statements.

Prerequisite: ACCT 606

**ACCT 740 Regulation: Federal Taxation**

This is an intensive M.B.A. course geared towards students committed to take the CPA examinations. The course provides a study of the U.S. Internal Revenue Code with emphasis on income taxation of individuals and corporations. The course looks at tax-minimizing decision-making of individuals and corporate managers. The course is a practical study of federal income taxes and estate and gift taxes and emphasizes research techniques and tax planning principles. Provides practice in the preparation of tax returns and solution of case problems.

Prerequisite: ACCT 606 or ACCT 312

**ACCT 760/ FIN 760 Financial Analysis and Decisions**

This course is an in-depth study of the information contained in the financial statements and the techniques to analyze corporate profitability and risk, and to make credit and investment decisions.

Prerequisite: ACCT 606 or ACCT 212

**ACCT 799 Selected Topics**

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

Prerequisite: Permission of the department chairperson  
1-6 credits

**LAW 700 Legal Environment of Business**

Studies business in its contacts with government, the public, and competing businesses. Course content includes product liability, consumer fraud, antitrust, securities regulations, white-collar crime, contracts, and the uniform commercial code.

**LAW 710 Regulation: Business Law and Ethics**

This is an intensive M.B.A. course geared towards students committed to take the CPA examinations. Students study in-depth specific legal subjects such as partnership, corporations, property law and contracts, both common law and Uniform Commercial Code (UCC). The ethical parameters of business decision-making are emphasized throughout the course.

Prerequisite: MBA 640, LAW 201, or LAW 252.

**ELECTIVES: ECONOMICS****ECON 700 Independent Study**

Arranged with a faculty sponsor and agreed upon by the department chair and dean.

1-6 credits

**ECON 705 Managerial Economics**

Applies microeconomic theories to managerial decisions with respect to production, pricing, and investment. This includes optimization techniques, demand and cost functions, and utilization of market and cost information in pricing and production decisions. Other topics include market structure analysis (perfect competition, monopoly, oligopoly) and government intervention.

Prerequisites: ECON 609, MGT 605

**ECON 755 International Economics and Finance**

This course deals with the environment in which international business is conducted, including both economic relations and environmental factors that affect business operations within different nations. Topics include international trade, the balance of payment, exchange rate determination, tariffs and other trade restrictions, economic development, economic integration, and international economic organizations within different nations. Also reviewed are the economic, political, and cultural conditions that influence international business.

Prerequisites: ECON 609, FIN 607

**ECON 799 Selected Topics**

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

Prerequisite: Permission of the department chairperson  
1-6 credits

**ELECTIVES: FINANCE****FIN 700 Independent Study**

Arranged with a faculty sponsor and agreed upon by the department chair and dean.

1-6 credits

**FIN 752 Investment Analysis**

This course provides an analysis of the Modern Portfolio Theory (MPT) and valuation of securities. Offered at the Cotsakos College of Business Global Financial Learning Center, it explores the risk and return characteristics of various financial investment instruments, such as stocks, fixed income securities, options, and other derivatives. The student develops an understanding of pricing processes, valuation models, efficient markets, international capital markets, and rational expectations. The student is also exposed to global financial markets from the perspective of long-term investments. A simulation portfolio investment game is conducted in the class. The course extensively uses both global and domestic real-time data available at the trading floor.

Prerequisite: FIN 607

**FIN 753 Financial Planning and Capital Budgeting**

Examines the critical role of financial planning for a business enterprise and its relationships to the firm's objective. This includes the development and interpretation of financial plans under certainty and uncertainty. Special emphasis is given to the application of theories that address the acquisition and allocation of financial resources.

Prerequisites: MBA 605, FIN 607

**FIN 754 Financial Intermediation**

Designed for students of financial management who need to understand how the rapid development of nonbank financial intermediaries—such as the savings and loan industry, life insurance, mutual funds, pension funds, and finance companies—have reshaped the flow of debt and equity funds in the United States money and capital markets. The newer theories of financial growth alter existing principles of competition between financial institutions; these in turn affect portfolio decisions, marketing plans, pricing, and the profitability of financial institutions.

Prerequisite: FIN 607

**FIN 755 (SEE ECON 755)****FIN 756 Case Studies in Corporate Finance**

This course discusses various cases pertaining to corporate finance following the case study approach. Complex financial problems are explored in-depth. Students are expected to analyze multi-faceted financial problems from the standpoint of the financial manager of a business enterprise, including domestic, global, and multinational firms. The students are primarily exposed to the concept of value creation, which encompasses capital investment analysis including risk analysis; financing, including evaluating sources of capital, cost of capital; and major strategic decision making, including mergers, acquisitions, and divestitures.

Prerequisite: FIN 607

**FIN 757 Investment Policy, Ethics, and Portfolio Management**

The primary objective of this course is to discuss the process of portfolio management. It covers the concepts of management of individual investor portfolios, management of institutional investor portfolios, professional ethical standards of practice, equity portfolio management strategies, debt portfolio management strategies, real estate and alternative investments in portfolio management, portfolio risk management, and portfolio performance measurement and presentation.

Prerequisite: FIN 607

**FIN 758 Derivative Securities**

This course covers the introduction to derivatives and basic trading strategies. Attention is paid to two primary types of derivative securities: options and futures. With the data feeds and financial modeling tools in the E\*Trade Financial Learning Center, it examines the nature of various strategies involving futures and options on stocks, stock indexes, currencies, and underlying futures. Both the standard binomial and Black-Scholes option pricing models are developed to value the options and futures. The feature of embedded options in convertible bond and other exotic options is discussed.

Prerequisite: FIN 607

**FIN 760/ ACCT 760 Financial Analysis and Decisions**

This course is an in-depth study of the information contained in the financial statements and the techniques to analyze corporate profitability and risk, and to make credit and investment decisions.

Prerequisite: ACCT 606 or ACCT 212

**FIN 799 Selected Topics**

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

Prerequisite: Permission of the department chairperson  
1-6 credits

**ELECTIVES: MANAGEMENT****MGT 613      Operations Management**

This course explores operational factors that impact on competitive advantage, and introduces basic concepts, tools, and principles that are essential for the analysis and improvement of business processes. Key topics include product design and process selection, forecasting, total quality management, facility location and layout, managing the supply chain, etc. The topics discussed are equally relevant in the manufacturing and service sectors. The course utilizes computer software and the Internet to solve and explore models and problems.

Prerequisites: MGT 604, MBA 605

**MGT 700      Independent Study**

Arranged with a faculty sponsor and agreed upon by the department chair and dean.

1-6 credits

**MGT 704      Human Resource Management**

Provides comprehensive treatment of the primary components of human resource management. Course content includes human resource planning, recruiting, selection, job analysis and evaluation, performance evaluation, total compensation, training and development, productivity improvement programs, and personnel research. The role of the human resource executive is examined within the constantly changing internal and external environment of the corporation. The international differences in human resource management programs that arise from cultural differences are explored.

Prerequisite: MGT 604

**MGT 707      Organizational Change and Development**

Acquaints students with the most effective techniques for introducing organizational changes brought about by advanced technology, regulatory legislation, or social pressure. Factors essential to the implementation of internal changes are discussed, as well as the consequences of poor planning and execution. Equal course time is devoted to the study of various corporate response strategies to outside attacks on products, services, or activities, which sometimes result from shifts in social attitude or advances in scientific information.

Prerequisite: MGT 604

**MGT 779      Seminar on the Problems in  
International Business**

Emphasizes the patterns of worldwide development and business relationships; economic, political, and social involvement; the role of government in economic planning; development and control of the private sector. An analysis of mixed public and private activity in specific industry sectors is also included. Other topics covered include governmental regulations as to tariffs, the equity participation of foreign investors, exchange controls, and the repatriation of profits.

Prerequisite: MBA 610

**MGT 782      Operations Research**

This course introduces the basic concepts of operations research and management science as they apply to the analysis of management-related decision problems. The focus of this course is on those methods of decision analysis that have proven most useful in a variety of public and private sector contexts. The course utilizes statistical, quantitative, economical, and social elements in a diversified modeling approach, integrating elements of social welfare and real-world applications with relevant theory. This is evident throughout as such topics as deterministic and stochastic mathematical modeling, and decision analysis under both conditions of certainty and uncertainty are considered. This is reflected in such specific topics as linear, nonlinear, stochastic and integer programming, sensitivity analysis, inventory theory, game theory, decision theory, and queuing theory.

Prerequisite: MBA 605

**MGT 799      Selected Topics**

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

Prerequisite: Permission of the department chairperson.

1-6 credits

**ELECTIVES: MARKETING****MKT 700      Independent Study**

Arranged with a faculty sponsor and agreed upon by the department chair and dean.

1-6 credits

**MKT 780      Marketing Research and Analysis**

This course examines the role of and presents a methodological foundation for marketing research in the firm. Topics covered include the role of research in managerial decision-making, global and ethical dimensions, sources of secondary data, different research strategies and designs, data collection procedures, sampling issues, basic and more advanced data analysis techniques using a standard computer statistical analysis package, and the research report for market research. Special emphasis is given to building the set of skills necessary for designing, interpreting, and reporting market research.

Prerequisites: MKT 608, MBA 605

**MKT 785      Business to Business Marketing**

This course emphasizes the marketing that is addressed to firms in the industrial market: profit, nonprofit, and government organizations, as distinct from the public consumer. Included is a comprehensive overview of the marketing of industrial products with particular emphasis on industrial purchasing behavior, strategic planning, evaluations, and control. Specific relevant cases are employed for emphasis.

Prerequisite: MKT 608



**MKT 788      Global Marketing**

The emergence of global organizations (companies that view the entire world as their market) is an important development in marketing. This course provides a comprehensive overview of the marketing of products and services by global organizations, with an emphasis on international culture, the marketing mix, and marketing strategy. Projects deal with the problems of and opportunities for specific products in specific countries and the world.

Prerequisite: MKT 608

**MKT 790      Consumer Behavior**

The purpose of this course is to provide a foundation for issues related to consumer satisfaction. The major focus of the course is on consumers' psychological processes. In addition, social, cultural, and sub-cultural influences on behavior are considered. Topics include the processing of marketing information, product knowledge, attitudes, and persuasion; individual, family, and organizational decision-making; group influences; and social marketing issues. Ethical and global dimensions of consumer behavior issues related to consumer satisfaction are embedded within the course content. An emphasis is placed on the student: (1) developing a coherent theory-based view of the consumer's abilities and shortcomings; and, (2) being able to apply this knowledge to alternative marketing scenarios.

Prerequisite: MKT 608

**MKT 799      Selected Topics**

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

Prerequisite: Permission of the department chairperson.

1-6 credits

**RBI 799      Selected Topics**

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

Prerequisite: Permission of the department/instructor

# College of Education

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# Professional Counseling

**Degree:** M.Ed., Professional Counseling, College of Education

**Graduate Program Director:** Professor Paula Danzinger, 1600 Valley Road, Room 3001; 973.720.3085; danzingerp@wpunj.edu

The master of education degree (M.Ed.) in professional counseling in the Department of Special Education and Counseling at William Paterson University prepares students to enter the counseling profession through rigorous training in two key areas: school counseling and mental health counseling. The professional counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accreditation for counseling programs.

Graduates of the M.Ed. in professional counseling who successfully complete all education requirements and pass the national counselor exam (NCE) become national certified counselors (NCC).

## SCHOOL COUNSELING CONCENTRATION

The school counseling concentration at William Paterson University is a 48-credit-hour program leading to a master of education degree in professional counseling with a concentration in school counseling. Graduates of the program are eligible to obtain school counselor certification in New Jersey. With the addition of 12 credit hours for students in the school counseling concentration (offered by the department) and 4,500 hours of field experience over three years, all graduates are eligible for the New Jersey licensed professional counselor (LPC) credential. (NOTE: a passing score on the national certification exam is required in order to apply for the LAC and/or LPC.)

## MENTAL HEALTH COUNSELING CONCENTRATION

The mental health counseling concentration at William Paterson University is a 60-credit concentration directly leading to eligibility as a licensed associate counselor (LAC), the first step towards obtaining the licensed professional counselor (LPC) credential in the state of New Jersey. (NOTE: a passing score on the national certification exam is required in order to apply for the LAC and/or LPC.)

## Admission to the Professional Counseling Program

The requirements for admission are the following (please be advised that these requirements are subject to change):

1. A bachelor's degree from an accredited college or university.
2. A cumulative undergraduate grade point average of 2.75 on a 4.00 scale or a master's degree from an approved college or university.
3. A satisfactory score on the Graduate Record Examination or on the Miller Analogies Test.
4. Two professional recommendations.
5. Essay.
6. Interview with counseling faculty and writing sample.

## Requirements for the Degree

(Please be advised that these requirements are subject to change.)

1. The student must complete at least 48 credit hours with a GPA of 3.00 or better for the school concentration, and 60 credit hours with a GPA of 3.0 or better for the mental health concentration. Students must obtain a grade of B or better in CSP 601 and CSP 603. The student's program must include three semester hours of practicum and three semester hours of internship. Students must consult with an advisor concerning any recent changes in the program or its course offerings.
2. Satisfactory completion of a comprehensive examination, which carries no course credit, is required of all students.

## Curriculum

(Please be advised that the curriculum is subject to modification.)

### Core Requirements

#### Required Core Courses ..... 48 credits

CSP 601	Techniques and Foundations in Counseling.....	3
CSP 603	Multicultural Counseling.....	3
CSP 604	Assessment and Appraisal in Counseling.....	3
CSP 605	Ethical and Legal Issues in Counseling.....	3
CSP 606	Individual Counseling: Theories and Practices.....	3
CSP 608	Career Development Across the Lifespan.....	3
CSP 609	Human Growth and Development Across the Lifespan.....	3
CSP 610	Group Counseling: Theories and Practices.....	3
CSP 614	Community Resource Agencies and Social Welfare Policy.....	3
CSP 616	Research in Counseling.....	3
CSP 620	Foundations of School Counseling.....	3
CSP 621	Case Studies in Counseling.....	3
CSP 626	Counseling Children and their Families Applications for Schools and Community.....	3
CSP 628	Crisis Intervention and Management.....	1
CSP 651	Counseling for Substance Abuse and Addiction.....	2
CSP 686	Practicum in Counseling.....	3

#### School Counseling Concentration Requirements .... 3 credits

CSP 687	Internship in Counseling.....	3
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#### Mental Health Concentration Requirements ..... 15 credits

CSP 622	Foundations of Mental Health Counseling.....	3
CSP 654	Clinical Supervision in Counseling.....	2
CSP 687	Internship in Counseling.....	3
CSP 692	Psychopharmacology for Counselors.....	1

#### Other Courses Offered by the Department

CSP 599	Selected Topics.....	3
CSP 607	Issues and Techniques of Counseling the Older Adult.....	3
CSP 611	Experiential Group Interaction: Self-Exploration.....	3
CSP 690	Advanced Case Studies and Techniques.....	3
CSP 695	Counseling Gay, Lesbian, Bisexual, and Transgendered Clients.....	3
CSP 696	School Law and Mental Health Codes for Counseling Directors.....	3
CSP 700	Independent Study.....	1-6 credits

**School Counseling Requirement****Practicum/Internship Placement in a School Setting**

Students who wish to be certified as a school counselor but are not certified teachers may be required to do additional preparation work for certification. Please see an advisor for further information. *(Please be advised that this requirement is subject to modification.)*

**Mental Health Counseling Requirement****Practicum/Internship Placement in a Mental Health Setting**

Please see an advisor for further information. *(Please be advised that this requirement is subject to modification.)*

## Courses

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Unless otherwise noted, all courses are 3 credits. **Note: All counseling courses require matriculation in the program or permission of the counseling faculty.**

**CSP 601 Techniques and Foundations in Counseling**

The focus of this course is development of counseling and consultation skills for beginning counseling students based on theoretical principles of counseling, as well as the history and foundations of the counseling profession. Students will be introduced to basic skills in counseling such as relationship building and active listening, in addition to more advanced skills such as reflection of meaning and confrontations.

Prerequisite: Permission of counseling faculty

**CSP 603 Multicultural Counseling**

An introduction to the philosophy, theory, and practice of multicultural counseling and development. Includes individual, family, and educational perspectives. Self awareness development is an integral component of this course.

Prerequisite/co-requisite: CSP 601

**CSP 604 Assessment and Appraisal in Counseling**

This course introduces students to assessment appraisal in a counseling setting. Validity and reliability of measurements, as well as basic quantitative statistics, will be explored. Interpretation of test scores will be introduced and appropriate use of assessments with diverse populations will be explored. Ethical issues regarding testing will also be examined.

**CSP 605 Ethical and Legal Issues in Counseling**

Course introduces students to the ethical and legal issues that face counselors in today's society. Ethical codes and standards of practice for the profession (ACA, ASCA, and AMHCA) are explored and students are introduced to research relevant to the ethical behavior of counselors in school and mental health settings. This course also examines and reviews licensure and certification requirements.

**CSP 606 Individual Counseling: Theories and Practice**

The emphasis of this course is counseling theories as applied to counseling the individual client. Students are given an overview of the major theoretical perspectives on human behavior and individual counseling interventions, including multicultural theories. Counseling strategies, theories of consultation and collaboration, and techniques associated with different theories will be introduced and applied to clinical case studies.

**CSP 607 Issues and Techniques of Counseling the Older Adult**

Designed to acquaint counselors and others in the helping professions with knowledge of the aging process. Focuses on adapting counseling technique to the elderly and the psychological problems confronted in the aging process.

Prerequisites: CSP 601, CSP 602, CSP 603, and CSP 609

**CSP 608 Career Development Across the Life Span**

This hybrid course examines major theories of career development across the life span and the issues that affect career development and career choice, including psychological, cultural, and social factors. Major assessment tools, including computer programs, are examined. The interconnectedness of career development with other areas of development will be discussed, as will the role of career counseling in the schools.

**CSP 609 Human Development Across the Life Span**

Study human growth as applied to school and clinical mental health counseling. Includes physiological, psychological, cognitive, and social development through the life span. Major theoretical approaches including theories of minority development will also be explored.

**CSP 610 Group Counseling: Theory and Practice**

The course provides an overview of theories of group counseling as well as group dynamics, group leadership, group procedures, and group counseling skills. The student will participate in a small personal growth group experience, providing the student with insight into group process as both leader and participant.

**CSP 611 Experiential Group Interaction: Self Exploration**

This course provides personal group experience for future counselors. It provides specific training to develop awareness of problems, experiences and reactions generally felt by counselors. The design is such that it is therapeutic so that they, in turn, are in a position to make a more positive contribution to their own future clients.

Prerequisites: Permission of counseling faculty

**CSP 614 Community Agencies: Resources and Social Welfare Policy**

This online course examines the development of community social services agencies and their place in today's society. It also introduces needs assessment and basic program development. Identifying and making appropriate referrals for a diverse population will be explored.

**CSP 616 Research in Counseling**

This is a hybrid course that provides candidates with an overview of varied research methods including quantitative and qualitative methods in counseling with experiences in program evaluation, data collection, and use of technology in research. Instruction in writing a research proposal leads to the candidate's development as a qualified researcher in the counseling field. Classes will be held both online and in person.

**CSP 620 Foundations of School Counseling**

This course surveys the history, philosophy, and services of school guidance. Students will study the development of guidance programs and the role of the counselor, teacher, and administrator in relation to counseling services in the schools.

**CSP 621 Case Studies in Counseling**

The course offers an overview of diagnostic concepts for counselors with emphasis on differentiating between normal and abnormal behavior. Case studies are used to help students analyze major concepts and patterns that help account for human behavior. Special issues in a multicultural society as well as ethical issues pertaining to assessment and diagnosis will be discussed. Course will introduce students to the *Diagnostic and Statistical Manual*, Fourth Edition Text Revised (DSM IV, TR).

**CSP 622 Foundations of Mental Health Counseling**

This hybrid course offers the student an overview of the history, philosophy, and trends in mental health counseling. The roles, functions, and professional obligations of a mental health counselor will be examined. Issues such as prevention, intervention, consultation, and assessment in a diverse society will also be explored.

**CSP 626 Counseling Children and Their Families: Applications for Schools and Community**

This course introduces the theories of counseling families and children and explores meeting their needs. It examines family dynamics and how counselors in schools and community can help children and adolescents cope with family problems and issues.

**CSP 628 Crisis Intervention and Management**

This is an online course that introduces the counseling student to basic theories and techniques of crisis intervention and management. This course is to be taken concurrently with CSP 651. 1 credit

**CSP 651 Counseling for Substance Abuse: Applications for School and Community Settings**

This hybrid course provides an overview of substance abuse and counseling clients in the schools and community who are dealing with substance abuse issues. The student will be introduced to the physiological and psychological affects of different substances. The effectiveness and appropriateness of assessment, interventions, and treatments will be discussed and evaluated. 2 credits

**CSP 654 Clinical Supervision in Counseling**

This hybrid course introduces clinical supervision to the counseling student. Theories of supervision will be examined and the student will practice supervision techniques with other students in the course. 2 credit

**CSP 686 Practicum in Counseling**

This course consists of the student's first fieldwork experience. Students become counselor trainees and learn in an applied setting how to assess and understand the problems of clients and clients' behavior. Counselor trainees learn to utilize and further develop their basic counseling skills by use of review and critiquing of audio and video taped client sessions. Counselor trainees also have the benefit of individualized supervision by course instructors and site supervisors.

**CSP 687 Internship in Counseling**

This course consists of the student's final fieldwork experience. Counselor trainees continue to work in an applied setting, learning how to assess and understand the problems of clients and clients' behavior. Audio and video taped client sessions are used to analyze the counselor trainee's progress.

**CSP 690 Advanced Case Studies and Techniques**

This course offers an in-depth look at abnormal behavior, diagnosis of mental and emotional disorders, and techniques used in treating these disorders. Case studies will be used to explore appropriate use of diagnostic criteria found in the *Diagnostic and Statistical Manual*, Fourth Edition (DSM IV). Techniques and treatments will include exploration of the use of psychopharmacology. Special issues in a multicultural society as well as ethical issues specific to treating emotional and mental disorders will be discussed.

Prerequisite: Permission of counseling faculty

**CSP 692 Psychopharmacology**

This online course examines psychotropic medications. Principles of drug actions, drug absorption, and drug administration will be presented. Counselors will learn how drugs related to different diagnostic categories from the *Diagnostic and Statistical Manual IV* (DSM IV).

1 credit

**CSP 695 Counseling Gay, Lesbian, Bisexual, and Transgendered Clients**

The emphasis of this course is counseling with gay, lesbian, bisexual and transgender (GLBT) clients. Sexual identity development and gender identity development will be investigated, as well as issues that are unique to this population. Techniques and ethical considerations will be discussed

Prerequisite: Permission of counseling faculty

**CSP 696 School Law and Mental Health Codes for Counseling Directors**

This course addresses legal issues of importance to counseling and/or clinical directors in both school and agency settings. Federal and state codes will be examined.

Prerequisite: Permission of counseling faculty

**CSP 700 Independent Study**

As approved and to be arranged. 1-6 credits

# Educational Leadership and Professional Studies

**Note:** The Department of Educational Leadership and Professional Studies houses the following programs:

- M.Ed., Curriculum and Learning (five areas of concentration)
- M.Ed., Educational Leadership
- M.Ed., Reading (two areas of concentration)

## Curriculum and Learning

**Degree:** M.Ed., Curriculum and Learning, College of Education (five concentration options\*)

**Graduate Program Director:** Professor Rochelle Goldberg Kaplan, 1600 Valley Road, Room 4083; 973.720.2598; kaplanr@wpunj.edu

### Concentration Contacts:

**Learning Technologies:** Professor Hilary A. Wilder, 973.720.2410; wilderh@wpunj.edu; or Professor Heejung An, 973.720.2280; anh2@wpunj.edu

**Teaching Children Mathematics:** Professor Rochelle Goldberg Kaplan, 973.720.2598; kaplanr@wpunj.edu; or Professor Sandy Alon, alons@wpunj.edu

**Language Arts:** Professor Marion Turkish, 973.720.2469; turkishm@wpunj.edu

**Early Childhood:** Professor Janis Strasser, 973.720.3140; strasserj@wpunj.edu

**School Library Media:** Professor Michelle Kowalsky, 973.720.3972; kowalskym@wpunj.edu

**Bilingual/ESL:** Professor Bruce Williams, 973.720.3654; williamsb@wpunj.edu

**Social Studies:** Contact Graduate Program Director for information

This 33-credit master's degree program meets the professional development needs of inquiring educators who want to develop in-depth knowledge of theories and trends, research approaches, educational technology, and applications to teaching in one of seven areas of specialization. Three of the program concentrations (teaching children mathematics, learning technologies, and early childhood) are for teachers who want to become experts in a specific field and who plan to continue working at their current grade level or in the subject area of original certification. Four of the concentrations also offer ad-

ditional certifications or credits leading to additional certifications (school library media, bilingual/ESL, early childhood, middle school mathematics). Graduates in all concentrations are prepared to become classroom researchers and leaders with a commitment to equity and diversity in curriculum development and reform. The program is challenging and includes a concentration-specific comprehensive exit requirement as well as a master's thesis. Graduates of all concentrations may apply 6 credits in the program toward the 12-credit New Jersey Supervisor Certificate. Up to 9 credits in the program may be taken for nondegree credit or toward the 100 hours of professional development required of teachers in New Jersey every five years. Appropriate nondegree credits may eventually be applied to the master's degree. Graduate assistantships are available for full-time students.

\*Note: Language Arts and Social Studies Concentrations: The language arts concentration has been transferred to the M.Ed. in reading program. See that program for language arts concentration requirements. Contact Professor Geraldine Mongillo for information (mongillog@wpunj.edu). The social studies concentration is not currently being offered.

## Program Concentration Descriptions

### Bilingual/ESL Education

This program focuses on developing advanced practitioners in the fields of bilingual education and English for speakers of other languages. As part of the full master's degree program in education, the concentration stresses principles of inquiry, theories, professional applications, and research. Students who are New Jersey certified teachers may also pursue, with additional requirements, an endorsement as either bilingual and/or ESL teachers.

### Early Childhood

This concentration focuses on inquiry-based learning of developmentally appropriate practice, family involvement, technology, and issues and trends in early childhood education. Students apply theoretical knowledge to action research studies conducted in a variety of early childhood settings. Students are prepared to develop innovative curricula and take leadership roles in the field of early childhood education. Students holding a K-8 teaching certificate may receive a P-3 endorsement upon completion of the concentration core courses.

### Language Arts

This concentration focuses on the historical and developmental aspects of the English language as they occur in society in general and the elementary school environment in particular. It encompasses all forms of communicative literacy, including the use of technology to transmit and receive meaningful discourse in school settings. Course content includes a study of children's literature and its contribution to emotional, social, and educational growth. Students in the program develop an active interest in critical inquiry derived from published informed opinion and conduct classroom research.

### Learning Technologies

This program is designed to meet the National Educational Technology Standards for Teachers as specified by the International Society for Technology in Education. Students explore characteristics as well as the educational advantages and disadvantages in current information and communication technology. Courses rely heavily on modeling the uses of technologies in teaching by learning *about* technologies, as well as learning *with* technologies. Students gain an understanding of educational technologies and methods for effectively integrating technology into their own teaching. In addition, this program prepares teachers to serve as “technology facilitators” who provide basic technical assistance, professional development, and mentoring for others who would like to use technology to support learning and assessment. Graduates in this concentration become expert classroom teachers, researchers, staff developers, and curriculum leaders with a commitment to equity and diversity in the use of technology in schools.

### School Library Media

This program focuses on developing the school library media specialist as a teacher, instructional partner, informational specialist, program administrator for preschool through high school grades, and educational researcher. The program follows the standards of the American Association of School Librarians. Principles of inquiry and application are addressed in every course and are assessed by professional application projects, field experiences, case studies, and research. This concentration includes options for state endorsement as a school library media specialist.

### Social Studies

This concentration is intended for teachers who see themselves as agents of change in their schools and in society. Consistent with the conceptual framework of the College of Education, the program focuses on developing teachers’ knowledge, understanding, and application of social studies principles. Teachers in the program develop their knowledge of history, political science, geography and the other academic disciplines that comprise the social studies, deepen their understanding of how these academic subjects can be related to social problems of interest to students, and apply this understanding to classroom teaching that encourages students to become active and informed citizens. The program combines academic knowledge with pedagogical understanding, theoretical reflection with practical application.

### Teaching Children Mathematics

This concentration is designed for teachers who teach mathematics and other subjects in grades K-5 as well as for mathematics-certified middle and high school teachers who seek to increase their pedagogical competence. Program emphasis is on the teaching, learning, and assessment of mathematics in light of current New Jersey Core Curriculum Content Standards and the NCTM *Principles and Standards for School Mathematics*.

Graduates are prepared to become grade level leaders of mathematics curriculum development in their schools. Principles of inquiry and applications for classroom research are emphasized throughout the program. An on-campus mathematics clinic experience with children and their parents is part of the degree program. Some of the courses in the concentration meet requirements in content knowledge for the endorsement as mathematics teachers in grades 5-8 and two courses in the concentration count toward the 12-credit New Jersey Supervisory certificate.

### Admission to the Degree Program

Each applicant must demonstrate that he or she can fulfill the requirements of the program, including the ability to read and write at a graduate level, the capability to do graduate level academic work, and an interest in educational theory and practice. Toward this end, the requirements for admission are:

1. A bachelor’s degree from an accredited college or university and official transcripts from all institutions of higher learning attended.
2. A cumulative grade point average from past degrees of at least 2.75 on a 4.00 scale\*.
3. A minimum verbal score of 450 on the Graduate Record Examination or a minimum score of 388 on the Miller Analogies Test\*.
4. A 250-500 word essay by the applicant about how the degree will enhance professional development and what the important issues are in the proposed field of study.
5. A copy of a teaching certificate and/or a resume of any teaching or educational work the applicant has performed.
6. Two professional letters of reference, at least one from a professor or other person who can attest to the applicant’s academic abilities.
7. A possible personal interview before being accepted for matriculation.

\*Applicants who do not meet the grade point average or standardized test requirements may supplement the application with additional materials in support of their academic potential for the successful completion of the graduate degree. Additional materials may include the achievement of a grade of B or higher in one of the following courses: ELCL 619, or TBED 542.

### Requirements for the Degree

1. The completion of 33 credits of prescribed graduate study for all concentrations including one 3-credit course in the social sciences selected with advisement and 6 credits in educational research culminating in the production of a master’s thesis. Twenty-four credits are taken in the concentration specialization and may include elective courses selected with advisement.
2. A comprehensive concentration-specific exit requirement must be completed by the final program semester. This requirement carries no course credit.
3. The completion of a five-chapter empirical/action research thesis in the field of specialization to be developed during Research in Education I and Research in Education II courses.

## Curriculum

The M.Ed. requires 33 credits: 9 credits of common courses are required in all concentrations, and 24 credits in one of the concentrations, including elective courses. Up to 6 credits may be transferred from acceptable master's graduate programs from outside the University. In addition, with approval of an advisor, elective courses may be selected from other concentrations within the program. Written approval to take any course other than those listed for the program must be obtained in advance in order to obtain a valid substitution. The completion of a pre-registration form obtained from concentration advisors is required prior to enrolling in ELCL 629, Research in Education I.

### Required Common Courses (for all concentrations).....9 credits

#### Select one of the following:

ELCL 619	Applied Developmental Psychology**	3
TBED 542	Multiculturalism and Acculturation***	3

\*\*Required for endorsement as Middle School Mathematics Teacher in the Teaching Children Mathematics concentration

\*\*\*Required for the Bilingual/ESL concentration

### Research (both courses required).....6 credits

ELCL 629	Research in Education I	3
ELCL 630	Research in Education II	3

## Concentrations

### Bilingual/English as a Second Language Concentration

#### Required Common Courses.....9 credits

See required course list for all concentrations.

#### Concentration Core.....15 credits

(Please see Bilingual/ESL program advisor for sequence of courses.)

TBED 539	General Linguistics	3
TBED 540	History of Bilingualism and Bilingual Education in the United States	3
TBED 641	Methods and Materials in Teaching English to Speakers of Other Languages*	3
TBED 607	Applied Linguistics: Second Language Acquisition	3
TBED 643	Structure of American English	3

#### Elective Courses .....9 credits

Choose three (3) of the following courses.

TBED 541	Language and Culture	3
TBED 640	Content Area Instruction and Assessment in Teaching English to Speakers of Other Languages	3
TBED 642	Contrastive Analysis of Native and Target Languages	3
TBED 645	Content Areas in Bilingual Education	3
TBED 647	Teaching American English Pronunciation to Speakers of Other Languages	3
TBED 650	Language Diversity, Loss, and Change	3
TBED 652	Bilingualism as an Individual and Societal Phenomenon	3
TBED 658	Sociolinguistics	3

### Early Childhood Concentration

#### Required Common Courses.....9 credits

See required course list for all concentrations.

#### Concentration Core.....18 credits

ELEC/CIEC 601	Technology in Early Childhood Education	3
ELEC/CIEC 602	Curriculum Development and Classroom Management in Early Childhood Education*	3
ELEC/CIEC 611	Parenting and Parent Involvement in School and Community	3
ELEC/CIEC 618	Language Development and Emergent Literacy	3
ELEC/CIEC 634	Issues and Trends in Early Childhood*	3
ELEC/CIEC 635	Creativity and Play in Early Childhood	3

#### Elective Courses .....6 credits

Choose two courses selected from other concentrations or other relevant courses determined by advisement.

\*This course counts as 3 credits of 6 credits of program courses toward the Supervisory Endorsement.

### Language Arts Concentration

See M.Ed. in Reading for concentration requirements

### Learning Technologies Concentration

#### Required Common Courses.....9 credits

See required course list for all concentrations.

#### Concentration Core.....15 credits

ELCL 605	Educational Technology Foundations	3
ELCL 611	Designing and Facilitating Technology-Integrated Learning*	3
ELCL 612	Assessing Educational Achievement with Technology*	3
ELCL 624	Technology-Mediated Learning	3
ELCL 625	Leadership and Learning Technologies	3

#### Elective Courses .....9 credits

Three courses selected from other concentrations or other related courses selected by advisement.

\*This course counts as 3 credits of 6 credits of program courses toward the Supervisory Endorsement.

### School Library Media Concentration

#### Required Common Courses.....9 credits

See required course list for all concentrations.

#### Concentration Core.....24 credits

ELLM 513	Foundations of School Librarianship	3
ELLM 514	Instructional Design	3
ELLM 515	Technical Processes in School Libraries	3
ELLM 516	Technologies for Teaching and Learning in School Library Media Centers	3
ELLM 517	Information Sources and Services	3
ELLM 611	Management of the School Library Media Program*	3
ELLM 612	School Library Media Specialist Selects Literature for the School Age Child	3
ELLM 621	Field Experiences in School Library Media Centers	3

#### Elective Courses .....3 credits

One of the following:

ELCL 605	Educational Technology Foundations	3
ELRL 626	Literature for Adolescents	3



Or one other course from Learning Technologies selected by advisement of the SLM concentration coordinator.

\*This course counts as 3 credits of 6 credits of program courses toward the Supervisory Endorsement.

## Social Studies Concentration – Not Currently Available

### Teaching Children Mathematics Concentration

**Required Common Courses** .....9 credits

See required course list for all concentrations.

**Concentration Core**.....9 credits

ELCL 616	Contemporary Trends and Issues in Mathematics Education**	3
ELCL 620	Math Clinic	3
ELCL 628	Mathematics Education Research Seminar	3

**Mathematics Content Electives** .....12 credits

Four of the following:

ELCL 607	Exploration of Numbers and Geometry***	3
ELCL 613	Mathematics for Young Children	3
ELCL 614	Multiple Representations of Mathematics Across the Curriculum** and***	3
ELCL 615	Exploration of Numbers and Algebra***	3
ELCL 626	Adapting Mathematics Instruction for the Inclusive Classroom*	3
MAEN 500	Algebra in Middle School Mathematics***	3

Other MAEN courses may be selected with advisement

**Pedagogical Innovations Elective** .....3 credits

One of the following:

ELCL 605	Educational Technology Foundations	3
MAEN courses selected with advisement		3
Other courses selected with advisement from other concentrations in the program		3

\*This course recommended as prerequisite for ELCL 620 Math Clinic

\*\*This course counts as 3 credits of 6 credits of program courses toward the Supervisory Endorsement.

\*\*\*This course included in 15-credit mathematics course content requirement for middle school endorsement

## Courses

Unless otherwise noted, all courses are 3 credits.

### CIEC 623 Management Issues in Child Development Programs

This course examines the management responsibilities associated with a child development center and addresses assessment and evaluation techniques, financing, staff training and development, supervision, and the design and implementation of programs. It presumes knowledge of early childhood education and focuses on administrative concerns in the organization and implementation of programs for young children.

### CIED 651 Social Foundations of Curriculum and Instruction: A Global and Multicultural Perspective

The course explores the social foundations of curriculum and instruction, incorporating a global and multicultural perspective of the social, cultural, historical, philosophical, economic, political, and institutional influences on educational practices in America. Using a variety of social science methods to analyze the curricular design, instructional techniques, and organizational structures of American schools, the course requires teachers to reflect on their social and cultural backgrounds, their teaching theories and methods, and the institutions in which they teach. The course also requires teachers to apply their analyses to designing and developing curricula, instructional techniques, and administrative procedures that might benefit their students and their schools. As the keystone project for the course, students will develop a social and educational profile of their schools, including such things as the demographics of their school district, the educational backgrounds of their schools, and the prevailing curriculum designs and instructional methods of their schools. Students will then examine ways in which the curriculum designs, instructional methods, and organizational structures of their schools do not meet the needs of their students and will propose solutions to the educational problems of their schools.

### CIED 652 History of Curriculum and Instruction in America

This course examines the historical development of curriculum and instruction in America, and historically explores some of the critical questions that educators face today. The course discusses social, cultural, political, and institutional factors that have helped form different theories and methods of education, and how and why schools have adopted particular curricula, teaching methods, and organizational structures. The course focuses on how and why educators choose curriculum designs and instructional methods, encourages teachers to reflect on their own choices, and requires students to design and develop solutions to educational problems facing them, their students, and their schools. Coursework will primarily consist of students examining the historical origins and original purposes of the curricula, instructional methods and administrative procedures in their schools, evaluating which of these still fulfill valid educational purposes and which do not, and proposing new curricula, instructional methods and administrative procedures where the existing ones need reforming. This course meets 3 credits toward the Supervisor's Certificate.

Prerequisite: CIED 651

### CIED 653 Advanced Curricula and Methods for Teaching Social Studies

The focus of this course is on designing, developing, and implementing curricula and instructional methods that will help social studies teachers to improve their skills. Defining social studies as an interdisciplinary combination of history and the social sciences, the course promotes the subject as a vehicle for examining social problems over time and in different places, and a means of understanding the unity and diversity of peoples and societies worldwide. The course helps students to translate their academic knowledge into teaching materials for

their classes. The course explores various methods of teaching social studies, particularly methods of doing historical and social science research that teachers can do with their students, and methods of teaching social studies through solving social problems and engaging in civic action. As a keystone project, students will design, develop, implement, and evaluate a curriculum plan and instructional methods for a unit of citizenship education that actively involves their students in examining and trying to resolve a current social problem. This course meets 3 credits toward the Supervisor's Certificate.  
Prerequisite: 6 credits of graduate courses in history and/or the social sciences

#### **ELCL 603 Language Arts in the Elementary School**

This course focuses on the English-language arts curriculum in the elementary school, including linguistic history, literature, listening and speaking, grammar and usage, writing and reading, spelling and mechanics, poetry, and dramatics. Emphasis is on whole-language programs that reflect the individuality and creativity of the students and teachers. This course meets 3 credits toward the Supervisor's Certificate.

#### **ELCL 604 Writing in the Elementary School**

This course focuses on the writing process as it is introduced and developed with elementary school children. The development of the writing-as-process movement and its relation to the other language arts is explored. Students learn through practice the types of activities and the organization that characterizes a writing-process classroom.

#### **ELCL 605 Educational Technology Foundations**

This introductory course will help students become proficient in basic technology skills and concepts including hardware, productivity software, academic software, networking fundamentals as well as emerging digital technologies. Students will become familiar with current and emerging standards and mandates for technological literacy as well as the social and legal issues that surround the use of technology in education. In addition students will explore the use of technology resources for their own professional development. Students will be expected to meet the ISTE National Educational Technology Standards for Teachers (NETS-T) by the end of this course.

#### **ELCL 607 Exploration of Number and Geometry**

This course prepares teachers to enhance their students' spatial skills and visualization abilities. It introduces the van Hiele levels of geometric reasoning and explores activities at levels appropriate to curriculum. Geometric manipulatives including geoboards, pattern blocks, and tangrams are explored and connected to appropriate concepts. Central to the course is the identification and investigation of number patterns in geometry, number patterns in sequencing, ratios, and percent. This course meets 3 credits toward the Middle School Mathematics endorsement.

#### **ELCL 611 Designing and Facilitating Technology-Integrated Learning**

This course provides students with a solid foundation in instructional design principles and methodology as they create a technology-based instructional product. In addition, as part of an online field experience, students learn to mentor and assist peer teachers through the instructional design process to create a technology-integrated learning activity for use in diverse K-12 classrooms. This includes a comprehensive analysis of the learner, context and curriculum; design of a developmentally-appropriate, learner-centered instructional experience which supports curricular content and technology-literacy standards; development using appropriate and accessible technology resources; and ongoing evaluation and revision to ensure effective outcomes. Supporting materials for the use of the final instructional product across a range of learning communities will also be developed.

Prerequisites: matriculation into the Learning Technologies concentration; co/prerequisites: CIEE 605 or ELCL 605

#### **ELCL 612 Assessing Educational Achievement with Technology**

This course focuses on the use of technology to assess, evaluate and manage students' academic development. Students will learn how to use standard office applications including database and spreadsheet programs to chart a learner's status and progress as well as the use of newer technologies such as handheld and online assessment tools and commercially available integrated learning management systems. This course will also explore the use of technology for facilitating alternative, performance-based assessment methods such as electronic portfolios for evaluating achievement on curriculum content and technology literacy standards.

Prerequisite: Matriculation in the Learning Technologies concentration; co/prerequisites: CIEE 605 or ELCL 605

#### **ELCL 613 Mathematics for Young Children**

The purpose of this course is to increase teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from preschool through early elementary grades of education. The course makes extensive use of direct observation and video lab experiences in addition to relevant readings to enable teachers to interpret young children's mathematical behavior in meaningful ways. It considers mathematical thinking as part of a developmental process and explores the origins of young students' mathematical ideas in natural as well as formal school settings. The content of the course follows the recommendations for mathematics standards developed by NCTM and those in the position paper jointly authored by NAEYC and NCTM. It is expected that teachers who complete this course will be able to function as advanced practitioners and staff developers of colleagues who teach mathematics to young students.

Prerequisite: Matriculation in M.Ed. program or post-master's status

**ELCL 614 Multiple Representations of Mathematics Across the Curriculum**

This course presents an in-depth analysis of multiple forms of representation of concepts and procedures in major strands of K-8 mathematics curriculum. Emphasis is on making connections between symbolic and concrete representations, adapting similar forms of representations to a variety of topics, and developing forms of assessment that are consistent with the representational models of instruction. The theoretical underpinnings of manipulative materials are explored through readings and hands-on experiences. Students are expected to develop projects that can be piloted and evaluated during the semester. This course is offered as a core course for elementary and middle school teachers. It provides an essential component for understanding contemporary mathematics education consistent with professional and state curriculum standards in the field. This course meets 3 credits toward the Supervisor's Certificate and 3 credits toward the Middle School Mathematics endorsement.

**ELCL 615 Exploration of Number and Algebra**

This course prepares teachers to present algebra, probability, and statistics as meaningful and tangible areas of mathematics. Manipulatives used to enhance the teaching of related concepts are explored. Students examine and model the NCTM standards pertaining to these areas of mathematics. Central to the course are the identification and investigation of the set of real numbers, algebraic concepts, probability exercises, and compilation and analysis of data. This course meets 3 credits toward the Middle School Mathematics endorsement.

**ELCL 616 Contemporary Issues and Trends in Mathematics Education**

This course focuses on issues and trends currently affecting mathematics education in grades K-12. Curriculum and evaluation standards recommended by the National Council of Teachers of Mathematics and statewide initiatives are analyzed in terms of their implications for educational practices and directions for educational research. This course meets 3 credits toward the Supervisor's Certificate.

Prerequisite: Matriculation in the M.Ed. in education program

**ELCL 619 Applied Developmental Psychology**

This course provides teachers with an opportunity to explore and apply educationally relevant psychological theories and research to their own students and their classroom practices. The course employs a combination of readings, case study analyses, the preparation of videotaped demonstrations, self-examination and library research.

**ELCL 620 Math Clinic**

This course provides teachers with a clinical experience in identifying and rebuilding mathematics conceptions of school-age children. Its purpose is to provide teachers with an opportunity to explore and apply current professional standards by examining in-depth the ways in which students interpret and think about school mathematics content. During the course of the semester, each teacher works with one or two children. The primary assessment and teaching tool used is the individual clinical

interview in the context of problem solving and scaffolded learning experiences. Technology applications of mathematical concepts and procedures are also used to further understand children's reasoning. A detailed assessment and instructional plan for each student is developed and implemented during the semester.

Prerequisite: Matriculation in the Teaching Children Math concentration of the M.Ed. in the Curriculum and Learning program or permission of the program director.

**ELCL 624 Technology-Mediated Learning**

This course examines the use of information and communication technologies (ICTs) to deliver both guided/formal and flexible/informal instruction. Students will explore the use of traditional, current and emerging ICTs to provide instruction across time and/or space for a range of educational opportunities (e.g. distance learning/e-learning, open learning, self-didactic options) as well as looking at the different factors that need to be considered when implementing technology-mediated instruction.

Prerequisite: Matriculation into the Learning Technologies concentration; co/prerequisites: CIEE 605 or ELCL 605

**ELCL 625 Leadership and Learning Technologies**

In this culminating Learning Technologies content course, students will use the skills and knowledge they have gained throughout the program to explore ways in which new technology strategies can be used to promote systemic change aligned with national and state policy. Students will design a school or district-wide educational technology proposal meant to address one or more benchmarks put forth in the Educational Technology plan for New Jersey. In addition, students will explore the potential of technologies to bring about change in classroom practice and curriculum on a local, state, national and international scope.

Prerequisites: CIEE 605 or ELCL 605 and CIEE 612 or ELCL 612

**ELCL 626 Adapting Mathematics Instruction for the Inclusive Classroom**

This course provides general and special education mathematics teachers with an opportunity to explore techniques for adapting mainstream mathematics curricula, instruction, and assessment strategies to meet the learning needs of all students. The course is designed to clearly delineate the role that specific learning difficulties play in meeting expectations for mathematics success in terms of current curricular standards and inclusive educational practices. Students focus on identifying the learning difficulties their own students have in particular mathematics curricular content and collaborative planning of specific methods for adapting instruction for these learners. These cases are analyzed in class using students' own knowledge of curriculum, readings on relevant psychological and educational theories, as well as current research. The culminating project for the course is the collaborative production of a curriculum and assessment guide for mathematics teachers working in inclusive or heterogeneously grouped classrooms. The course may be team-taught by math education and special education faculty.

Prerequisite: Matriculation in an M.Ed. program or post-master's status

**ELCL 628 Mathematics Education Research Seminar**

This course focuses on the examination and critique of existing published studies in the field of mathematics education and on the development of research paradigms in this field. Classroom research projects and methods for assessing effects of curricular change on students, teachers, and school structures are emphasized. National and local standards for teaching mathematics are examined from the perspective of research methods and empirical outcomes.

**ELCL 629 Research in Education I**

This course prepares students to develop, implement, and write up an original educational research project within their fields of specialization in the Curriculum and Learning program. The course is the first of two capstone empirical research experiences in the program for all concentrations. Students are required to select a research topic, review the existing literature related to that topic, and formulate a specific researchable question(s) within that topic. As a final paper, students write the first three chapters of their master's thesis, including a feasible plan for conducting a study of the questions to be carried out during the next semester in CIEE 630, Research in Education II. Prerequisite: ELCL/CIEC 634 or ELCL 616 or ELCL 625 or ELLM 513 or TBED 607; approval of concentration coordinator and program director required for permission to register

**ELCL 630 Research in Education II**

This course is a continuation of CIEE 629, Research in Education I, and focuses on students' experiences in carrying out and writing their original educational research projects within their fields of specialization in the M.Ed. in education program. The draft of the first three chapters is revised during this semester and the full five-chapter paper, including a report of results and a discussion of findings, is submitted at the end of the semester. During this semester, scheduled class time is spent primarily in conferencing about individual projects. Group meetings are held to work on developing techniques for presenting the results and discussion chapters of the paper. Oral presentation of completed thesis required. Prerequisite: CIEE 629

**ELCL599 Selected Topics**

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

**ELCL 700 Independent Study**

As approved and to be arranged.

**ELEC 599 Selected Topics**

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

**ELEC 700 Independent Study**

As approved and to be arranged.

**ELEC/CIEC 601 Technology in Early Childhood Education**

The primary focus of this course is to examine how technology can be integrated into the early childhood curriculum. Students review research, examine, and analyze developmentally appropriate software and hardware and use the World Wide Web to reinforce young children's literacy skills, mathematical learning, and project approach utilized in early childhood curricula. Additionally, students learn to use the Internet for their own professional development.

**ELEC/CIEC 602 Curriculum Development and Classroom Management in Early Childhood Education**

This course examines the current literature on developmentally appropriate curriculum and classroom management. Integrated curriculum is designed utilizing models created by recognized scholars and educators, emphasizing active student participation, high level thinking and cooperative learning. Curriculum is constructed by utilizing children's literature, concrete and semi-concrete abstract representations, objects and pictures. The course also examines how to increase student motivation, create a developmentally appropriate discipline plan, and use "authentic" assessment techniques. This course meets 3 credits toward the Supervisor's Certificate.

**ELEC/CIEC 611 Parenting and Parent Involvement in School and Community**

This course will review the literature on parent-child relationships and parent involvement in preschool and public school classrooms. The course examines parenting from the humanistic, behavioral, social, and developmental perspectives. Issues related to preschool, elementary, and teenage children will be studied along with such related topics as discipline, temperament, stress, self-esteem, and school readiness. Techniques for involving families in the school and communicating through parent-teacher conferences will also be examined through lecture, discussion, and videotapes.

**ELEC/CIEC 618 Language Development and Emergent Literacy**

The natural development of language is examined as part of the reading/literacy program of the preschool and primary grade child. The child's physical, intellectual, social, emotional, cultural, and experiential backgrounds are studied in relation to emergent literacy. Exploration of current research, theory, strategies, and resources enable graduate students to evaluate and design literacy programs and environments for all children in inner city, suburban, and rural areas. Emphasis is on the integration of all the language arts: listening, speaking, reading, writing, and thinking. Teachers integrate learning and teaching theories with practice.

**ELEC/CIEC 634 Issues and Trends in Early Childhood**

This course is designed to examine recent trends and issues in early childhood education. Inclusion, observation of children in classroom settings, portfolio assessment, and multicultural perspectives are some of the topics to be explored. Educators of young children must be prepared to include children with special needs into regular education programs, make classroom adaptations, use support services, and develop a sense of community among children. Understanding and personalizing techniques for observing and recording. This course meets 3 credits toward the Supervisor's Certificate.

**ELEC/CIEC 635 Creativity and Play in Early Childhood**

Creativity and play are examined with emphasis on their relationship to the development and education of young children. Theory and current research are discussed, as well as active exploration of the ways in which these processes can be used to develop creative learning experiences. Hands-on activities, analysis of current research and case studies, and individual and group projects are included. Specific topics include art, music, movement, creative drama, room arrangement and the environment, open-ended play materials, divergent thinking, play and literacy development, observations, and assessment.

**ELLM 513 Foundations of School Librarianship**

Focusing on the roles and responsibilities of the school library media specialist, this course explores the concept of information literacy and how these skills can be developed in pre-K-12 students. Professional standards, resources and practices at the local, state and national levels will be examined, as well as current topics, issues, and research in the field.

**ELLM 514 Instructional Design**

Instructional design is an introduction to systems theory as applied to the design of instruction. Students will plan and implement staff development activities to increase teacher competence in using a systematic instructional development process to design, develop, produce, implement and evaluate instructional units, lessons, and activities related to school library media resources and technology. They will learn techniques in collaborating with teachers in integrating instructional resources, including core literature, into the development of instruction and learning across the curriculum areas. As part of this process, students will select, prepare, and use strategies, activities, and resources appropriate for diverse populations with varying backgrounds, cultures, abilities, and interests.

**ELLM 515 Technical Processes in School Library Media Centers**

An examination of the technical processes (acquisitions, cataloging, processing, and circulation) necessary for the access, organization, and maintenance of media materials in the school library media center.

**ELLM 516 Technologies for Teaching and Learning in School Library Media Centers**

This course explores a variety of current technologies which are used by library media specialists, teachers, and students in K-12 settings. It is designed to familiarize candidates with the many information and communication technologies that are part of the teaching and learning process, including those for research, presentation, productivity, and organization. The course addresses hardware and software, assistive technologies, collaborative and social networking tools, and various technologies for teaching, learning, and online research strategies.

**ELLM 517 Information Sources and Services**

This course provides a general conceptual foundation for client-centered information services and instruction in library media centers. Includes discussion of the accessibility to all types of resources and equipment by identifying, establishing, and using delivery systems to retrieve information in all formats. Special emphasis is placed upon developing positive attitudes towards reading, both in school and at home. Candidates examine sources in the humanities, social sciences, and technology with the view of meeting the information needs of various targeted audiences.

**ELLM 599 Selected Topics**

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

**ELLM 611 Management of the School Library Media Program**

An examination of the administrative aspects of initiating and organizing a media program is explored. Processes of media management are studied, including planning, organizing, staffing, budgeting and evaluating; acquiring, scheduling, circulating, and producing media; planning in-service workshops programs, and models for directing, controlling, and organizing; and developing and implementing media programs in the curriculum. Case studies, observation and interviewing, library research, and professional development activities will be employed. This course meets 3 credits toward the Supervisor's Certificate.

**ELLM 612 School Library Media Specialist Selects Literature for the School Age Child**

An exploration of literature for children and young adults from grades P-12. Emphasis is placed on selection, reading, analyzing, evaluating, and using literature to complement the diverse curriculum and NJCCCS needs, as well as personal needs of students. Each class will involve a lecture, literature readings, and discussion. Candidates complete weekly readings of new and classic tales and trade books, learn strategies for selecting and evaluating titles, find the best books for school library collection development, learn about authors and illustrators, and design readers' advisory instruments-surveys and activities-for stimulating a life-long love of reading.

**ELLM 621 Field Experiences in School Library Media Centers**

This course is designed to give the school library media specialist candidate 150 clock hours of work in a school library media center approved by the University instructor. It is expected to provide a forum to evaluate student competencies resulting from the cumulative knowledge including concepts of diversity and inclusion gained through coursework. Cooperatively, the University instructor, school library media center director, and the graduate candidate plan a program of work that will satisfy the requirements. Supervision is provided by the cooperating school library media center director and the University instructor. Seminars are held on campus and online.

**ELLM 700 Independent Study**

As approved and to be arranged.  
1-6 credits

**ELRL 604 Recent Trends in Children's Literature**

Focuses on current trends and ways to extend literature with children. Opportunities to study child responses and views in relation to particular literary works are provided. Such topics as author, illustrator and editor roles; child as critic; teaching reading and writing through literature; and multicultural literature are considered.

**ELRL 605 Advanced Inquiry into Literature for Children and Youth**

An investigation of literary and content print and nonprint media. Considers questions related to materials, language sources, modern programs, instructional systems, and organizational arrangements appropriate for use in today's classrooms and alternative settings. Special attention is given to the preparation of teacher, parent, and librarian guides to literature; adaptation of materials for children and youth; and analysis of recent research studies.

Prerequisite: Previous graduate course in adolescent or children's literature

**ELRL 617 Children's Literacy in the Twenty-First Century**

This course focuses on a new definition of children's literacy. Through personal and shared inquiry, multiple literacies (including media, intertextual, and visual literacies) are examined in the context of children's literacy development, literacy curriculum design and development, state and national standards, current research and theory, and classroom practices and materials. Critical issues including the digital divide, politics and literacy, parents and appropriate technology use, and gender and ethnic bias are explored. This course meets 3 credits toward the Supervisor's Certificate.

**ELRL 626 Literature for Adolescents**

A critical study of literature and effective ways of using it for junior and senior high school students. Special attention is given to ways of developing recreational reading programs for individual students on the basis of ability and reading interest.

**ELRL 631 Written Expression Using Technology**

An intensive investigation of written communication. Encompasses various forms of written expression, including stories, exposition, and poetry. Students study sources of the substance and nature of the processes of imaginative and functional writing and pursue in depth a particular aspect of written expression. Students are offered experiences with selected word processing programs.

**ELRL 633 Socio-Psycholinguistics and Reading**

An introduction to psycholinguistics and socio-linguistics with special attention to those aspects having implications for teaching reading and writing, this course will explain how the thinking/language/learning processes work. It is recommended for reading specialists and teachers, curriculum planners, and administrators.

**ELRL 635 Folklore**

This course deals with old literature as a form of literature derived out of the oral tradition and from human imagination to explain human conditions. The concept of world understanding through folk literature and language and examples of folk literature from world collections are examined. The art of verbal communications as an interchange of thoughts, feelings, and ideas through words, either oral or written with nonverbal influences, is a major course focus. Folk literature is one vehicle for developing the various components of the language arts: listening, speaking, reading, writing. How to build content and skills with diverse populations is explored. Storytelling experiences are provided.

**MAEN 500 Algebra in Middle School Mathematics**

See Mathematics endorsement program for course description.

**MAEN 501 Math Modeling in Middle School Mathematics**

See Mathematics endorsement program for course description.

**MAEN 502 Algebra and Applications**

See Mathematics endorsement program for course description.

**MAEN 503 Mathematical Problem Solving**

See Mathematics endorsement program for course description.

**MAEN 504 Geometry and Applications**

See Mathematics endorsement program for course description.

**MAEN 506 Elementary Function Theory**

See Mathematics endorsement program for course description.

**MAEN 508 Introduction to Simulations and Programming**

See Mathematics endorsement program for course description.

**TBED 539 General Linguistics**

A study of the nature of language relevant to teachers involved with other languages and cultures. The course covers the basic techniques for analyzing phonological, morphological, syntactic, and semantic structures; language in its social acquisition; and writing systems.

**TBED 540 History of Bilingualism and Bilingual Education in the United States**

Examines the historical and cultural backgrounds of language minority students, including those with limited English proficiency. It also examines the history of bilingual education and the status of bilingual legislation in the United States. The rationale for bilingual education and various types of bilingual/ESL programs are explored.

**TBED 541 Language and Culture**

Designed to analyze the relationship of linguistic, cognitive, attitudinal, and behavioral patterns within each culture and how they affect cross-cultural communication. The course covers ethnosemantics, linguistic and cultural relativity, componential analysis, and pragmatic transfer.

**TBED 542 Multiculturalism and Acculturation**

Examines the social and psychological factors affecting students of diverse backgrounds in American schools. The course is designed to sensitize teachers to their students' personal adjustment to a new environment and how this reorientation affects their acculturation and motivation to learn.

**TBED 599 Selected Topics**

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

**TBED 607 Applied Linguistics: Second Language Acquisition**

Deals with principles of second/foreign language learning and reviews second language acquisition research. It covers contrastive analysis, language transfer, error analysis, and cognitive and affective variables. The role of the teacher in the acquisition process and different teaching approaches are critically discussed.

Prerequisite: TBED 539

**TBED 640 Content Area Instruction and Assessment in Teaching English to Speakers of Other Languages**

This course focuses on designing curriculum that strengthens the teaching of ESL through academic content areas (social studies, science, math, and literature/composition). The course also examines current materials and tests to assess content validity and instructional effectiveness. Students will review, evaluate, design, and develop curriculum that includes approaches, activities, and assessment instruments that promote both subject area knowledge and language acquisition. This course meets 3 credits toward the Supervisor's Certificate.

**TBED 641 Methods and Materials in Teaching English to Speakers of Other Languages**

This course examines the theoretical and practical issues involved in selecting appropriate methods and materials in TESOL. The course also examines current materials to determine content validity, format features, and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices. This course meets 3 credits toward the Supervisor's Certificate.

**TBED 642 Contrastive Analysis of Native and Target Languages**

The course is designed to introduce bilingual teachers to language forms and functions as a method of scientific investigation into the interaction between language and behavior of bilingual speakers. The course covers the basic techniques for analyzing phonological and grammatical structures of English and the methods for comparing and contrasting English and the native language of Limited English Proficient (LEP) students. (Consult program director before registering for this course.)

**TBED 643 Structure of American English**

A comprehensive examination of the phonological and syntactic systems of American English for second-language teachers. A functionally based grammatical knowledge of American English is presented as a means of developing the student's communicative competence. This is followed by an examination of the theories, approaches and methodologies of teaching English as Second Language.

**TBED 645 Content Areas in Bilingual Education**

Designed to integrate basic theory and practice of reading and language arts with teaching strategies specifically geared to the needs of language minority students. Examines the rationale for native language literacy instruction and the concept of transfer of reading skills across languages. It also explores effective strategies for teaching other academic contents through the native target languages. Materials and assessment procedures are also discussed. This course meets 3 credits toward the Supervisor's Certificate.

**TBED 652 Bilingualism as an Individual and Societal Phenomenon**

This is a critical analysis of selected issues in individual and societal bilingualism and bilingual education in international settings. The course covers different types of bilingualism, analysis of bilingual speech, functions of languages in multilingual settings, problems of multilingual nations in establishing national and standardized languages, and linguistic and sociocultural factors affecting the education of language minority students.

**TBED 658 Sociolinguistics**

Deals with correlations between language varieties, their functions in particular settings, and the characteristics of their speakers in both monolingual and bilingual communities. The course covers sociolinguistic rules of speaking; dialects such as Black English, pidgins and Creoles; language and gender; language and social class; and language policy, language planning, and sociolinguistic issues of bilingual education.

**TBED 700 Independent Study**

As approved and to be arranged.  
1-6 credits

# Educational Leadership

**Degree:** M.Ed., Educational Leadership, College of Education

**Graduate Program Director:** Professor Kevin J. Walsh,  
1600 Valley Road, Room 4089; 973.720.3136;  
walshk@wpunj.edu

Significant, continuing changes in society have created a shift in the roles, responsibilities, and relationships of school principals. To meet these new expectations, principals must move beyond reforming and concentrate on transforming school organizations. They should be bold, risk-taking leaders who can overcome the outdated practices of agrarian and industrial America, and unleash the power of technology and the digital revolution to create new paradigms and to redesign schooling to support a belief in a lifelong legacy of learning.

William Paterson's graduate M.Ed. program in educational leadership is designed for teachers and administrators who desire to take on these challenges. It also seeks to support aspiring principals who want to become architects of continuous change through supportive, collaborative leadership. At the conclusion of their studies, graduates embrace shared leadership, diversity, equity, reflective inquiry, and ethical values that support relationships in caring, nurturing learning environments for all students. They also bring meaning, value, and focus to their school communities, leading them far beyond the ordinary.

This University graduate program prepares degree candidates to both lead and manage schools successfully. Candidates participate in courses that become focal points around which students form smaller groups that vary from course to course, according to individual needs and interests. These micro-groups meet throughout each course to engage in discussions and prepare collaborative presentations for the larger group. Candidates are given opportunities to become facilitators for the micro-groups and lead other participants in reflective inquiry and problem-centered learning activities. This is a two-year, 39-credit program. The course of study for the M.Ed. in educational leadership incorporates:

- extended, weekend classes that meet twice a month during each semester;
- two one-week summer courses;
- team teaching with outstanding clinical faculty;
- two years (300 hours) of field experience as candidates continue in their current job;
- national technology competencies embedded in each of its courses; and,
- opportunities to apply theory to practice through performance-based assessments in each course.

In addition, the program incorporates the Standards for School Leaders (ISLLC) and the Educational Leadership Constituent Council Standards (ELCC).

Successful candidates receive a master of education degree and a supervisory endorsement. Upon completing the program and passing the Praxis in Educational Leadership, candidates are eligible for principal licensure by the New Jersey Department of Education. This two-year cohort model program is intended for candidates who have completed a bachelor's degree and completed five years of successful, full-time teaching or educational services experience.

## Admission to the Program

Each applicant must clearly demonstrate that she/he can fulfill the requirements of the program and have the capacity to complete graduate-level work. The minimum requirements for admissions to the M.Ed. program are:

1. a bachelor's degree from an accredited college or university (original transcripts sent to graduate admissions);
2. the Miller Analogies Test (scale score 400) or the Graduate Record Exam (475 on the verbal score and a minimum score of 525 on the quantitative score, or a total score of at least 1000 and obtain at least a 4.5 on the written essay);
3. five years of successful school experience under a teaching, educational service, and/or supervisor certificate. Prospective candidates who have at least three years of successful experience and can advance their candidacy with additional materials that support their leadership potential and teaching experiences are encouraged to apply;
4. a standard or permanent New Jersey teaching or educational service certificate;
5. two letters of professional recommendation;
6. a portfolio that supports one's ability to teach effectively, write clearly, and demonstrate competency with analytical and evaluative skills, and that supports evidence that the prospective candidate has successfully undertaken leadership roles in schools and/or communities;
7. a personal interview with our faculty. The following items should be brought to the interview:
  - a. a resume
  - b. a one-page statement on why you want to be an educational leader and what your career aspirations are in the next few years after completing the program
  - c. a copy of your certification(s)
  - d. one recommendation letter from your principal and one from another professional who is in a leadership position
  - e. one or two artifacts that show your teaching competency, and
  - f. one or two artifacts that support your leadership experiences either on the job or in your community.

Candidates who do not meet the grade point average or minimum admissions test requirements may supplement their portfolio with additional materials that support their academic and leadership potential for successful completion of this graduate program.

## Requirements for the Degree

- a. The completion of a minimum of 39 credits of graduate study within the educational leadership program course offerings, including 6 credits assigned to ongoing field-based experiences and successful completion of the technology competencies listed in the syllabus of each course.
- b. The completion of an exit portfolio (CD or Web-based) that supports one's competency both in technology and in each of the course's required learning outcomes.
- c. A collaborative action research project that will clearly support one's competency in qualitative and quantitative design.
- d. A successful exit interview before a panel of principals and faculty.



## Alternate 30-Credit Principal Licensure Program

Successful candidates will receive a New Jersey certificate of eligibility for principal. This two-year cohort program is intended for candidates who have:

- completed a master's degree; and,
- completed five years of successful, full-time teaching or educational services experience.

The admission and completion requirements listed above apply to this program. Successful candidates must complete a minimum of 30 credits for completion. The (\*) courses below are not required for this program. Candidates who complete this program receive the certificate of eligibility for principal licensure once they pass the SLLA exam.

## Alternate 21-Credit Principal Licensure Program

Successful candidates will receive a New Jersey certificate of eligibility for principal. This one-year cohort model program is intended for candidates who have:

- completed a master's degree; and,
- completed four or more years of supervisory experience.

Applicants who have an earned master's degree from a regionally accredited college or university and who have successfully completed four or more years as a supervisor may apply for the 21-credit, one-year principal licensure program. The admission and completion requirements listed above apply to this program. Successful candidates must complete a minimum of 21 credits for completion: EDLP 601, 604, 605, 606, 610, 611, 614 and a one-day seminar in the collaborative action research process. Candidates must also successfully complete five or more years of experience as a supervisor prior to completing this program. Candidates who complete this program receive the certificate of eligibility for principal licensure once they pass the SLLA exam.

## Curriculum

<b>Required Courses</b> .....	39 credits
EDLP 601 Leadership in Learning Communities: From Theory to Practice.....	3
EDLP 603 Educational Research: Qualitative and Quantitative Design.....	3
EDLP 604 Curriculum Design: Theory and Practice.....	3
EDLP 618* Curriculum Design: Developing, Writing, and Implementing Curriculum in the Classroom.....	3
EDLP 605 Understanding Group Process and the Psychology of Organizations.....	3
EDLP 606 The Principalship: The Person and the Profession.....	3
EDLP 608* Clinical Projects in Educational Leadership.....	3
EDLP 609 Supervision and Evaluation: Performance Appraisal ..	3
EDLP 610 School Management Functions: Finance, Structures, Resources.....	3
EDLP 611 Problems in Practice: Legal and School- Centered Issues.....	3
EDLP 612* Supervision and Evaluation of Support Staff and Educational Programs .....	3
EDLP 613 Field Experiences I.....	3
EDLP 614 Field Experiences II.....	3

## Courses

All courses are 3 credits. Specific technology competencies are included in each course. They include productivity tools, the Internet, electronic mail, distance learning, database research, statistical software, teaching and curriculum design with technology, Web home page design, electronic spreadsheets, administrative software, and electronic portfolios. This approach offers candidates opportunities to apply technology skills to authentic, problem-based learning.

### EDLP 601 Leadership in Learning Communities: From Theory to Practice

This graduate course is designed to provide a framework to examine one's thinking and belief system and its relationship to leadership and the change process. Specifically, candidates will be guided to examine their belief systems, critical experiences, and leadership styles. Charismatic, transformational, transactional, moral, participative, and contingency theories of effective leadership are presented, examined, and applied through case studies. Leadership processes and strategies that affect decision making, influence people and build relationships are examined in this course. Theoretical constructs of power, teams, communication, conflict resolution, and change are analyzed, synthesized, and evaluated through use of case studies, field experiences and seminar discussions.

### EDLP 603 Educational Research: Qualitative and Quantitative Design

This graduate course is designed to develop an understanding of qualitative and quantitative research designs. It will focus on basic descriptive and inferential statistics to assist candidates in designing a quantitative study for their final project; and on qualitative designs to assist candidates who may choose to complete their project using this type of research. It will also focus on quantitative decision-making as it relates to school settings and school issues. During this course, candidates will understand the research process and begin to develop a plan for their final project that is required for this program. During each of the subsequent semesters of this program, candidates will have continuing opportunities to meet both individually and collaboratively with the other members of the cohort and the faculty as their final project is developed. The fifteen field hours assigned to this course will be used for that purpose.

### EDLP 604 Curriculum Design: Theory and Practice

This graduate course is designed to develop an understanding of the philosophies upon which the curriculum design is built and the societal influences that affect curriculum design. Candidates are guided to understand the curriculum design model as a decision-making process: deciding what to do, the conditions under which it is to be done, and how it is to be evaluated. The knowledge, dispositions and activities in this course provide a framework for understanding curriculum design as both process and content. Current theories as well as historical trends will be included. This course will extend the participant's understanding of the process of curriculum design, its implementation and assessment. Current issues as well as historical trends about standards, neuroscience research, conceptual design and urban education are some of the topics that are analyzed, synthesized, and evaluated through case studies, field experiences, and seminar discussion.

**EDLP 605     Understanding Group Process and the Psychology of Organizations**

This graduate course is designed to provide a theoretical basis for understanding the school as a social system. Skills in group and organizational dynamics, including covert patterns that impede effectively carrying out the educational mission will be analyzed in the context of case studies. Candidates will experientially reflect on and examine the cohort's own group process to come to a deeper understanding of organizational dynamics. Models of organizational change will also be discussed and critiqued. In addition, class members will be encouraged to share their experience in the organizations in which they practice to apply these theories to explain and solve current dilemmas.

**EDLP 606     The Principalship: The Person and the Profession**

This graduate course is designed to provide participants with an opportunity to identify and reflect upon the assumptions that support their leadership behaviors in four domains: communication, management, leadership, and problem solving. Given the complexity of school leadership, candidates for principal will need to rely on a strong and deep understanding of themselves and the myths and assumptions that support the theories, models, concepts, strategies, and techniques, and that define their approach to school leadership. Participants will examine their assumptions as they relate to specific components of school leadership, including but not limited to scheduling, parent/community partnerships, technology, learning theory, observation and evaluation, staff development, and teacher recruitment. Participants will identify the specific adaptive challenges that must be addressed in order to facilitate the conditions that research indicates support successful schools. Additionally, participants will identify, understand, and apply a change model that can be implemented in a school setting to address adaptive challenges. The purpose of this course is to cultivate a deep understanding of the assumptions that support leadership behaviors and to develop an understanding and a means of addressing the issues and adaptive challenges that define and shape the successful school principal.

**EDPL 608     Clinical Projects in Educational Leadership**

This graduate course is designed to give candidates opportunities to analyze, synthesize, apply, and evaluate theoretical constructs in the context of learning communities. In striking a balance between the competing tensions of management and leadership, candidates will have an opportunity through independent research to create a project in a clinical setting that will apply leadership and management theories, curriculum design, organizational psychology, and/or supervision and evaluation processes to current issues and challenges facing educational leaders in varied educational settings. Projects will be supported by qualitative and/or quantitative designs.

**EDLP 609     Supervision and Evaluation: People, Programs, and Performance Appraisal**

This graduate course is designed to examine the historical aspects and current practices of supervision and evaluation in educational settings. Goals, processes and functions of supervision and evaluation are studied in depth and connected to theories of leadership, motivation, and change. A strong emphasis is placed upon communication skills and interpersonal qualities of the effective supervisor. Creative collaboration, clinical supervision, and staff development are examined in the context of effective leadership. The candidate is expected to acquire a repertoire of models, techniques, and skills in supervision and evaluation by the conclusion of this course. This highly interactive course builds upon theory to provide experiences with supervision not only in educational settings, but also in business and other organizational environments.

**EDLP 610     School Management Functions: Finance, Structures, Resources**

This graduate course is designed to examine the principles of administering and managing a school's budget and facilities on a day-to-day basis. Topics will include the operations of the school as related to budgeting of resources, management of the plant, and design of the organization's structure within the building. Site-based management, whole school reform, facility use, plant maintenance, delegation of responsibility, and accountability will also be included. The use of technology to assist and enhance these functions will also be explored.

**EDLP 611     Problems in Practice: Legal and School-Centered Issues**

This graduate course is designed to examine the challenges confronting educational leaders within and without the framework of federal and state laws relating to education. The course examines legal concepts relating to students, staff, the board of education, and the community in the context of the life of an educational leader. Specific attention is given to issues such as tenure, special education, collective negotiations, student residency issues, the law governing desegregation and integration and implications for New Jersey schools, discrimination issues under federal and state laws, and laws relating to curriculum. These issues are examined from the perspective of educational leadership.

**EDLP 612     The Supervision and Evaluation of Support Staff and Educational Programs**

This graduate course is designed to provide an in-depth understanding of the various contexts within which school leaders must evaluate and supervise support personnel and educational programs. The course includes the role, responsibilities, and evaluation of the school nurse, custodial staff, secretarial staff, child study teams, school counselor, department chairs, and assistant principals. School-level policies, which define the role of school leaders with the context of these services, are examined. This course develops an in-depth understanding of how to use data to evaluate school level programs effectively as they relate to the New Jersey Core Curriculum Content Standards and national No Child Left Behind (NCLB) requirements. Various assessment tools and techniques that will enhance the skills of school leaders to supervise programs effectively will be included.

**EDLP 613 Field Experiences I**

This graduate course is designed for candidates to apply and evaluate theory within the context of practice. In each of five courses, candidates will have the opportunity to engage in action research and application of theory to practice by participating in problem-based learning activities in schools and other institutions/organizations closely related to education and schooling. The experiences in this course will enable candidates to construct meaning from knowledge. The courses will become a center around which candidates will form smaller groups that will vary according to needs and interests. These groups will meet throughout each course to focus on specific questions related to the central focus of study. Candidates will be given opportunities to become facilitators in each group and lead the other participants in reflective inquiry and problem-based learning activities from their individual field-based experiences.

**EDLP 614 Field Experiences II**

This course is a continuation of the field-based experiences begun in EDLP 613.

Prerequisites: EDLP 601, EDLP 602, EDLP 603, EDLP 604, EDLP 605, EDLP 606, EDLP 609, EDLP 610, and EDLP 613

**EDLP 617 Problems in Practice: Legal Issues for School Nurses**

This graduate course is designed to examine the challenges confronting school nurses within and without the framework of federal and state laws relating to education. The course examines legal concepts relating to students, staff, the board of education, and the community in the context of the role and responsibilities of school nurses. Specific attention is given to issues such as students and special needs, compulsory education, records, safety, employee rights and benefits, child abuse reporting procedures, HIPPA, and employee rights. These issues are examined from the perspective of school nurses. [This course is offered for candidates in the school nursing program and is not required for the principal licensure programs.]

**EDLP 618 Curriculum Design: Developing, Writing, and Implementing Curriculum in the Classroom**

This graduate course bridges theory and practice in curriculum development and implementation. It will focus on the skills needed for auditing, developing, writing, and implementing curriculum within the framework of one's curriculum platform. This course will increase the professional competence of teachers and aspiring school leaders as they develop new course of study and improve existing courses of study from pre-school through high school for diversified learners. Candidate will design and implement integrated units of study that will be aligned to New Jersey's Core Curriculum Content Standards. They will model effective teaching-learning-assessment strategies within the context of their units of study. Current theories in curriculum design and learning will be analyzed, evaluated, and applied within the context of integrated, interdisciplinary units of study.

# Reading

**Degree:** M.Ed., Reading, College of Education

**Graduate Program Director:** Professor Geraldine Mongillo, 1600 Valley Road, Room 4083; 973.720.3139; mongillo@wpunj.edu

This program is planned for teachers who are concerned with the development of literacy in our schools. In seeking to establish an effective literacy program, the specialist in reading must be able to diagnose and correct various kinds of reading and writing problems; work cooperatively with school staff specialists, as well as basic skills instructors and community resource people; counsel parents of children who have reading/writing problems; give help to, and demonstrate for, teachers and administrators; and organize and administer a total literacy program. Through course offerings and clinical experiences, the faculty helps prepare graduate students who are certified teachers to work professionally in the highly specialized field of teaching reading and writing to P-12 students. Graduates of this program may be certified as reading specialists (P-12). Graduates are also qualified to work with college students and adults who have reading problems.

**Admission to the Degree Program**

Each applicant must demonstrate that he or she can fulfill the requirements of the program, including the ability to read and write at a graduate level, the capability to do graduate level academic work, and are interested in educational theory and practice. Toward this end the requirements for admissions are:

1. A bachelor's degree from an accredited college or university and official transcripts from all institutions of higher learning attended.
2. A cumulative grade point average from past degrees of at least 2.75 on a 4.00 scale.\*
3. A minimum verbal score of 450 on the Graduate Record Examination or a minimum score of 388 on the Miller Analogies Test.\*
4. A 250-500 word essay by the applicant on his or her philosophy of education and reasons for applying to this graduate program.
5. A copy of applicant's New Jersey Standard or Eligibility with Advanced Standing teaching certificate.
6. Two professional letters of reference, at least one from a professor or other person who can attest to the applicant's academic abilities.

\*Applicants who do not meet the grade point average or standardized test requirements may supplement the application with additional materials in support of their academic potential for successful completion of the graduate degree.

**Requirements for the Degree**

1. The completion of a minimum of 33 credits of graduate study.
2. Completion of a five-chapter research thesis in the field of reading.
3. Satisfactory completion of a comprehensive examination, which carries no course credit.

## Requirements for Reading Specialist N-12 Certification

1. M.Ed. in reading or another master's degree, plus 30 graduate credits in reading (see certification section).
2. Two years of contractual, supervised classroom teaching experience.

## The New Jersey Supervisory Endorsement

The state of New Jersey has approved a supervisory certification for recent graduates of William Paterson's M.Ed. in reading program, provided that they complete two additional courses in the University's educational leadership program. Students who graduated after August 1999 are eligible to apply to take the following two courses and, upon satisfactory completion of the requirements, be certified as a supervisor:

1. EDLP 604 Curriculum Design: Theory and Practice
2. EDLP 609 Supervision and Evaluation: People, Programs, and Performance

Please direct any questions regarding this certificate to the reading graduate program director at 973.720.3139, or e-mail [mongillog@wpunj.edu](mailto:mongillog@wpunj.edu).

**Note:** Written approval to take any course other than those listed for the program must be obtained in advance. Please consult with the graduate program director regarding anticipated changes in the curriculum.

## Curriculum

### Reading Specialist Program Requirements .....33 credits

#### Required Courses.....27 credits

ELRL 601	Theoretical Foundations of Literacy.....3
ELRL 617	Literacy for Children in the Twenty-First Century.....3
ELRL 620	Diagnosis of Reading Problems: Practicum.....3
ELRL 621	Remediation of Reading Problems: Practicum.....3
ELRL 623	Practicum in Teaching Reading.....3
ELRL 624	Administration and Supervision of Reading Programs.....3
ELRL 625	Adolescent and Adult Literacy in the Twenty-First Century.....3
ELRL 627	Research in Reading.....3
ELRL 633	Socio-Psycholinguistics and Reading.....3

#### Literature Courses..... 3–6 credits

**AT LEAST** one of the following literature courses:

ELRL 604	Recent Trends in Children's Literature..... 3
ELRL 605	Advanced Inquiry into Literature for Children and Youth.....3
ELRL 626	Literature for Adolescents.....3
ELRL 635	Folklore.....3

#### Approved Elective Courses ..... 0–3 credits

Choose one of the approved electives below **OR** another literature course above (i.e., ELRL 604, ELRL 605, ELRL 626 or ELRL 635):

ELEC 618	Language Development and Emergent Literacy.....3
ELEE 604	Writing in the Elementary School.....3
ELRL 622	Educating the Adult: Basic Reading.....3
ELRL 634	Teaching Critical Reading in the Content Areas.....3
SOC 630	Ethnic and Racial Experiences.....3
ELRL 631	Written Expression with Technology.....3
SPED 555	Educational Foundations in a Diverse Society.....3

Other courses may be selected in consultation with the advisor.

## Language Arts Concentration

This concentration focuses on the historical and developmental aspects of the English language as they occur in society in general and the elementary school environment in particular. It encompasses all forms of communicative literacy including the use of technology to transmit and receive meaningful discourse in school settings. Course content includes a study of children's literature and its contribution to emotional, social, and educational growth. Students in the program develop an active interest in critical inquiry derived from published informed opinion and conduct classroom research.

### Program Requirements .....33 credits

#### Required Courses.....9 credits

Select one of the following:

ELCL 619	Applied Developmental Psychology.....3
<b>Research (both courses required).....6</b>	
ELCL 629	Research in Education I.....3
ELCL 630	Research in Education II.....3
TBED 542	Multiculturalism and Acculturation.....3

#### Concentration Core.....15 credits

ELCL 603	Language Arts in the Elementary School.....3
ELCL 604	Writing in the Elementary School.....3

**One of the following:**

ELEC 618	Language Development and Emergent Literacy.....3
ELRL 633	Socio-Psycholinguistics and Reading.....3

**One of the following:**

ELRL 604	Recent Trends in Children's Literature.....3
ELRL 635	Folklore.....3

**One of the following:**

ELRL 617	Children's Literacy in the Twenty-first Century.....3
ELRL 631	Written Expression Using Technology.....3

#### Elective courses.....9 credits

Courses from the above not taken and other related courses by advisement.

## Courses

Unless otherwise noted, all courses are 3 credits.

### ELCL 603 Language Arts in the Elementary School

The writing process as it is introduced and developed with elementary school children. The development of the writing-as-process movement and its relation to the other language arts is explored. Students learn through practice the types of activities and the organization that characterizes a writing process classroom.

### ELCL 604 Writing in the Elementary School

The writing process as it is introduced and developed with elementary school children. Explores development of the writing-as-process movement and its relationship to the other language arts. Students learn through practice the types of activities and the organization that characterize a writing-process classroom.

**ELEC 618      Language Development and Emergent Literacy**

The natural development of language is examined as part of the reading program of the preschool and primary child. The child's physical, intellectual, social, emotional, and experiential background, and his/her relationship to reading readiness are stressed. Exploration of research methodology and resources enable students to evaluate and design readiness and reading programs for inner city, suburban, and rural children.

**ELRL 599      Selected Topics**

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

Prerequisite: Permission of the chairperson

1-6 credits

**ELRL 601      Theoretical Foundations of Literacy**

This course provides a historical perspective on theory and practice in the teaching of reading as well as a survey of current research, theory, and practice related to reading acquisition and reading processes from the perspective of developmental and cognitive psychology, social constructivism, and linguistic and cultural influences.

**ELRL 604      Recent Trends in Children's Literature**

Focuses on current trends and ways to extend literature with children. Opportunities to study child responses and views in relation to particular literary works are provided. Such topics as author, illustrator, and editor roles; child as critic; teaching reading and writing through literature; and multicultural literature are considered.

**ELRL 605      Advanced Inquiry into Literature for Children and Youth**

Investigate literary and content print and nonprint media. Considers questions related to materials, language sources, instructional systems, and organizational arrangements appropriate for use in today's classrooms. Special attention is given to the preparation of teacher, parent, and librarian guides to literature, adaptation of materials for children and youth, and analysis of recent research studies.

**ELRL 617      Literacy for Children in the Twenty-first Century**

This course focuses on a new definition of children's literacy. Through personal and shared inquiry, multiple literacies, including media, intertextual, and visual literacies are examined in the context of children's literacy development, literacy curriculum design and development, state and national standards, current research and theory, and classroom practices and materials. Critical issues including the digital divide, politics and literacy, parents and appropriate technology use, and gender and ethnic issues are explored.

**ELRL 620      Diagnosis of Reading Problems: Practicum**

This course will provide the prospective reading specialist with the background, knowledge, strategies, and skills necessary for diagnosing and prescribing for the remediation of problem readers. Basic to any diagnosis are a thorough understanding of students, their individual differences, the reading processes, and the reasons children have problems. Prospective specialists will work with students and develop a case study through interviews, observations, reading and writing samples, and formal and informal measures. All of the above measures will be utilized to obtain an accurate and objective assessment of the client's performance. The information gained will be examined and studied for the specific purpose of planning, developing, and executing an individual educational, remedial program for the reader with difficulties.

Prerequisites: CIRL 617 and CIRL 633

**ELRL 621      Remediation of Reading Problems: Practicum**

This course is concerned with methodology, strategies, and skills in developmental and remedial reading programs. The reading/writing process is examined in depth from its earliest stages through secondary school so those graduate students acquire the background and knowledge to work with readers who have problems at different levels. In planning specific remedial sessions, graduate students study the data collected for each client from CIRL 620. Students also focus on child development, the environment, the family background, language, culture, and the child's strengths and weaknesses. Students then plan, develop, and execute remediation sessions based on their findings and specific needs of the client. Through clinical sessions, shared discussions, literary circles, outside readings, research, audiovisual tapes, and modeling, graduate students also study the problems faced by disabled readers. Focus is on planning and executing effective remedial sessions for improving the client's literacy skills.

Prerequisite: CIRL 620

**ELRL 622      Educating the Adult: Basic Reading**

This course is designed for those teachers and specialists who wish to work with adults in the field of literacy. The foci of the course are on the following: adults who are functionally illiterate; adults who are semiliterate; adults who are learning English as a second language; and adults who wish to reinforce basic skills. Teachers and specialists examine the characteristics, goals, assessment processes, teaching strategies, evaluations, and organizational procedures and resource materials suitable for adult learners.

**ELRL 623      Practicum in Teaching Reading**

This course continues to develop reading specialists who are decision-makers and problem-solvers. Students have the opportunity to grow professionally and become more knowledgeable about reading, writing, and oral language processes through readings, conversations with colleagues, viewing each others' classrooms, and reflections on practicum teaching and research experiences. Students begin a classroom inquiry project that develops into their master's thesis.

Prerequisites: CIRL 620 and CIRL 621

### ELRL 624 Administration and Supervision of Reading Programs

This graduate course is designed to study various process models for developing, implementing, and evaluating K-12 reading programs. By examining the roles of classroom teachers, reading specialists, reading supervisors, staff developers, and principals, students will understand how personnel responsibilities affect program development. Students will apply this understanding to their evaluation of the total reading program in one school system.

Prerequisites: CIRL 620 and CIRL 621

### ELRL 625 Adolescent and Adult Literacy in the Twenty-first Century

This course focuses on creating a new definition of adolescent and adult literacy. Current literacy research, theory, curriculum design, development, materials, and teaching practices for adolescents and adults using various print media including multimedia are explored. Through personal and shared inquiry, multiple literacies—including media, intertextual, visual, and critical literacies—are examined. Particular attention is given to the areas of study skills, selection of appropriate materials, comprehension problems, reading and writing programs, and the development of lifelong literacy habits. Critical issues including the grey digital divide, censorship, politics and literacy, and plagiarism and Web quests are explored.

Prerequisites: CIRL 620 and CIRL 621

### CELRL 626 Literature for Adolescents

This is a critical study of literature and effective ways of using it for junior and senior high school students. Special attention is given to ways of developing recreational reading programs for individual students on the basis of ability and reading interest.

### ELRL 627 Research in Reading

This course is designed to develop the student as a discriminating consumer of research and a knowledgeable practitioner of classroom-based action research. The student is introduced to the major kinds of research (experimental, ethnographic, descriptive, historical, naturalistic), rudimentary statistics, and the components of a classic research study. The student is expected to complete a graduate project involving the posing of researchable questions, the collection of data, and the writing of a five-chapter thesis.

Prerequisites: CIRL 621 and CIRL 623

### ELRL 631 Written Expression with Technology

This course investigates various forms of written communication including stories, exposition, and poetry. Students identify and research current trends in literacy and use technology as a tool for teaching language arts in the classroom and for personal application.

### ELRL 633 Socio-Psycholinguistics and Reading

This course describes the way current research and theory, including information processing theory, contribute to the current developments in the teaching of literacy and learning in the elementary curriculum. It provides an opportunity for students to investigate the theoretical background of current theories on thought and language and the way these have influenced teaching. Students observe children's thinking and the way they process print through the use of Goodman's Miscue Analysis.

Prerequisite: CIRL 617

### ELRL 634 Teaching Critical Reading in the Content Areas

The nature and importance of critical reading in today's society is considered in relation to thinking. Specific strategies and materials are used to develop critical readers in all areas of the curriculum. Articles, tests, and research in the field are examined.

### ELRL 635 Folklore

This course deals with folk literature as a form of literature derived out of the oral tradition and from human imagination to explain human conditions. The concept of world understanding through folk literature and language and examples of folklore from world collections are examined. The art of verbal communication as an interchange of thoughts, feelings, and ideas through words either oral or written with nonverbal influences is a major course focus. Folk literature is one vehicle for developing the various components of the language arts: listening, speaking, reading, writing. How to build content and skills with diverse populations is explored. Story telling experiences are provided.

### ELRL 700 Independent Study

As approved and to be arranged.

1-6 credits

### SOC 630 Ethnic and Racial Experiences

Explores the experiences of all racial and ethnic groups from colonial beginnings to present day. Particular emphasis is placed on the recurring patterns in dominant-minority relations, differential power, and ethnic diversity in American society. The relationship of intercultural relations to American schools is also discussed.

### SPC 555 Educational Foundations in a Diverse Society

This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics, and the ways they can facilitate or impede student learning. This course is for post-baccalaureate students seeking initial certification K-5 and endorsement in special education.

# Special Education

**Degree:** M.Ed., Special Education, College of Education  
**Graduate Program Director, Advanced Studies Concentration:** Professor Christopher Mulrine, 1600 Valley Road, Room 3003; 973.720.3123; mulrinec@wpunj.edu  
**Graduate Program Director, Learning Disabilities Concentration:** Professor Peter Griswold, 1600 Valley Road, Room 3010; 973.720.3761; griswoldp@wpunj.edu  
**Graduate Program Director, Teacher of Students with Disabilities Concentration:** Professor Jeanne D'Haem, 1600 Valley Road Room 3007; 973.720.2594; dhaemj@wpunj.edu

It is the intent of the program to provide current, advanced information on educational research, service delivery, trends, community services, societal attitudes, technical developments, and instructional strategies and practices for the education of persons with disabilities. The programs' varied offerings allow teachers, learning consultants, supervisors, and other personnel in and out of special education to develop the knowledge and skills necessary to serve the disabled in a variety of settings. Students who complete the master's degree in the learning disabilities specialization are eligible for additional endorsement as LDT-C; this concentration does NOT lead to the Teacher of Students with Disabilities endorsement.

## Admission to the Degree Program

### Advanced Studies Concentration

Please be advised that the curriculum that follows is subject to change. For more information, contact the graduate program director. The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale;
3. A standard New Jersey Teacher of the Handicapped Certificate or a Standard Teacher of Students with Disabilities endorsement;
4. Two letters of reference from professional sources; and,
5. A minimum total score of 850 on Graduate Record Examination (GRE) (450 verbal minimum) or a minimum of 388 on the Miller Analogies Test.

## Admission to the Degree Program

### Learning Disabilities Concentration Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale;
3. A standard New Jersey teaching certificate or a New Jersey Certificate of Eligibility with Advanced Standing (CEAS);
4. Written philosophy statement describing how the program will help the applicant meet his or her career goals;
5. Two letters of reference from professional sources;
6. A minimum total score of 850 on Graduate Record Examination (GRE) (450 verbal minimum) or a minimum score of 388 on the Miller Analogies Test.

## Admission to the Degree Program

### Teacher of Students with Disabilities Concentration Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale;
3. Completion of the 22-credit Teacher of Students with Disabilities endorsement or Alternative Route TSD program;
4. Two letters of reference from professional sources;
5. A minimum total score of 850 on Graduate Record Examination (GRE) (450 verbal minimum) or a minimum of 388 on the Miller Analogies Test.

## Requirements for the Degree\*

1. The completion of a minimum of 36 credits of graduate study for the advanced studies concentration;
2. The completion of a minimum of 39 credits of graduate study for the learning disabilities (LD) concentration and satisfactory completion of a comprehensive examination for the learning disabilities concentration, which carries no course credit;
3. The completion of a minimum of 37 credits for the Teacher of Students with Disabilities concentration;
4. The completion of a research thesis.

\* Candidates *must* consult with their faculty advisor *before* selecting courses in the event that changes have been made in the program or its course offerings.

## Teaching Experience

Prior to LDT-C certification, written proof of three years of full-time teaching experience must be provided to the College of Education's Office of Certification.

## Curriculum

### Advanced Studies Concentration Program.....36 credits

Prospective candidates are to contact the program director, Dr. Christopher F. Mulrine, at 973.720.3123 or by e-mail at mulrinec@wpunj.edu. Certain course prerequisites are needed.

## Required Courses

### Content Core ..... 15 credit hours

SPED 628	Special Education Law (online course).....3
SPED 655	Family and School Collaboration Practices (online course).....3
SPED 656	Transition Programs for Adolescents with Diverse Learning and Behavioral Needs.....3
SPC 566	Assistive Technology .....3
SPED 652	Curriculum and Content Instruction in Special Education (online course).....3

### Concentration Core..... 12 credit hours

SPED 659	Language and Literacy Strategies .....3
SPED 658	Advanced Math Strategies .....3
SPED 653	Learning Environments and Social Interactions (online course).....3
SPED 670	Concept Based Instruction in the Differentiated Classroom.....3



<b>Research Core .....</b>	<b>9 credit hours</b>
SPED 629    Current Issues in SPED .....	3
SPED 632    Research I .....	3
SPED 633    Research II .....	3

## Curriculum

### Learning Disabilities Concentration Program .....39 credits

#### Required Courses

##### Foundation Courses

SPED 531    Orientation to Psychological Testing.....	3
SPED 542    Foundations of Learning Disabilities .....	3

##### Specialization Courses

SPED 543    Diagnosis of Learning Disabilities.....	3
SPED 621    Physiological Basis of Learning Disabilities.....	3
SPED 622    Learning Theory and Applications.....	3
SPED 624    Universal Design for LDT-C.....	3
SPED 627    Collaboration Theory and Practice.....	3
SPED 644    Correction of Learning Disabilities.....	3
SPED 657*    Seminar in Clinical Applications to Learning Disabilities.....	3

**Directed Elective** (permission of the faculty advisor required) .....3

##### Research Courses

SPED 629    Current Issues in Special Education.....	3
SPED 632    Research in Special Education I .....	3
SPED 633    Research in Special Education II.....	3

1. SPED 542, SPED 621, and SPED 622 are prerequisites for SPED 543.
2. SPED 543 is a prerequisite for SPED 644.
3. SPED 657 is taken at a designated location with a 100-hour, supervised clinical experience during Summer Session II.  
Prerequisites: 24 specialized credits completed, including SPED 542, SPED 543, SPED 622, and SPED 644.

## Curriculum

### Teacher of Students with Disabilities Endorsement Concentration Program .....37 credits

Prospective candidates are to contact the program director, Dr. Jeanne D'Haem, at 973.7202594 or by e-mail at dhaemj@wpunj.edu for course advisement.

#### Required Courses

<b>TSD Endorsement Stage I .....</b>	<b>22 credit hours</b>
SPC 555    Educational Foundations in a Diverse Society .....	3
SPC 560    Understanding School-based Assessment of Diverse Learners .....	3
SPC 564    Managing Challenging Behaviors in Diverse Settings.....	3
SPC 566    Assistive Technology .....	3
SPC 570    Language, Literacy and Learning in a Diverse Society.....	3
SPC 580    Collaboration with Home School and Community .....	3
SPC 582    The Universally Designed Inclusive Classroom.....	3
SPED 654    Demonstration Teaching .....	1

<b>M.Ed. Stage II.....</b>	<b>15 credit hours</b>
SPED 628    Special Education Law (online course).....	3
SPED 629    Current Issues in SPED .....	3
SPED 632    Research I .....	3
SPED 633    Research.....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### ADVANCED STUDIES CONCENTRATION

#### SPED 628    Special Education Law

This course will provide instruction in the legal issues involved in the education of students with disabilities. It will illustrate how the American legal system works vis-à-vis special education law. This class will examine the history of special education law, current New Jersey and federal legislation, and pertinent case law. The course content will focus on facets of the Individuals with Disabilities Education Improvement Act (IDEIA 2004), the No Child Left Behind Act (NCLB), Section 504 of the American Disabilities Act, and the Americans with Disabilities Act (ADA).

#### SPED 629    Current Issues in Special Education

This course provides current perspective on issues and controversies special educators confront with emphasis on relationships between regular and special education programs and teachers. Selected topics are explored through readings, discussion, and exploratory research, e.g., inclusion, accountability, high-stakes assessment, diversity, and the efficacy of special education practices. A foundation for thesis study is provided, focusing on the knowledge and skills needed to conceptualize empirical research. Candidates review multiple sources of material to identify a researchable topic, state hypotheses, and engage in a preliminary literature search in preparation for the master's thesis.

Prerequisite: 18 credits in the LD program

#### SPED 632    Research in Special Education I

This course focuses on the planning and preparation needed to conduct empirical research. Topics include ethical issues in research, stylistic requirements for manuscript preparation, methods of comprehensive literature search, statistical analysis, and experimental design. Candidates will complete the first three chapters of their master's thesis.

Prerequisite: 21 credits in the DD or LD program; SPED 629

#### SPED 633    Research in Special Education II

This course focuses on candidates' conduct of empirical research based on the first three chapters of their thesis, and preparation of the "results" and "conclusions" chapters. Seminars and individual student conferences are devoted to methodological and statistical analyses, and the interpretation and the reporting of results.

Prerequisite: SPED 632



**SPED 652 Curriculum and Content Instruction In Special Education**

This course is designed to provide individuals with the instructional knowledge, curricular understanding, and technological skills that they will need to teach students with disabilities in included classroom settings. This advanced study course is for teachers of students with disabilities certification and will cover curriculum principles and practices for special needs and culturally diverse learners. Discussion of general education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials will be discussed.

**SPED 653 Learning Environments and Social Interactions**

This course explores the facilitation of social-emotional growth through the replacement of disruptive act with constructive behaviors that meet the P-12 students' needs and are maintained and generalized across different educational settings. The goal is to utilize an understanding of diverse cultural beliefs and norms and the application classroom activities to help the P-12 student develop the self-control over the impulse to act out unpleasant emotions, self-awareness of the circumstances that trigger maladaptive behavior, and a repertoire of strategies for dealing with stressful situations.

**SPED 655 Family and School Collaboration Practices**

This online course examines the collaboration skills necessary to function as team members and to ensure the success of students with disabilities in inclusive school settings. This course is also designed to help practicing special education teachers gain the knowledge and skills necessary to work and communicate in written and oral expression with parents in the school and community settings to facilitate the development, education and socialization of students with disabilities from early childhood through young adult to age twenty-one.

**SPED 656 Transition Programs and Practices for Adolescents with Diverse Learning and Behavioral Needs**

This course examines the characteristics of adolescents and young adults with mild/moderate disabilities in the context of normative expectations for adult performance in today's society. The course uses historical perspectives and current special education programs and delivery system options as bases to understand these students' needs. Instructional approaches to academics, social learning, life skills, and vocational/career development for post-secondary education and training options are explored, focusing on relationships between the secondary school experience and the transition from: school-to-work and life, quality-of-life issues, and community resources.

**SPED 658 Advanced Math Strategies**

This course focuses on the pedagogical principles and classroom practices essential for successful teaching of mathematics. It uses a constructivist theory and problem-solving approach to mathematics instruction and remediation through the application of concepts and skills in real-life settings. Course participants will learn and apply theoretical knowledge and instructional strategies to teaching students with disabilities. Participants also will develop skills to examine, evaluate, and create instructional materials as well as to assess student learning in mathematics.

**SPED 659 Language and Literacy Strategies**

This course prepares participants to use advanced strategies and accommodations to teach reading and language arts to struggling readers. It will empower teachers by providing them with specific suggestions for problems they likely will encounter in today's classrooms. The course will focus on how to assess reading problems based on the National Reading Panel standards. It will then focus on placement and specific interventions for the modification of instruction for decoding letter names and word recognition, new vocabulary, fluency, comprehension, fine motor skills, spelling, grammar, and written expression.

**SPED 670 Concept Based Instruction in the Differentiated Classroom**

This course provides graduate candidates with advanced skills for establishing differentiated classrooms as demonstrated through development of Interdisciplinary Standards-Driven, Concept Based Instructional Units. Students function as a part of a learning team charged with solving challenging instructional problems and reflecting on their experiences while simultaneously integrating theory, strategies, best practices, and technologies.

**SPED 700 Independent Study**

Processed and approved as depicted under Independent Study on page 20 of this catalog.

\*Permission of the faculty advisor is required.

**SPC 566 Assistive Technology**

This is an introductory course in the implementation of universal design and assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies; modifications and technologies can improve the learning environment for all learners. Variables such as classroom design, academic and cognitive abilities, physical capabilities, social, cultural, race, ethnicity, sexual orientation, gender, age, and language will be explored when designing a technological environment to enhance students academic achievement. Teacher candidates will examine various hardware and software programs that support access to the general education curriculum.

**LEARNING DISABILITIES CONCENTRATION****SPED 531 Orientation to Psychological Testing**

Acquaints students with the statistical and measurement concepts of test construction, and the theoretical and practical aspects of psychological testing, with an emphasis upon cognitive assessment. The theory, design, and interpretation of individually-administered measures of intelligence, such as the Wechsler Intelligence Scale for Children-IV (WISC-IV), are reviewed. The uses and limitations of psychological testing are explored with emphasis upon the misuse of tests with students from varying culturally and linguistically diverse backgrounds.

**SPED 542 Foundations of Learning Disabilities**

An introduction to the advanced study of disabilities, this course provides a review of the legal and theoretical principles of special education as the foundation for an intensive examination of the special education and related services provided in a continuum of settings for students with social, emotional, physical, and intellectual exceptionalities. The significant role of the LDT-C in the planning and delivery of services to students from diverse cultures is explored. Standards of professional ethics and dispositions are presented. The course includes a field observation.

**SPED 543 Diagnosis of Learning Disabilities**

Beginning with an understanding of the nature of learning difficulties as deficits in information processing, this course introduces the theory and application of diagnostic testing of students with disabilities. Through classroom instruction and application of skills in a clinical setting, students become proficient in the administration of technically-sound, culturally sensitive psycho-educational tests and informal measures to determine functioning levels, underlying deficits and learning style in the areas of reading, written language, math, and learning abilities. Test selection, administration procedures, interpreting and sharing results orally and in writing, and making recommendations are emphasized. The preparation of an educational evaluation is the capstone project of the course. Prerequisite: SPED 542

**SPED 621 Physiological Basis of Learning Disabilities**

This course examines the etiology of specific disabilities through the perspective of neurophysiology. Attention is paid to the basic anatomical structure of the central nervous system, and the relationship of these various structures to perception, motor learning, and higher levels of cognitive functioning. Current research on localizing specific functions within the brain is presented. Students consider how neural malformation, teratogens, neural insult, and other factors affect learning. Health and metabolic disorders that impact learning are studied. Prerequisite: SPED 542

**SPED 622 Learning Theory and Applications**

Studies the nature of learning: the major theories of learning and language development and how these theories may be applied to an understanding of the various approaches to educating students with disabilities. Motivational techniques are explored, with emphasis upon the use of incentives, classroom climates that promote learning, and the incorporation of student interest into learning activities. Assessments and techniques are presented that address the needs of students exhibiting challenging behaviors within the classroom. Students learn to conduct functional behavioral assessment and develop behavioral intervention plans. Prerequisite: SPED 542

**SPED 624 Universal Design for LDT-C**

This course is designed for students in the master's program in learning disabilities. The purpose of the course is to introduce graduates to practical issues, concerns, and trends in Universal Design and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address this classroom structure. Prerequisite: SPED 542

**SPED 625 Collaboration Theory and Practice**

This course explores the methods and challenges of working effectively with others to provide educational services to students with disabilities. The focus is on communication and cooperation with colleagues, individuals with disabilities, their parents, and community agencies. Understanding the needs and aspirations of families, including those from linguistically and culturally diverse backgrounds, is emphasized, as are facilitating in-class support in the inclusive classroom, building productive consultative relationships with professional staff, and coordinating the transition from preschool to kindergarten and from secondary to post-secondary settings. The appropriate techniques and dispositions for participation in multi-disciplinary team staffings are presented. Special education code pertaining to CST functioning is reviewed, followed by an introduction to the process of IEP development. Prerequisite: SPED 542

**SPED 629 Current Issues in Special Education**

This course provides current perspective on issues and controversies special educators confront, with emphasis on relationships between regular and special education programs and teachers. Selected topics are explored through readings, discussion, and exploratory research, e.g., inclusion, accountability, high-stakes assessment, diversity, and the efficacy of special education practices. A foundation for thesis study is provided, focusing on the knowledge and skills needed to conceptualize empirical research. Candidates review multiple sources of material to identify a researchable topic, state hypotheses, and engage in a preliminary literature search in preparation for the master's thesis. Prerequisite: 18 credits in the LD program

**SPED 632 Research in Special Education I**

This course focuses on the planning and preparation needed to conduct empirical research. Topics include ethical issues in research, stylistic requirements for manuscript preparation, methods of comprehensive literature search, statistical analysis, and experimental design. Candidates will complete the first three chapters of their master's thesis. Prerequisite: 21 credits in the DD or LD program

**SPED 633 Research in Special Education II**

This course focuses on candidates' conduct of empirical research based on the first three chapters of their thesis, and preparation of the "results" and "conclusions" chapters. Seminars and individual student conferences are devoted to methodological and statistical analyses, and the interpretation and the reporting of results. Prerequisite: SPED 632

**SPED 644 Correction of Learning Disabilities**

Research-based methods for the correction of deficits in reading, writing, math, and study skills are presented in the classroom and practiced in the clinic. Students use informal assessment and diagnostic findings to develop and teach lessons aligned with the NJ Core Curriculum Content Standards to children and adolescents in a clinical setting. The emphasis is upon the generalization and maintenance of skills to school settings. Prerequisite: SPED 543

**SPED 657 Seminar in Clinical Application to Learning Disabilities**

This 100-hour summer internship in a school or clinical setting consists of a supervised field experience in the daily functions of the LDT-C in the public schools in conjunction with a weekly seminar. The internship is designed to provide opportunities for the assessment, diagnosis, and remediation of students with disabilities, and participation in case managing, consultation, team staffings, and IEP development. Students work under the direction of a cooperating LDT-C and are evaluated by William Paterson University faculty.

Prerequisite: SPED 542, SPED 543, SPED 622, and SPED 644 (pass/fail only)

**SPED 700 Independent Study**

Processed and approved as depicted under Independent Study on page 20 of this catalog.

Permission of the faculty advisor is required  
1-6 credits

**TEACHER OF STUDENTS WITH DISABILITIES CONCENTRATION PROGRAM****SPC 555 Educational Foundations in a Diverse Society**

This introductory course provides essential educational foundations for teacher candidates in special education. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics, and the ways they can facilitate or impede student learning.

**SPC 560 Understanding School Based Assessment**

This course provides a comprehensive foundation to understand the integral relationships between formal and informal assessment, emphasizing the use of standards-based high-stakes assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. Teacher candidates (AR/PB TC) review concepts of formal and informal assessment, validity, reliability, and standardization, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues, e.g., confidentiality of information, with special attention to test bias and the use of inappropriate assessments for particular populations, are discussed. Attention is given to interpreting the content of student's school files—specifically quantitative and qualitative information—with a focus on statistics used to report educational assessments, e.g., percentiles, stanines. Emphasis is placed on selecting or devising, administering, and scoring relevant assessments and other teacher-made informal/ authentic measures. Enhanced decision making on the part of the practitioner in the area of assessment is the focus of the course.

**SPC 564 Managing Challenging Behaviors in Diverse Settings**

Focuses on creating classroom environments that foster learning, safety, positive social interactions and acceptance of diversity consistent with the career education and consumer, family, and life skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern student behavior during instruction and transition. The needs of children whose behaviors are harmful to themselves or to others, or who seriously disrupt learning, are addressed through individualized interventions, e.g., functional behavioral assessments and behavior intervention plans. Observation and recording measures to assess and analyze the communicative intent of inappropriate behaviors are examined with emphasis placed on strategies to promote self-management that can be generalized to all settings.

**SPC 566 Assistive Technologies in the Inclusive Classroom**

This is an introductory course in the implementation of universal design and assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies, modifications, and technologies can improve the learning environment for all learners. Variables such as classroom design, academic and cognitive abilities, physical capabilities, social, cultural, race, ethnicity, sexual orientation, gender, age, and language will be explored when designing a technological environment to enhance students academic achievement. Teacher candidates will examine various hardware and software programs that support access to the general education curriculum.

**SPC 570 Language, Literacy and Learning in a Diverse Society**

This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for diverse students using learner characteristics as the basis to explore current theories and research. Teacher candidates are taught to form classroom learning communities by creating educational environments and experiences that foster literacy and learning for all children in inclusive settings, and by incorporating materials that reflect a rich multicultural focus in instruction. Using the NJ CCCS language arts literacy standards, AR/PB teacher candidates develop skills in applying listening, viewing, speaking, reading, writing and spelling assessments and instructional interventions. School file-analysis is undertaken to determine further assessment objectives, and to plan integrated instruction that accords with learners' needs. Instructional adaptations and modifications for learners with special needs are addressed in detail. Current technologies are examined that assist all learners to access the general education curriculum as they develop literacy skills. A videotaped lesson demonstrating application of literacy principles and used as an instructional tool, is required.

**SPC 580 Collaboration with School, Home, and Community**

This course examines political, economic, and cultural beliefs toward school and schooling for individuals from diverse backgrounds by focusing on students with disabilities. The course extends from preschool through transitions leading to postsecondary adjustment and quality of life. Positive communication models are discussed to promote collaboration between home, school, community, and agencies. Life span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student-centered transition planning, are presented. Alternative perspectives are provided on ways that home, school, community, and agencies interact to facilitate learners' transitions from preschool through school-completion. Candidates learn to access services provided through school, community, state, and federal agencies that contribute to all students' meeting the goals of education.

**SPC 582 The Universally Designed Inclusive Classroom**

The purpose of the course is to introduce teacher candidates to practical issues, concerns, and trends in Inclusive Education, including Standards-Based Teaching, Universal Design, and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address diverse learners' needs.

**SPED 654 Demonstration Teaching for the Exceptional Learner**

This course provides students with a closely supervised opportunity to integrate special education theory and application in a classroom environment. Emphasis is placed on practical classroom procedures and student participation in this area of specialization.

1 credit

**SPED 629 Current Issues in Special Education**

This course provides current perspective on issues and controversies special educators confront, with emphasis on relationships between regular and special education programs and teachers. Selected topics are explored through readings, discussion, and exploratory research, e.g., inclusion, accountability, high-stakes assessment, diversity, and the efficacy of special education practices. A foundation for thesis study is provided, focusing on the knowledge and skills needed to conceptualize empirical research. Candidates review multiple sources of material to identify a researchable topic, state hypotheses, and engage in a preliminary literature search in preparation for the master's thesis.

Prerequisite: 18 credits in the LD program

**SPED 632 Research in Special Education 1**

This course focuses on the planning and preparation needed to conduct empirical research. Topics include ethical issues in research, stylistic requirements for manuscript preparation, methods of comprehensive literature search, statistical analysis, and experimental design. Candidates will complete the first three chapters of their master's thesis.

Prerequisite: 21 credits in the DD or LD program

**SPED 633 Research in Special Education 2**

This course focuses on candidates' conduct of empirical research based on the first three chapters of their thesis, and preparation of the "results" and "conclusions" chapters. Seminars and individual student conferences are devoted to methodological and statistical analyses, and the interpretation and the reporting of results.

Prerequisite: SPED 632

**Advanced Elective**

600-level course related to intended area of study.

Permission of the advisor required

3 credits

# Teaching

**Degree:** M.A.T. (in one of the following areas: elementary education; elementary education and middle school subject endorsement; elementary education and teacher of students with disabilities [TSD] endorsement), College of Education

**Graduate Program Director:** Professor Julie Rosenthal, 1600 Valley Road, Room 4108; 973.720.3087; rosenthalj@wpunj.edu

This program enables college graduates holding a baccalaureate degree in either a liberal arts or science discipline to obtain elementary (K-5; K-5 with specialization in 5-8; K-5 with TSD)\* teacher certification and a master of arts in teaching degree (M.A.T.).\*\* Courses are held in the fall, spring, and summer semesters during the evening on weekdays. Following completion of the first 20 to 36 credits of coursework, candidates enroll in a 10-credit student teaching internship. The traditional internship requires a full semester of supervised work in a public school. However, candidates holding a teaching contract in an acceptable private school may complete the student teaching internship requirement with the supervision of the college at that school for two semesters.

The program, which requires the completion of 45 to 61 credits,\*\* encompasses the major elements of effective instruction including a repertoire of effective teaching models, successful classroom management practices, strategies for providing differentiated learning experiences to accommodate student diversity, curriculum design and implementation, field experiences embedded into courses, research methods and thesis, and the student teaching internship.

Candidates wishing to pursue a grade 5-8 subject specialization must take a course in adolescent psychology, a course in grade 5-8 methods (based on their academic major), and grade 5-8 reading and writing course.

The state of New Jersey also requires a minimum score on the elementary content knowledge test of the PRAXIS exam for K-5 certification and on middle school subject specialization exam for the 5-8 endorsement. Candidates must pass the PRAXIS before student teaching.

\*Upon completion of the student teaching internship, the candidate is eligible for certification in elementary education, elementary education with 5-8 subject endorsement, or elementary education with TSD endorsement, and may seek employment as a teacher in New Jersey.

\*\*The candidate then completes the final 15 credits for the M.A.T. degree.

\*\*\*45 credits for K-5; 49 credits with specialization in 5-8; 61 credits with endorsement in TSD.

## Admission to the Degree Program

The requirements for admission are as follows:

1. A bachelor's degree with an appropriate major in either liberal arts or a science program, or a minimum of 60 credits of liberal arts from an accredited college or university.

2. A cumulative undergraduate grade point average of 2.75 on a 4.00 scale.
3. A passing score on the appropriate PRAXIS II Exam (Elementary Content Knowledge for K-5 and K-5 TSD; Middle School Subject Praxis is required for candidates seeking 5-8 endorsement.).
4. A minimum verbal score of 450 on the Graduate Record Examination, or a minimum score of 388 on the Miller Analogies Tests.
5. Two letters of recommendation from educational, professional or business sources.
6. An essay that requires the candidate to describe his or her philosophy of education and reasons for wishing to complete the program.
7. An interview with the program director.
8. Pursue substitute teaching license (call Office of Field Experiences at 973.720.2109).

Requirements prior to completion of the program (these requirements may be met by undergraduate courses or by courses on an undergraduate transcript):

1. Nine credits in the behavioral and social sciences (including developmental or child psychology);
2. Physiology and hygiene;
3. An adolescent psychology course to receive a specialization in 5-8.

## Requirements for the Degree

1. Students must complete with a minimum GPA of 3.00 a minimum of 45 credits for K-5; 49 credits for K-5/5-8; or 61 credits for K-5/TSD of graduate study.
2. Satisfactory completion of a mandated assessment at the conclusion of student teaching.

## K-5 and K-5/5-8

### Curriculum

#### Program Requirements

Choose area of certification for Phase I; all M.A.T. students complete Phase II.

K-5 only .....	45 credits
K-5 with specialization in 5-8 .....	49 credits

#### PHASE I: CERTIFICATION K-5 AND K-5/5-8

CIEE 511	Educational and Psychological Theories and Applications .....	3
	(contains ten unsupervised hours in the field)	
CIEE 512	Reading, Language Arts and Literature in Inclusive Classrooms .....	3
	(contains twenty unsupervised hours in the field)	
CIEE 513	Integrating Strategies for Teaching and Assessing Mathematics .....	2
CIEE 514	Teaching Strategies in Social Studies and Global Issues .....	3
CIEE 516	Integrating Technology into the Classroom .....	2
CIEE 517	Practicum and Seminar .....	1
CIEE 518	Art and Creativity: Methods and Assessment in K-5 ...	2

CIEE 519	Integrating Strategies for Teaching and Assessing Science .....	2
CIEE 522	Inclusion and Second Language Learners.....	2
EDUC 518/	Student Teaching Internship, Seminar and	
EDUC 514	Portfolio Assessment .....	10

Note: Field experiences MUST be applied for one year in advance. Applications, which include biographical data forms are available to download from the Office of Field Experiences Web page.

**The following courses are required for specialization in 5-8:**

CIMS 520	Reading and Writing in Grades 5-8 Content Areas.....	2
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**Choose one of the following depending on academic major:**

Note: 5-8 specialization is limited to the majors listed below:

CIMS 532	Language Arts Methods/ Assessment for Teaching 5-8 (English majors).....	2
CIMS 533	Social Studies Methods/ Assessment for Teaching 5-8 (history, geography, political science majors) .....	2
CIMS 534	Mathematics Methods/ Assessment for Teaching 5-8 (mathematics majors) .....	2
CIMS 535	Science Methods/ Assessment for Teaching 5-8 (science majors) .....	2
CIMS 536	World Languages Methods/ Assessment for Teaching 5-8 (world language majors).....	2

## PHASE II: M.A.T. COURSES

**Required Courses.....6 credits**

CMAT 681	Research in Education I.....	3
CMAT 682	Research in Education II .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### PHASE I: CERTIFICATION, K-5, K5/5-8

**CIEE 511 Educational and Psychological Theories and Applications**

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools, and the roles of local, state, and federal governments in funding public education. Students conduct ten hours of observations in K-5 (elementary) or 5-8 (middle school) classrooms and assess their own abilities in relation to professional teaching standards. Students are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy. Sophomore standing is recommended.

Prerequisite: Graduate standing; admitted into the M.A.T. program

**CIEE 512 Reading, Language Arts, and Literature in Inclusive Classrooms**

This course provides a comprehensive overview of major theories and instructional approaches related to: (1) the understanding of language and literacy development; and, (2) the teaching of literacy to children in inclusive elementary classrooms. To achieve this goal, students will be expected to actively apply theories to classroom practice in their field experience. They will also be expected to critically examine and reflect on ways in which teachers can provide the environment and experiences needed to promote literacy development and learning of diverse children in inclusive classrooms. Part of the course requirement is a within-course supervised field experience.

Prerequisite: CIEE 511

**CIEE 513 Integrating Strategies for Teaching and Assessing Mathematics**

The purpose of this course is to develop pre-service teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from kindergarten through fifth grade. The content of the course is based on the New Jersey Core Curriculum Content Standards in Mathematics (NJCCCS, 2004), *Principles and Standards for School Mathematics*, developed by the National Council of Teachers of Mathematics, and performance expectations for K-5 students on statewide and other standardized assessments. It is part of the practicum semester package and is coordinated with a field experience in which students apply their learning in a K-5 classroom.

Prerequisite: CIEE 511

2 credits

**CIEE 514 Teaching Strategies in Social Studies and Global Issues**

This course examines methods and materials for teaching grade K-5 social studies. Social studies is defined as an interdisciplinary field, which includes history, geography, sociology, psychology, anthropology, political science, and economics, which examines social problems in different times and places. Social studies is presented as a means of understanding the diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction, and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisite: CIEE 511

**CIEE 516 Integrating Technology into the Curriculum**

This is an introductory course in the use of technology in the teaching/learning process. Students learn how to infuse technology in classrooms across grades and curricula. They explore and investigate the various uses of computers, including online applications, software applications, and other technologies. Students discuss contemporary technology issues, read relevant literature, and use technology appropriately in an interdisciplinary unit plan, which addresses NJCCCS as well as technology literacy standards.

Prerequisites: Admission to the M.A.T. program.

2 credits

**CIEE 517      Practicum and Seminar**

The practicum is a graduate, one-day-per-week, sixteen-week experience. It is designed to provide K-5 certification students with the opportunity to work with an experienced teacher in developing professional knowledge and humanistic and reflective practices. Students are assisted in identifying and meeting major goals: small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a seminar in which they discuss classroom issues and work on reflective statements and artifacts for their E-Portfolios. Students are formally observed twice during the semester by a University supervisor who requires the writing of journals. Advanced application in the Office of Field Experiences is required.

Prerequisite: CIEE 511.

1 credit (pass/fail)

**CIEE 518      Art and Creativity: Methods and Assessment in K-5**

Explore the visual arts, movement, sound, and theater. Discover how the arts and other expressive media contribute to creative forces and critical thinking in elementary school students. Through the use of different art forms and materials, future teachers learn that they can become more creative, interesting and thought-provoking classroom teachers. They learn how to integrate the arts and use them as tools or mediums for teaching other core subjects in the curriculum. Students are provided with an understanding of the creative and aesthetic potential in children. They are given opportunities to experiment with appropriate media, and consider programmatic and curricular possibilities for implementation in a school setting.

Prerequisite: CMAT 511 or CIEE 511

2 credits

**CIEE 519      Integrating Strategies for Teaching and Assessing Science**

This course will develop students' abilities to help elementary children acquire knowledge, skills, and attitudes essential for scientific literacy in a learning environment that is healthy, respectful, supportive, and challenging for all children. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life while promoting positive development and growth of children. The course includes the planning of elementary school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence will be emphasized through the mapping of science concepts and skills across the elementary grades and the introduction of ideas for science-based interdisciplinary, thematic instruction.

Prerequisite: CIEE 511

2 credits

**CIEE 522/      Inclusion and Second Language Learners**

This course focuses on developmentally appropriate methods of differentiating instruction for all students. This class will present theory and strategies to teach students who are English language learners. This course will also present theory and strategies to identify and teach preschool and elementary

students who may have mild to moderate disabilities. Connections will be made between various instructional models and individual student needs. Topics include core content curriculum methodology, second-language acquisition, using the curriculum to facilitate second-language learning, adaptation and modification strategies to address academic, behavioral, social, and emotional needs, methods to incorporate assessment results to IEP goals and objectives, and ways to develop and implement evaluation procedures to assess student progress.

Prerequisite: CIEE 511

2 credits

**EDUC 518/      Senior Teaching Internship/Seminar/Portfolio  
EDUC 514**

The internship is a sixteen-week teaching experience in a field placement for students enrolled in the MAT program. It is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by a University supervisor who regularly reviews student journals. A once-a-week (for sixteen weeks), one-hour-and-forty-minute seminar accompanies the internship and has three goals: 1) discussion and reflection of current issues and students' teaching experiences, while brainstorming solutions to classroom problems; 2) creation of an employment e-portfolio with artifacts linked to the ten New Jersey Teaching Standards and written reflective statements for each standard—the Seminar instructor provides evaluates and provides feedback on each portfolio using a rubric; and 3) career development information is also made available, e.g., resume writing, interviewing skills, organizing credential files.

Prerequisites: CMAT 517/CIEE 517 and all methods courses listed above. Advanced application in the Office of Field Experiences is required.

10 credits (pass/fail)

**5-8 SUBJECT ENDORSEMENT COURSES****CIMS 520      Reading and Writing Across the Grades  
5-8 Curriculum**

This graduate course is designed for pre-service teachers who are planning to teach students in grades 5-8. The course helps prospective teachers construct a theoretical knowledge base and a practical and conceptual understanding of content area reading instruction. Specifically, students learn different teaching and learning strategies in the grade 5-8 content areas and select, plan, and design materials for content area instruction.

Prerequisite: CIEE 511 or CMAT 511

2 credits

**CIMS 533      Social Studies Methods/Assessment for  
Teaching 5-8**

This course examines methods and materials for teaching grade 5-8 social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science, and economics, which examines social problems over time and in different times and places. Social studies is presented as a means of understanding

the diversity and unity of peoples and their societies world-wide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction, and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts. Prerequisites: CMAT 511 or CIEE 511  
2 credits

**CIMS 534      Methods/Assessment for Teaching Mathematics in 5-8**

The purpose of this course is to prepare beginning teachers as specialists in the learning and assessment of mathematics at the middle school level (grades 5-8). The course focuses on teaching and learning mathematics from the point of view of the cognitive and social changes that occur in early adolescence. Consistent with the principles, standards, and pedagogical techniques in the New Jersey Core Curriculum Content Standards for Mathematics (NJDOE, 2004) and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics (NCTM, 2000), students explore learning in algebra and geometry that go beyond concerns with number. The course places special emphasis on issues of equity, working with diverse student populations, the importance of peer relations in middle school learning, inquiry-based learning, and meeting expectations for standardized state assessments. Prerequisites: CIEE 511 or CMAT 511  
2 credits

**CIMS 535      Science Methods/Assessment for Teaching in 5-8**

Students will develop their abilities to help learners acquire knowledge, skills, and attitudes essential for scientific literacy. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life. The course includes the planning of middle school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs and interests of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence across the grades will be emphasized with references to elementary skills and content on which the middle school curriculum builds and references to secondary science skills and content for which the middle school curriculum should prepare learners. Prerequisites: CIEE 511 or CMAT 511  
2 credits

**CIMS 536      World Languages Methods/Assessment for Teaching 5-8**

This course is designed to inform pre-service teachers of the current theories and practices of teaching a world language in grades 5-8. Students will gain in-depth pedagogical knowledge and understanding of language acquisition, literacy development, and assessment in a second language. Specifically, students will apply their theoretical understanding and pedagogical knowledge to classroom situations. They will analyze and critique curricula, engage in inquiry-driven discussions about theory and methodology, and plan innovative instruction. Prerequisites: CIEE 511 or CMAT 511  
2 credits

**PHASE II: M.A.T. COURSES**

**Electives .....9 credits**

Three 3-credit electives are chosen from among other graduate courses from CMAT, ELCL, ELRL, ELEC, SPED, SPC, MAEN, SCEN, ENG, HIST, and TBED and are selected by the candidate with the approval of the M.A.T. advisor. These courses should be related to the student's teaching position and/or area of specialization.

**CMAT 681      Research in Education I**

This course prepares students to develop, implement, and write up an original educational research project within their field of specialization in the M.A.T. program. This course is the first of two capstone empirical research experiences in the program. Students are required to select a research topic, review the existing literature related to that topic, and formulate a specific researchable question(s) within that topic. As a final paper, students write the first three chapters of their master's thesis. Prerequisites: This course follows 22 credits of graduate education courses, student teaching, and receipt of an elementary teaching certificate.

Prerequisites: EDUC 518 or 514

**CMAT 682      Research in Education II**

This course is a continuation of CMAT 679, Research in Education I, and focuses on students' experiences in carrying out and writing up their original education research projects within their field of specialization in the M.A.T. program. The draft of the first three chapters is revised during this course and a full five-chapter paper, including a report of results and a discussion of findings, is submitted at the end of the semester.

Prerequisites: EDUC 518 or 514

## K-5 with TSD

### Curriculum

**Program Requirements**

Choose area of certification for Phase I; all M.A.T. students complete Phase II.

**K-5 and endorsement in Teacher of .....61 credits  
Students with Disabilities**

**PHASE I: CERTIFICATION K-5 WITH TSD**

Required Courses

CIEE 512	Reading, Language Arts and Literature in Inclusive and Non-Inclusive Classrooms.....	3
CIEE 513	Mathematics Methods and Assessments for Teaching K-5 .....	2
CIEE 514	Teaching Strategies in Social Studies and Global Issues.....	3
CIEE 517	Practicum and Seminar .....	1
CIEE 519	Science Methods and Assessments for Teaching K-5.....	2
EDUC 514	Student Teaching Internship and Seminar .....	10
SPC 555	Educational Foundations in a Diverse Society .....	3
SPC 560	Understanding School-Based Assessment of Diverse Students.....	3



SPC 562	Standards-based Instructional Management .....	3
SPC 564	Managing Challenging Behaviors in Diverse Settings .....	3
SPC 566	Assistive Technology in the Inclusive Classroom .....	3
SPC 570	Language, Literacy and Learning in a Diverse Society .....	3
SPC 575	Practicum.....	1
SPC 580	Collaboration with School, Home and Community .....	3
SPC 582	The Universally Designed Inclusive Classroom.....	3

Note: Field experiences MUST be applied for one year in advance. Applications, which include biographical data forms are available to download from the Office of Field Experiences Web page.

## PHASE II: M.A.T. COURSES

### Required Courses.....6 credits

CMAT 681	Research in Education I.....	3
CMAT 682	Research in Education II .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### PHASE I: CERTIFICATION, K-5 WITH TSD

#### SPC 555 Educational Foundations in a Diverse Society

This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others, that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics, and the ways they can facilitate or impede student learning. This course is for post-baccalaureate students seeking initial certification K-5, and endorsement in special education.

#### SPC 560 Understanding School-Based Assessment of Diverse Learners

This course provides a comprehensive foundation to understand the integral relationships between formal and informal assessment, emphasizing the use of standards-based high-stakes assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. Teacher candidates review concepts of formal and informal assessment, validity, reliability, and standardization, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues, e.g., confidentiality of information, with special attention to test bias and the use of inappropriate assessments for particular populations, are discussed. Attention is given to interpreting the content of student's school files—specifically quantitative and qualitative information—with a focus on statistics used to report educational assessments, e.g., percentiles, stanines. Emphasis is placed on selecting or devising, administering, and scoring relevant assessments and other teacher-made informal/authentic measures. Enhanced decision making on the part of the practitioner in the area of assessment is the focus of the course.

#### SPC 562 Standards-Based Instructional Management

Introduces teacher candidates to the multiple facets of managing instruction for learners across the range of ability and cultural and linguistic background. Teacher candidates develop long- and short-term instructional plans based upon the New Jersey's Core Curriculum Content Standards (NJ CCCS), the general education elementary curriculum and standards. The Individualized Education Plan (IEP) goals, objectives, and supplementary aids and services are emphasized for students with disabilities. Lesson and unit planning is stressed with the utilization of action research to design and implement adaptations to: instruction, materials, assessment, and learning activities. The content area focus will also include instruction across the arts and physical education. Creating and organizing shared classroom environments that facilitate learning and collaboration with colleagues and parents in all instructional settings is highlighted.

#### SPC 564 Managing Challenging Behaviors in Diverse Settings

Focuses on creating classroom environments that foster learning, safety, positive social interactions, and acceptance of diversity consistent with the career education and consumer, family, and life skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern student behavior during instruction and transition. The needs of children whose behaviors are harmful to themselves or to others, or who seriously disrupt learning, are addressed through individualized interventions, e.g., functional behavioral assessments and behavior intervention plans. Observation and recording measures to assess and analyze the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies to promote self-management that can be generalized to all settings.

#### SPC 566 Assistive Technologies in the Inclusive Classroom

This is an introductory course in the implementation of universal design and assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies, modifications, and technologies can improve the learning environment for all learners. Variables such as classroom design, academic and cognitive abilities, physical capabilities, social factors, culture, race, ethnicity, sexual orientation, gender, age, and language will be explored when designing a technological environment to enhance students academic achievement. Teacher candidates will examine various hardware and software programs that support access to the general education curriculum.

**SPC 570      Language, Literacy and Learning in a Diverse Society**

This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for diverse students using learner characteristics as the basis to explore current theories and research. Teacher candidates are taught to form classroom learning communities by creating educational environments and experiences that foster literacy and learning for all children in inclusive settings, and by incorporating materials that reflect a rich multicultural focus in instruction. Using the NJ CCCS language arts literacy standards, teacher candidates develop skill applying listening, viewing, speaking, reading, writing and spelling assessments, and instructional interventions. School file-analysis is undertaken to determine further assessment objectives and to plan integrated instruction that accords with learners' needs. Instructional adaptations and modifications for learners with special needs are addressed in detail. Current technologies are examined that assist all learners to access the general education curriculum as they develop literacy skills. A videotaped lesson demonstrating application of literacy principles and used as an instructional tool is required; importantly, candidates must obtain prior administrative and parental permission.

**SPC 575      Practicum**

This course provides students with a closely supervised opportunity to integrate special education theory and application in a classroom environment. Emphasis is placed on practical classroom procedures and student participation in this area of specialization.  
1 credit

**SPC 580      Collaboration with School, Home, and Community**

This course examines political, economic, and cultural beliefs toward school and schooling for individuals from diverse backgrounds focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustment and quality of life. Positive communication models are discussed to promote collaboration between home, school, community, and agencies. Life span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student-centered transition planning, are presented. Alternative perspectives are provided on ways that home, school, community, and agencies interact to facilitate learners' transitions from preschool through school-completion. Candidates learn to access services provided through school, community, state and federal agencies that contribute to all students' meeting the goals of education.

**SPC 582      The Universally Designed Inclusive Classroom**

The purpose of the course is to introduce teacher candidates to practical issues, concerns, and trends in inclusive education, including standards-based teaching, universal design, and differentiated instruction, as well as to provide students with concrete strategies and teaching methodologies to address diverse learners' needs.

**CIEE 512      Reading, Language Arts and Literature in Inclusive and Non-inclusive Classrooms**

This course provides a comprehensive overview of major theories and instructional approaches related to: (1) the understanding of language and literacy development; and, (2) the teaching of literacy to children in inclusive and non-inclusive elementary classrooms. To achieve this goal, students will be expected to actively apply theories to classroom practice in their field experience. They will also be expected to critically examine and reflect on ways in which teachers can provide the environment and experiences needed to promote literacy development and learning of diverse children in inclusive and non-inclusive classrooms. Part of the course requirement is a ten-hour unsupervised field experience.

**CIEE 513      Mathematics Methods and Assessments for Teaching**

The purpose of this course is to develop pre-service teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from kindergarten through fifth grade. The content of the course is based on the New Jersey Core Curriculum Content Standards in Mathematics (NJCCCS, 2004), Principles and Standards for School Mathematics, developed by the National Council of Teachers of Mathematics, and performance expectations for K-5 students on statewide and other standardized assessments. This course is part of the practicum semester package and is coordinated with a field experience in which students apply their learning in a K-5 classroom.

Prerequisite: CIEE 511

2 credits

**CIEE 514      Teaching Strategies in Social Studies and Global Issues**

This course examines methods and materials for teaching grade K-5 social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science, and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisite: CIEE 511

2 credits

**CIEE 517      Practicum and Seminar**

The practicum is a one-day-a-week, sixteen-week experience. It is designed to provide K-5 certification students with the opportunity to work with an experienced teacher in developing professional knowledge and humanistic and reflective practices. Students are assisted in identifying and meeting major goals: small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a weekly seminar where they discuss classroom issues and work on reflective statements and artifacts for their e-portfolios. Students are formally observed twice during the semester by a University supervisor who reviews written journals. Advanced application in Office of Field Experiences is required.

Prerequisite: CIEE 511

1 credit (pass/fail)

**CIEE 519      Science Methods/Assessments for Teaching K-5**

The course develops students' abilities to help elementary children acquire knowledge, skills, and attitudes essential for scientific literacy in a learning environment that is healthy, respectful, supportive, and challenging for all children. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life while promoting positive development and growth of children. The course includes the planning of elementary school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence is emphasized through the mapping of science concepts and skills.

Prerequisite: CIEE 511

2 credits

**EDUC 514      Post-Baccalaureate Teaching Internship/  
Seminar for Dual Licensure K-5 and Special  
Education**

**Internship.** Students are assigned to an approved special education setting for eight weeks full-time, and a general education setting for an equal amount of time (seven hours times five days times eight weeks times two settings equals 560 hours). In each teaching environment, the teacher candidate serves successively as aide, associate, and teacher, concluding with at least one month where he/she assumes full responsibility for the classroom. This capstone professional experience allows teacher candidates to capitalize on their program of study by demonstrating competence in areas expected of individuals prepared for endorsement in special education and K-5 education.

**Seminar:** A co-requisite seminar to the senior teaching internship experience meets regularly as a forum where students discuss and reflect on their experiences in a safe space where they can air politically and/or professionally sensitive issues.

**PHASE II: MAT COURSES**

**Electives .....9 credits**

Three 3-credit electives are chosen from among other graduate courses from CMAT, ELCL, ELRL, ELEC, SPED, SPC, MAEN, SCEN, ENG, HIST, TBED and are selected by the candidate with the approval of the M.A.T. advisor. These courses should be related to the student's teaching position and/or area of specialization.

**CMAT 681      Research in Education I**

This course prepares students to develop, implement, and write up an original educational research project within their field of specialization in the M.A.T. program. This course is the first of two capstone empirical research experiences in the program. Students are required to select a research topic, review the existing literature related to that topic, and formulate a specific researchable question(s) within that topic. As a final paper, students write the first three chapters of their master's thesis. Prerequisites: This course follows 22 credits of graduate education courses, student teaching, and receipt of an elementary teaching certificate.

Prerequisites: EDUC 518 or 514

**CMAT 682      Research in Education II**

This course is a continuation of CMAT 679, Research in Education I, and focuses on students' experiences in carrying out and writing up their original education research projects within their field of specialization in the M.A.T. program. The draft of the first three chapters is revised during this course and a full five-chapter paper, including a report of results and a discussion of findings, is submitted at the end of the semester.

Prerequisites: EDUC 518 or 514

# Certification Programs

Certification programs are intended for college graduates who wish to obtain initial certification or an endorsement in New Jersey. Qualified students who apply for admission to a post-baccalaureate graduate certification program or an endorsement program must submit an application, fee, and all required credentials to the Office of Graduate Admissions.

When the application is submitted to the Office of Graduate Admissions, it is then forwarded to the College of Education for a decision. Upon receipt of the completed application form and an official undergraduate transcript, the department's graduate director evaluates the application, as well as other pertinent information. A letter of acceptance or denial is then sent to the student. Acceptance to a program is required before students can register for courses in the program.

## Initial Certification Programs

The following post-baccalaureate programs are available:

### Elementary Education

- K-5
- K-5/5-8 (must have a degree in mathematics, science, English, or social studies for the 5-8 endorsement)
- K-5/Teacher of Students with Disabilities (TSD)\*

\*Must have a degree in the following subject areas for program eligibility:

Accounting  
African American Studies  
Anthropology  
Art  
Biochemistry  
Biology  
Chemistry  
Communication  
Economics  
Earth Science  
Ecology  
English  
Environmental Science  
Finance  
Foreign Languages  
Geography  
Geology  
History  
Humanities  
Journalism  
Latin American Studies  
Mathematics  
Music  
Philosophy  
Physics  
Political Science  
Psychology  
Sociology  
Spanish  
Statistics

Theatre/Drama  
Women's Studies

\*If undergraduate degree is not in one of these areas, you need a minimum of 60 credits in liberal arts. Speak to an advisor for review of your undergraduate studies.

### Secondary Education

- Subject Field Certification (K-12)\*\*

\*\*Must have a degree in the following subject areas for program eligibility:

Art  
Biological Science  
Chinese  
English  
French  
Japanese  
Mathematics  
Physical Science (Chemistry)  
Social Studies  
Spanish

## Endorsement Programs (additional certification)

The following endorsement programs are available and may require a New Jersey certificate (Standard Certificate or Certificate of Eligibility with Advanced Standing) for admission:

Bilingual Education  
English as a Second Language (ESL)  
Learning Disabilities Teacher-Consultant (LDT-C)  
Mathematics Endorsement Program (MAEN)  
Middle School Mathematics (eligible after completing M.Ed. in Teaching Children Mathematics)  
Principal (21- and 30-credit program)  
Reading Specialist  
School Library Media Specialist and Associate School Library Media Specialist  
School Nurse  
Supervisor Endorsement (12 credits)  
Supervisor Endorsement (M.Ed. candidates only)  
Teacher of Students with Disabilities  
Teacher of Students with Disabilities (Alternate Route)

## Office of Field Experiences

Nancy Norris-Bauer, M.S., Director  
1600 Valley Road, Room 3111; 973.720.3131;  
norrisn@wpunj.edu

The Office of Field Experiences coordinates practica, which are preliminary observational and teaching experiences in the schools, and student teaching. Applications for practicum and student teaching must be submitted to the Office of Field Experiences by March 15 for school placements during the following spring semester, and by October 15 for school placements during the following fall semester. Students must have an overall cumulative GPA of 2.75 at the time of the application, proof of a passing score on the appropriate praxis exam, and documentation of negative results on the Mantoux test, as well as a substitute Teacher's License. Students must pay a student teaching fee, currently \$225, in addition to tuition and fees prior to the student teaching semester.

**POLICIES FOR THE INTERNSHIP**

1. All students will have at least one urban and one suburban/rural school experience between the practicum experience and the student teaching experience.
2. Students are not assigned to a cooperating school that they have attended, a district in which a relative is employed, or a district in which they work or live.
3. All placements must originate from the Office of Field Experiences. Students cannot contact a district to initiate a placement.
4. Placements are made in the student's major field in a public (or approved private) school district.
5. Practicum and student teaching placements are made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Union. This policy is enforced to ensure the availability of a college supervisor.

Note: Students can elect to take EDUC 565 and EDUC 566—In-Service Supervised Teaching and Seminar—if they already are employed in an approved private or parochial school. Eligibility includes acceptance into the post-baccalaureate program, completion of all courses in the certification program, and a minimum GPA of 3.0. Prior application to the Office of Field Experiences is required, with approval of the principal of an accredited and approved school.

**Office of Certification**

Stephanie Koprowski-McGowan, Ed.S., Director  
1600 Valley Road, Room 3104; 973.720.2206;  
koprowskis@wpunj.edu

**HOW TO FILE FOR A TEACHING CERTIFICATE**

A student completing the final semester of a program to meet the requirements for an initial teaching certificate (or an endorsement) must obtain, complete, and submit a form, entitled Application for Certification to the Certification Office, which can be found at 1600 Valley Road, Room 3108. The submission of this form prompts a record review. Once program completion is verified, a recommendation for certification will be forwarded to the New Jersey State Department of Education.

Application due dates:

Those finishing in January: October 1

Those finishing in June: March 1

Those finishing in August: June 1

**Please note:** The Beginning Teacher Induction program, enacted into law on October 23, 1999, provides that a student who successfully completes a program and is recommended by the University for certification will receive a Certificate of Eligibility with Advanced Standing. The Provisional Certificate will be issued to a student who receives and accepts a documented offer of employment. The Standard Certificate will be issued to a student who serves for one year under the Provisional Certificate and is recommended as "approved."

**Certification requirements and Praxis scores are subject to change** by the state Department of Education. It is the student's responsibility to be aware of any changes and to request information from the Office of Certification.

# Initial Certification Programs

## Elementary Education

**K-5 and K-5 with 5-8 Subject Specialization\***

**Graduate Program Director:** Professor Mildred

Dougherty, 1600 Valley Road, Room 4090; 973.720.3141;  
doughertym@wpunj.edu

This certification program is designed for college graduates who are not certified to teach. Upon successfully completing the curriculum, then passing the Praxis II Elementary Education Content Knowledge Examination, the student is eligible for a New Jersey Certificate of Eligibility with Advanced Standing to teach all subjects in grades K-5 or K-5 with 5-8 subject specialization.

\*Candidates wishing to pursue a grade 5-8 subject specialization must take a course in adolescent psychology, a course in grade 5-8 methods (based on their academic major), and grade 5-8 reading and writing.

**Admission to the Program**

The requirements for admission are:

1. A bachelor's degree from an accredited college or university.
2. An approved liberal arts or science major, or a minimum of 60 credits in liberal arts.
3. A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale.
4. A completed application and two letters of recommendation from an education, business, or professional resource.
5. An essay that describes candidate's educational philosophy (see the department Web site for information).
6. A passing score on Praxis II, Elementary Education Content Knowledge Exam; Middle School Subject Praxis is also required for candidates seeking 5-8 endorsement.
7. Pursue substitute teaching license (call Office of Field Experiences at 973.720.2109).

**Requirements before completion of the program (these requirements may be met by undergraduate courses or by courses on undergraduate transcript):**

1. Nine credits in the behavioral and social sciences (including a course in adolescent psychology for candidates pursuing the grade 5-8 specialization).
2. Completion of physiology and hygiene requirement.

## Curriculum

### Requirement

**K-5 only ..... 30 credits**

**K-5 with 5-8 Subject Specialization..... 34 credits\***

**Required Courses.....30/34 credits**

CIEE 511	Educational and Psychological Theories and Applications (contains twenty hours supervised experience).....	3
CIEE 512	Reading, Language Arts and Literature in Inclusive Classrooms (contains twenty hours supervised experience).....	3
CIEE 513	Mathematics Methods and Assessments for Teaching K-5 (contains ten hours unsupervised experience).....	2
CIEE 514	Teaching Strategies in Social Studies and Global Issues.....	3
CIEE 516	Integrating Technology into the Curriculum.....	2
CIEE 517	Practicum and Seminar .....	1
CIEE 518	Arts and Creativity Methods and Assessments in K-5.....	2
CIEE 519	Science Methods and Assessments for Teaching K-5.....	2
CIEE 522	Inclusion and Differentiated Instruction for Special and Second Language Learners.....	2
EDUC 514	Senior Teaching Internship, Seminar, and Portfolio Assessment .....	10

**\*The following courses are required for specialization in 5-8**

CIMS 520 Reading and Writing in Grades 5-8 Content Areas.....2

Choose one of the following depending on academic major (note: 5-8 specialization is limited to the appropriate majors)

CIMS 532	Language Arts Methods/Assessment for Teaching 5-8 .....	2
CIMS 533	Social Studies Methods/Assessment or Teaching 5-8 .....	2
CIMS 534	Mathematics Methods/Assessment for Teaching 5-8.....	2
CIMS 535	Science Methods/Assessment for Teaching 5-8 .....	2
CIMS 536	World Languages Methods/Assessment for Teaching 5-8 .....	2

## Courses

Unless otherwise noted, all courses are 3 credits.

### CIEE 511 Educational and Psychological Theories and Applications

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching. Current issues are discussed such as vouchers, charter schools and the roles of local, state and federal governments in funding public education. Students conduct ten hours of observations in K-5 (elementary) or 5-8 (middle school) classrooms and assess their own abilities in relation to professional teaching standards. Students are introduced to e-portfolios, assess their dispositions, and develop an educational philosophy. Sophomore standing is recommended. Prerequisite: Graduate standing; admitted to post-baccalaureate or M.A.T. program.

### CIEE 512 Reading, Language Arts and Literature Literacy and Learning in Inclusive Classrooms

This course provides a comprehensive overview of major theories and instructional approaches related to: (1) the understanding of language and literacy development; and, (2) the teaching of literacy to children in inclusive elementary classrooms. To achieve this goal, students will be expected to actively apply theories to classroom practice in their field experience. They will also be expected to critically examine and reflect on ways in which teachers can provide the environment and experiences needed to promote literacy development and learning of diverse children in inclusive classrooms. Part of the course requirement is an in-course, supervised, field experience. Prerequisites: CIEE 511

### CIEE 513 Mathematics Methods and Assessments for Teaching

The purpose of this course is to develop pre-service teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from kindergarten through fifth grade. The content of the course is based on the New Jersey Core Curriculum Content Standards in Mathematics (NJCCCS, 2004), *Principles and Standards for School Mathematics*, developed by the National Council of Teachers of Mathematics, and performance expectations for K-5 students on statewide and other standardized assessments. This course is part of the practicum semester package and is coordinated with a field experience in which students apply their learning in a K-5 classroom.

Prerequisite: CIEE 511  
2 credits

### CIEE 514 Teaching Strategies in Social Studies and Global Issues

This course examines methods and materials for teaching grade K-5 social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science, and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the diversity and unity of people and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisite: CIEE 511

### CIEE 516 Integrating Technology into the Curriculum

This is an introductory course in the use of technology in the teaching/learning process. Students learn how to infuse technology in classrooms across grades and curricula. They explore and investigate the various uses of computers, including online applications, software applications and other technologies. Students discuss contemporary technology issues, read relevant literature, and use technology appropriately in an interdisciplinary unit plan, which addresses NJCCCS as well as technology literacy standards.

Prerequisites: Admission to the post-baccalaureate program or M.A.T. program  
2 credits

**CIEE 517      Practicum and Seminar**

The practicum is a one-day-a-week, 16-week experience. It is designed to provide K-5 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, humanistic, and reflective practices. Students are assisted in identifying and meeting major goals: small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a weekly seminar where they discuss classroom issues and work on reflective statements and artifacts for their e-portfolios. Students are formally observed twice during the semester by a University supervisor who reviews written journals. Advanced application in Office of Field Experiences is required.

Prerequisite: CIEE 511

1 credit (pass/fail)

**CIEE 518      Art and Creativity Methods and Assessments in K-5**

Explore the visual arts, movement, sound, and theater. Discover how the arts and other expressive media contribute to creative forces and critical thinking in elementary school students.

Through the use of different art forms and materials, future teachers learn that they can become more creative, interesting and thought-provoking in the classroom. They also learn how to integrate the arts and use them as tools or mediums for teaching other core subjects in the curriculum. Students are provided with an understanding of the creative and aesthetic potential in children. They are given opportunities to experiment with appropriate media, and consider programmatic and curricular possibilities for implementation in a school setting.

Prerequisite: CIEE 511

2 credits

**CIEE 519      Science Methods/Assessments for Teaching K-5**

The course develops students' abilities to help elementary children acquire knowledge, skills, and attitudes essential for scientific literacy in a learning environment that is healthy, respectful, supportive, and challenging for all children. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life while promoting positive development and growth of children. The course includes the planning of elementary school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence is emphasized through the mapping of science concepts and skills.

Prerequisite: CIEE 511

2 credits

**CIEE 522      Inclusion and Differentiated Instruction for Special and Second Language Learners**

This course focuses on developmentally appropriate methods of differentiating instruction for all students, presenting theory and strategies to teach students who are English language learners. This course also presents theory and strategies to identify and teach preschool and elementary students who may have mild to moderate disabilities. Connections are made between various instructional models and individual student needs. Topics include core content curriculum methodology, second language acquisition, using the curriculum to facilitate second language learning, adaptation, and modification strategies to address academic, behavioral, social, and emotional needs, methods to incorporate assessment results to IEP goals and objectives, and ways to develop and implement evaluation procedures to assess student progress.

Prerequisite: CIEE 511

2 credits

**EDUC 514      Senior Teaching Internship/Seminar**

The internship is a sixteen-week teaching experience in a field placement for students enrolled in the post-baccalaureate K-5 program. It is designed to apply learning about professional knowledge, humanistic practices and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by a University supervisor who regularly reviews student journals. A once-a-week (for sixteen weeks), one-hour-and-forty-minute seminar accompanies the internship and has three goals: 1) discussion and reflection of current issues and students' teaching experiences, while brainstorming solutions to classroom problems; 2) creation of an employment e-portfolio with artifacts linked to the ten New Jersey Teaching Standards and written reflective statements for each standard creation of an employment e-portfolio with artifacts linked to the ten New Jersey Teaching Standards and written reflective statements for each standard; the seminar instructor evaluates and provides feedback on each portfolio using a rubric; and, 3) career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files).

Prerequisite: CIEE 511, 512, 513, 514, 515, 516, 517, 518, 519

(candidates also must pass Praxis in order to enroll in this course)

10 credits (pass/fail)

**CIMS 520      Reading and Writing Across the Grades 5-8 Curriculum**

This graduate course is designed for pre-service teachers who are planning to teach students in grades 5-8. The course helps prospective teachers construct a theoretical knowledge base and a practical and conceptual understanding of content area reading instruction. Specifically, students learn different teaching and learning strategies in the grade 5-8 content areas and select, plan, and design materials for content area instruction.

Prerequisites: CIEE 511 or CMAT511

2 credits

**CIMS 532     Language Arts Methods/Assessment for Teaching 5-8**

This course is required for students seeking K-5 certification with a 5-8 endorsement. It gives prospective teachers a theoretical knowledge base and conceptual understanding of content area reading. Students learn different teaching and learning strategies in the content areas and select, plan, and design materials for content area instruction.

Prerequisite: CIEE 511 or CMAT 511

2 credits

**CIMS 533     Social Studies Methods/Assessment for Teaching 5-8**

This course examines methods and materials for teaching grade 5-8 social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science, and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction, and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisite: CIEE 511 or CMAT 511

2 credits

**CIMS 534     Methods/Assessment for Teaching Mathematics 5-8**

The purpose of this course is to prepare beginning teachers as specialists in the learning and assessment of mathematics at the middle school level (grades 5-8). The course extends students' professional knowledge for teaching and assessing mathematics for grades K-5 and emphasizes the appreciation of mathematics from the point of view of the cognitive and social changes that occur in early adolescence. Consistent with the principles, standards, and pedagogical techniques in the New Jersey Core Curriculum Content Standards for Mathematics (NJDOE, 2004) and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics (NCTM, 2000), the course addresses teaching and learning algebra, geometry, probability and statistics, data analysis, and discrete mathematics, as well as number sense and numerical operations. The course places special emphasis on issues of equity, working with diverse student populations, the importance of peer relations in middle school learning, inquiry-based learning, and meeting expectations for standardized state assessments.

Prerequisites: CIEE 511 or CMAT 511

2 credits

**CIMS 535     Science Methods/Assessment for Teaching 5-8**

Students develop their abilities to help learners acquire knowledge, skills, and attitudes essential for scientific literacy. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life. The course includes the planning of middle school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs and interests of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence across the grades is emphasized with references to elementary skills and content on which the middle school curriculum builds and references to secondary science skills and content for which the middle school curriculum should prepare learners.

Prerequisites: CIEE 511 or CMAT 511

2 credits

**CIMS 536     World Languages Methods/Assessment for Teaching 5-8**

This course is designed to inform pre-service teachers of the current theories and practices of teaching a world language in grades 5-8. Students gain in-depth pedagogical knowledge and understanding of language acquisition, literacy development, and assessment in a second language. Specifically, students apply their theoretical understanding and pedagogical knowledge to classroom situations. They analyze and critique curricula, engage in inquiry-driven discussions about theory and methodology, and plan innovative instruction.

Prerequisites: CIEE 511 or CMAT 511

2 credits



## Elementary Education (K-5) and Teacher of Students with Disabilities

### Post-baccalaureate Dual Licensure: Elementary Education (K-5) and Teacher of Students with Disabilities

**Graduate Program Director:** Professor Nancy Vitalone, 1600 Valley Road, Room 3010, 973.720.2680; vitalonen@wpunj.edu

This initial licensure program is intended for college graduates who *do not* hold a standard New Jersey teaching certificate in either regular or special education. The program prepares teacher candidates to instruct students with diverse learning and social needs in K-5 general education classrooms and/or in special education settings. To successfully complete the program, 33 credits of coursework, and 13 credits of field experiences are required. Upon completion of the program, teacher candidates are eligible to receive elementary education K-5 certification, with an endorsement as Teacher of Students with Disabilities (TSD).

### Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. An approved liberal arts or science major;
3. A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale;
4. Completed application form and one letter of recommendation from an educator;
5. A passing score on Praxis II, Elementary Education Content Knowledge Exam;
6. Required co-requisite courses: The following courses must be completed as part of the post-baccalaureate program. Courses may be taken or may have been taken at either the undergraduate or graduate level.
  - A. One course in developmental psychology or its equivalent (3 credits)
  - B. One course in educational psychology (3 credits)
  - C. One course (3 credits) in multicultural studies:
 

AACS 242	African American History Since 1865
AACS 341	Contemporary Caribbean Society
ANTH 202	Foundations for Teaching: Anthropology of Education
ANTH 359	Cultural Change in Latin America
CHIN 200	Introduction to Chinese Culture
HIST 325	American Ethnic History
POL 352	Politics of Poverty
SOC 242	Muslims and Islamic Institutions in U.S.
WS 359	Women and Islam

Note: Candidates *must* consult with their faculty advisor *before* selecting courses in the event that changes have been made in the program or its course offerings.

## Curriculum

Program Requirements .....46 credits

### Required Courses

SPC 555	Educational Foundations in a Diverse Society .....	3
SPC 560	Understanding School-Based Assessment of.....	3
	Diverse Students	
SPC 562	Standards-based Instructional Management .....	3
SPC 564	Managing Challenging Behaviors in Diverse Settings .....	3
SPC 566	Assistive Technology in the Inclusive Classroom .....	3
SPC 570	Language, Literacy and Learning in a Diverse Society .....	3
SPC 575	Practicum.....	1
SPC 580	Collaboration with School, Home and Community .....	3
SPC 582	The Universally Designed Inclusive Classroom.....	3
CIEE 512	Reading, Language Arts and Literature in.....	3
	Inclusive and Non-inclusive Classrooms	
CIEE 513	Mathematics Methods and Assessments for.....	2
	Teaching K-5	
CIEE 514	Teaching Strategies in Social Studies and.....	3
	Global Issues	
CIEE 517	Practicum and Seminar .....	1
CIEE 519	Science Methods and Assessments for Teaching K-5.....	2
EDUC 514	Student Teaching Internship and Seminar .....	10

Note: Field experiences **MUST** be applied for one year in advance. Applications, which include biographical data forms, are available to download from the Office of Field Experiences Web page.

## Courses

Unless otherwise noted, all courses are 3 credits.

### SPC 555 Educational Foundations in a Diverse Society

This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others, that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics, and the ways they can facilitate or impede student learning. This course is for post-baccalaureate students seeking initial certification K-5, and endorsement in special education.

### SPC 560 Understanding School-Based Assessment of Diverse Learners

This course provides a comprehensive foundation to understand the integral relationships between formal and informal assessment, emphasizing the use of standards-based high stakes assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. Teacher candidates review concepts of formal and informal assessment, validity, reliability and standardization, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues, e.g., confidentiality of information, with

special attention to test bias and the use of inappropriate assessments for particular populations, are discussed. Attention is given to interpreting the content of student's school files—specifically quantitative and qualitative information—with a focus on statistics used to report educational assessments, e.g., percentiles and stanines. Emphasis is placed on selecting or devising, administering, and scoring relevant assessments and other teacher-made informal/authentic measures. Enhanced decision making on the part of the practitioner in the area of assessment is the focus of the course.

#### **SPC 562 Standards-Based Instructional Management**

Introduces teacher candidates to the multiple facets of managing instruction for learners across the range of ability and cultural and linguistic background. Teacher candidates develop long- and short-term instructional plans based upon the New Jersey's Core Curriculum Content Standards (NJ CCCS) and the general education elementary curriculum and standards. The Individualized Education Plan (IEP) goals, objectives, and supplementary aids and services are emphasized for students with disabilities. Lesson and unit planning is stressed with the utilization of action research to design and implement adaptations to: instruction, materials, assessment and learning activities. The content area focus will also include instruction across the arts and physical education. Creating and organizing shared classroom environments that facilitate learning and collaboration with colleagues and parents in all instructional settings is highlighted.

#### **SPC 564 Managing Challenging Behaviors in Diverse Settings**

Focuses on creating classroom environments that foster learning, safety, positive social interactions, and acceptance of diversity consistent with the career education and consumer, family, and life skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern student behavior during instruction and transition. The needs of children whose behaviors are harmful to themselves or to others, or who seriously disrupt learning, are addressed through individualized interventions, e.g., functional behavioral assessments and behavior intervention plans. Observation and recording measures to assess and analyze the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies to promote self-management that can be generalized to all settings.

#### **SPC 566 Assistive Technologies in the Inclusive Classroom**

This is an introductory course in the implementation of universal design and assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies, modifications, and technologies can improve the learning environment for all learners. Variables such as classroom design, academic and cognitive abilities, physical capabilities, social, cultural race, ethnicity, sexual orientation, gender, age, and language will be explored when designing a technological environment to enhance students academic achievement. Teacher candidates will examine various hardware and software programs that support access to the general education curriculum.

#### **SPC 570 Language, Literacy and Learning in a Diverse Society**

This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for diverse students using learner characteristics as the basis to explore current theories and research. Teacher candidates are taught to form classroom learning communities by creating educational environments and experiences that foster literacy and learning for all children in inclusive settings, and by incorporating materials that reflect a rich multicultural focus in instruction. Using the NJ CCCS language arts literacy standards, teacher candidates develop skills applying listening, viewing, speaking, reading, writing, and spelling assessments and instructional interventions. School file analysis is undertaken to determine further assessment objectives, and to plan integrated instruction that accords with learners' needs. Instructional adaptations and modifications for learners with special needs are addressed in detail. Current technologies are examined that assist all learners to access the general education curriculum as they develop literacy skills. A videotaped lesson demonstrating application of literacy principles and used as an instructional tool, is required; importantly, candidates must obtain prior administrative and parental permission.

#### **SPC 575 Practicum**

This course provides students with a closely supervised opportunity to integrate special education theory and application in a classroom environment. Emphasis is placed on practical classroom procedures and student participation in this area of specialization.

#### **SPC 580 Collaboration with School, Home, and Community**

This course examines political, economic, and cultural beliefs toward school and schooling for individuals from diverse backgrounds, focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustment and quality of life. Positive communication models are discussed to promote collaboration between home, school, community, and agencies. Life span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student-centered transition planning, are presented. Alternative perspectives are provided on ways that home, school, community and agencies interact to facilitate learners' transitions from pre-school through school-completion. Candidates learn to access services provided through school, community, state- and federal agencies that contribute to all students' meeting the goals of education.

#### **SPC 582 The Universally Designed Inclusive Classroom**

The purpose of the course is to introduce teacher candidates to practical issues, concerns and trends in Inclusive Education, including Standards-Based Teaching, Universal Design, and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address diverse learners' needs.

**CIEE 512      Reading, Language Arts and Literature in Inclusive and Non-inclusive Classrooms**

This course provides a comprehensive overview of major theories and instructional approaches related to: (1) the understanding of language and literacy development; and, (2) the teaching of literacy to children in inclusive and non-inclusive elementary classrooms. To achieve this goal, students will be expected to actively apply theories to classroom practice in their field experience. They will also be expected to critically examine and reflect on ways in which teachers can provide the environment and experiences needed to promote literacy development and learning of diverse children in inclusive and non-inclusive classrooms. Part of the course requirement is a ten-hour supervised field experience.

**CIEE 513      Mathematics Methods and Assessments for Teaching**

The purpose of this course is to develop pre-service teachers' competence in planning, conducting, and assessing mathematics learning experiences with children from kindergarten through fifth grade. The content of the course is based on the New Jersey Core Curriculum Content Standards in Mathematics (NJCCCS, 2004), Principles and Standards for School Mathematics, developed by the National Council of Teachers of Mathematics, and performance expectations for K-5 students on statewide and other standardized assessments. This course is part of the practicum semester package and is coordinated with a field experience in which students apply their learning in a K-5 classroom.

Prerequisite: CIEE 511  
2 credits

**CIEE 514      Teaching Strategies in Social Studies and Global Issues**

This course examines methods and materials for teaching grade K-5 social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science, and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the diversity and unity of peoples and their societies worldwide. The course emphasizes methods of teaching democratic and multicultural values, cooperative interaction and personal social responsibility. The course also explores interdisciplinary connections between social studies and other elementary school subjects such as math, science, language arts, and fine arts.

Prerequisite: CIEE 511

**CIEE 517      Practicum and Seminar**

The practicum is a one-day-a-week, sixteen-week experience. It is designed to provide K-5 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, humanistic, and reflective practices. Students are assisted in identifying and meeting major goals: small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a weekly seminar where they discuss classroom issues and work on reflective statements and artifacts for their e-portfolios. Students are formally observed twice during the semester by a University supervisor who reviews written journals. Advanced application in Office of Field Experiences is required.

Prerequisite: CIEE 511  
1 credit (pass/fail)

**CIEE 519      Science Methods/Assessments for Teaching K-5**

The course develops students' abilities to help elementary children acquire knowledge, skills, and attitudes essential for scientific literacy in a learning environment that is healthy, respectful, supportive, and challenging for all children. Emphasis is placed on using inquiry processes to acquire conceptual understanding of science and its relevance to real life while promoting positive development and growth of children. The course includes the planning of elementary school science curriculum and the use of pedagogy consistent with the nature of science and sensitive to the needs of diverse learners. Course content is based on national and state standards for curriculum and teaching. Curriculum coherence is emphasized through the mapping of science concepts and skills.

Prerequisite: CIEE 511  
2 credits

**EDUC 514      Post-Baccalaureate Teaching Internship/Seminar for Dual Licensure K-5 and Special Education Internship**

Students are assigned to an approved special education setting for eight weeks full-time, and a general education setting for an equal amount of time (7 hours x 5 days x 8 weeks x 2 settings = 560 hours). In each teaching environment, the teacher candidate serves successively as aide, associate, and teacher, concluding with at least one month where he/she assumes full responsibility for the classroom. This capstone professional experience allows teacher candidates to capitalize on their program of study by demonstrating competence in areas expected of individuals prepared for endorsement in special education and K-5 education.

**Seminar:** A co-requisite seminar to the Senior Teaching Internship experience meets regularly as a forum where students discuss and reflect on their experiences in a safe space where they can air politically and/or professionally sensitive issues.

## School Nurse

**Program Director:** Professor Joanna Hayden, Chair,  
Department of Public Health, Hunziker Wing 149;  
973.720.3478; haydenj@wpunj.edu

### The Program

The school nurse certification program is a post-baccalaureate nondegree program offered jointly by the Departments of Public Health and Nursing. The curriculum content of this program is comparable to graduate level study. The program consists of two tracks, non-instructional and instructional.

Upon completion of the non-instructional track, a standard educational services certificate with school nurse/non-instructional endorsement is granted by the New Jersey Department of Education. This authorizes the holder to perform nursing services in public school grades preschool through 12. This endorsement *does not* authorize the holder to teach in areas related to health.

Upon completion of the instructional track, a standard educational services certificate with school nurse endorsement is granted by the New Jersey Department of Education. The school nurse endorsement authorizes the holder to perform nursing services *and* to teach in areas related to health in public schools in grades preschool through 12.

### Admission Requirements

1. Professional nurse licensure (RN) in the state of New Jersey.
2. Completed bachelor's degree in nursing, public health, community health, health education, or a related field.
3. Undergraduate GPA of 2.75 or greater.

### Non-Instructional Track: School Nurse Certification

The total number of credits required for non-instructional school nurse certification is 27 (12 credits of program requirements and 15 credits of exit requirements). Program requirements must be taken at William Paterson University. Exit requirements may be taken at other institutions or may have been taken previously as part of another academic program. Applications will be evaluated regarding these requirements. A minimum GPA of 3.0 is required to remain in the program.

#### Program Requirements

NUR 550	School Nursing I
NUR 551	School Nursing II
EDLP 617	Legal Issues for School Nurses
PBHL 505	Cultural Dimensions of Health

#### Exit Requirements

NUR 410	Community Systems
PSY 210	Developmental Psychology
or	
PSY 344	The School Years
PBHL 430	Counseling Skills for Health Professionals
SPC 555	Foundations of Education in a Diverse Society
PBHL 215	Drugs and Health

### Instructional School Nurse Certification

The total number of credits required for instructional school nurse certification is 36 (21 credits of program requirements and 15 credits of exit requirements). Program requirements must be taken at William Paterson University. Exit requirements may be taken at other institutions or may have been taken as part of another academic program. Applications are evaluated regarding these requirements. A minimum 3.0 GPA is required to remain in the program.

#### Program Requirements

NUR 550	School Nursing I
NUR 551	School Nursing II
EDLP 617	Legal Issues for School Nurses
PBHL 452	Methods, Curriculum, and Theory in School Health Education
PBHL 505	Cultural Dimensions of Health
NUR 552	School Nurse Student Teaching Practica (6 credits)
or	
NUR 553*	School Nurse Student Teaching Inservice A (3 credits)
NUR 554*	School Nurse Student Teaching Inservice B (3 credits)

\*NUR553 and NUR554 is a two-semester option open **only** to students employed as school nurses under emergency certification.

#### Exit Requirements

NUR 410	Community Systems
PSY 210	Developmental Psychology
PSY 344	The School Years
PBHL 430	Counseling Skills for Health Professionals
SPC 555	Foundations of Education in a Diverse Society
PBHL 215	Drugs and Health

## Courses

### NUR 410 Community Systems

Focuses on the role of the community as it relates to the health status of individuals, families, and groups. Community behavior as well as the sociopolitical dynamics of health/illness care are explored.

### NUR 550 School Nursing I

This course presents the organization and administration of school health services. The responsibilities of the nurse regarding assessment and referral of children and adolescents with health problems and concerns will be explored, with an emphasis on primary preventative services. The position and role of the school nurse in the educational system will be identified. A one day observational experience in the school setting and attendance at a county school nurse meeting will be required for this course.

### NUR 551 School Nursing II

This course discusses the implementation of the nursing process when caring for children and adolescents with acute and chronic illnesses. Tertiary interventions are defined. The legal aspects, dynamics of the family system, and financial situations are integrated into the plan of care for the student in the school setting. Factors that impede the educational progress of student,

specifically, mental health issues, and current social issues such as: substance abuse and violence will be addressed. A one day observational experience in the school setting will be required for this course.

**NUR 552 School Nurse Student Teaching Practica**

This course is a one-semester, sixteen-week, 288-hour field experience required for a standard educational services certificate with school nurse endorsement. Half of the hours are to be completed in the nurses office with a cooperating certified school nurse, and half in the classroom with a cooperating certified health educator under the supervision of William Paterson faculty. This experience provides the student an opportunity to implement school health services and to teach in the classroom. Students meet in seminar sessions with faculty throughout the semester.

**NUR 553 School Nurse Student Teaching Inservice A**

This is one-semester, sixteen-week, 144-hour, two-semester (thirty-two-week, 288-hour) field experience required for a standard educational services certificate with school nurse endorsement. Half of the hours are to be completed in the nurse's office with a cooperating certified school nurse, and half in the classroom with a cooperating certified health educator under the supervision of William Paterson faculty. This experience provides the student an opportunity to implement school health services and to teach in the classroom. Students meet in seminar sessions with faculty throughout the semester. (Only open to students employed as noninstructional school nurses with emergency noninstructional school nurse certification.)

**NUR 554 School Nurse Student Teaching Inservice B**

This is one-semester, sixteen-week, 144-hour, two-semester (thirty-two-week, 288-hour) experience required for a standard educational services certificate with school nurse endorsement. Half of the hours are to be completed in the nurses office with a cooperating certified school nurse, and half in the classroom with a cooperating certified health educator under the supervision of William Paterson faculty. This experience provides the student an opportunity to implement school health services and to teach in the classroom. Students meet in seminar sessions with faculty throughout the semester. (Only open to students employed as noninstructional school nurses with emergency noninstructional school nurse certification.)

**PSY 210 Developmental Psychology**

Covering the development of the individual through the lifespan, this course gives special attention to early childhood. Theories of such seminal workers as Erikson and Piaget are considered along with their practical applications.

**PSY 344 The School Years**

This course focuses on normal human development from six to twelve years of age. An in-depth analysis of the main areas of development, including the physical, intellectual, social, and emotional, is conducted. The course also discusses the applied implications of these developments for parenting, education, and therapeutic work for children of this age period.

**PBHL 215 Drugs and Health**

This course presents an overview of the field of substance abuse and addiction from a bio-psycho-social perspective. Students examine the dynamics of dependency, co-dependency, pharmacology, intervention and treatment modalities, prevention strategies, and community services. Skills will be developed for assessment, counseling, program development, and referral.

**PBHL 430 Counseling Skills for Health Professionals**

This course is designed to provide students with the information and skills necessary to conduct one-on-one health education interventions in a variety of settings.

**PBHL 452 Method, Curriculum and Theory in School Health**

This course is designed to provide the student with the skills, knowledge, and philosophy necessary to become a successful school health educator. Principles and procedures used in teaching, planning, and evaluating the school health program are emphasized.

**PBHL 505 Cultural Dimensions of Health**

This course explores the relationship between culture and health behavior as a means of increasing cultural sensitivity and competence. The impact of cultural and religious beliefs and corresponding health practices on health promotion and disease prevention will be the focus.

**SPC 555 Foundations of Education in a Diverse Society**

Provides an educational knowledge base consisting of philosophical, historical, and legal foundations to educate citizens in a democratic society. National and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. The diversity of abilities, race/ethnicity, gender, socioeconomics, and other factors that influence society's perceptions of the continuum from normalcy to deviance are examined, and learner characteristics in physical, psychological, academic, and socio-behavioral domains are stressed. Particular attention is given to ways in which learner characteristics facilitate or impede the learning process. A twenty-hour unsupervised field experience—engaging with students in an urban classroom setting—is required as part of this course. This is an introductory course to earn dual certification in the special education and general education teacher certification programs.

**EDLP 617 Problems in Practice: Legal Issues for School Nurses**

This graduate course is designed to examine the challenges confronting school nurses within and without the framework of federal and state laws relating to education. The course will examine legal concepts relating to students, staff, the board of education, and the community in the context of the role and responsibilities of school nurses. Specific attention is given to issues such as students and special needs, compulsory education, records, safety, employee rights and benefits, child abuse reporting procedures, and HIPPA. These issues are examined from the perspective of school nurses.

## Subject Field (K-12)

**Graduate Program Director:** Professor Djanna Hill, 1600 Valley Road, Room 4017, 973.720.2120, hilld@wpunj.edu

This program offers a graduate curriculum leading to a New Jersey Certificate of Eligibility with Advanced Standing to teach in one of the following fields: art, biological science, English, French, mathematics, music, physical science, social studies, or Spanish, depending on the student's academic background.

### Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university.
2. Undergraduate cumulative grade point average (GPA) of 2.75 on a 4.00 scale.
3. Completion of an **appropriate academic major** in liberal arts or science.
4. Successfully passing the Praxis exam in the content area in which the candidate will teach.

### Program Requirements

**Requirements may be met by undergraduate courses or by courses on undergraduate transcript.**

1. Nine credits in the behavioral or social sciences (including 6 credits in sociology or anthropology and a 3-credit course in adolescent psychology).
2. Completion of physiology and hygiene requirement.

Candidates must maintain a cumulative GPA of 3.0 on a 4.0 scale in order to remain matriculated in this program.

### Curriculum

#### Required Courses.....30 credits

CISE 505*	Historical and Social Context of American Schooling..	3
CISE 510*	Applications of Psychology for Prospective Teachers .....	3
CISE 512*	Differentiated Instruction.....	2
CISE 514*	Teaching Diverse Learners in Diverse Schools.....	2
CISE 520	Classroom Management .....	3
CIRL 522	Literacy and Technology Across the Curriculum.....	3
CISE 530	Secondary Education Practicum Experience and Seminar.....	1
EDUC 540	Curriculum.....	10

**Choose one of the following subject field specific methods courses:**

CISE 531	Social Studies Methods for Secondary Schools .....	3
CISE 532	Mathematics Methods for Secondary Schools .....	3
CISE 533	Creative Arts Methods in Secondary Schools .....	3
CISE 534	English/Language Arts Methods in Secondary Schools.....	3
CISE 535	Science Methods in Secondary Schools .....	3
CISE 536	World Language Methods in Secondary Schools.....	3

\*K-12 certification courses open to nondegree students. Students may take up to 9 credits as a nondegree student.

An appropriate academic major equals a 30-credit minimum upon entry into the program in an acceptable content area in art, the science, English, mathematics, music, history, or in world languages. In order to complete the certification program in three semesters, students must take all the prescribed courses cited for each semester. The student teaching internship is the capstone experience, which culminates the program. As an entry requirement, students must successfully pass the Praxis II exam in their content area. A 3.0 grade point average should be maintained throughout the program. Students must apply for all field experiences through the Office of Field Experiences and confer with program coordinator prior to application submission.

### Courses

Unless otherwise noted, all courses are 3 credits.

#### CISE 505\* Historical and Social Context of American Schooling

This course is designed to explore the historical, political, and social context of schooling in America. The course will discuss the changing roles of teacher, administrators, and schools. The course will discuss the organization of instruction for all learners, current trends and practices in education, and student populations in various educational settings. This course includes a field component. Students must complete ten hours of observations in a public educational setting.

Prerequisite: SOC 540 or equivalent; co-requisites: CISE 510, CISE 512, CISE 514

#### CISE 510\* Applications of Psychology for Prospective Teachers

This course provides prospective post-baccalaureate teachers with an introduction to educational psychology theories and principles. Emphasis is on applications to educational settings, the adolescent learner, and students with special needs. Prospective teachers reflect on their roles as facilitators of students' learning and social development. Methods for adapting instruction to diverse learners' needs are critically explored. Prospective teachers have opportunities reflect on their roles as facilitators of students' learning and social development through classroom observations in public schools, role playing, and structured discussions.

Co-requisites: CISE 505, CISE 512, CISE 514

#### CISE 512\* Differentiated Instruction

The course is designed for students in the post-baccalaureate certification program in secondary education. The purpose of the course is to introduce students to practical issues, concerns, and trends in differentiated instruction, and to provide students with concrete strategies and teaching methodologies to address the classroom structure in order to meet the needs of all multi-cultural learners in all the content areas.

Co-requisites: CISE 505, CISE 510, CISE 514  
2 credits

**CISE 514\* Teaching Diverse Learners in Diverse Schools**

This course interfaces theory with practice by introducing students to a variety of educational theorists and leaders from traditional and nontraditional schools of thought. This course explores and defines what it means to be a multicultural educator. Theoretical and research information on multiculturalism will be shared along with practical applications. One of the goals of this course is to explore and apply different student learning theories in the field. This course will have a service field component. Students must complete one to one or small group tutorials with William Paterson University undergraduate students.

Co-requisites: CISE 505, CISE 510, CISE 512

2 credits

**CISE 520 Classroom Management**

This graduate level course addresses issues currently affecting secondary learning environments in both regular and special education. The ever shortening attention span of adolescents combined with the increased pressure to meet and maintain academic standards have created unique classroom management challenges. Now more than ever teachers require an understanding of the factors that contribute to a well-organized, peaceful, productive classroom environment. This requires creativity, resourcefulness and reflection on the part of the teacher. Prospective teachers will evaluate the history of classroom management techniques and their own styles and philosophies of classroom management in both a seminar and clinical setting. This course would provide students with classroom management strategies and techniques to facilitate effective teaching and learning.

Prerequisites: CISE 505, CISE 512, CISE 514; co-requisites: CIRL 522, CISE 530; one methods course, CISE 531-536

**CIRL 522 Literacy and Technology Across the Curriculum**

Through theory, new media and technologies, and practical, hands-on experiences, students will gain an understanding of their roles as literacy teachers within their content area specialties. Ways to infuse literacy and technology into instruction, including reading, writing, and viewing, will be explored. Students will learn a wide variety of teaching and learning literacy strategies in the content areas that can be used with adolescent learners and they will select, plan and design materials for content area literacy instruction.

Prerequisites: CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CISE 530; one methods course, CISE 531-536

**CISE 530 Secondary Education Practicum Experience and Seminar**

This course is designed to focus on the practicum (one day a week) field experience. Students are expected initially to observe the classroom and work one-to-one with students, then to work with the classroom teacher and gradually take on whole-class responsibilities. Students are required to develop an interdisciplinary lesson plan, participate in a teacher dispositions self-evaluation, and continue to link e-portfolio artifacts to appropriate standards. Students must take this course concurrently with one of the subject-specific methods courses, CISE 531-536. This course will provide students in the secondary (K-12) education certification program with the knowledge required to translate theories into practice; to reflect upon how past educational practices continue to affect current teaching methods; to effectively manage classrooms; and to select, administer, and assess appropriate evaluation instruments. It is recommended that students take the Praxis exam during this semester.

Prerequisites: CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRL 522; one methods course, CISE 531-536  
\*1 credit

**CISE 531 Social Studies Methods for Secondary Schools**

This course is an introduction for post-baccalaureate students to methods and materials of teaching middle school and high school social studies. The course defines social studies as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science and economics, and which examines social problems over time and in different times and places. Social studies are presented as a means of understanding the unity and diversity of peoples and societies worldwide. In the course, students examine the history of social studies, various opinions of the goals and methods of social studies, and various approaches to planning and teaching lessons.

Prerequisites: CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRL 522, CISE 530

**CISE 532 Mathematics Methods in Secondary Schools**

This course is an introduction for post-baccalaureate students to methods and materials of teaching middle school and high school social studies. The course defines social studies as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science and economics, and which examines social problems over time and in different times and places. Social studies are presented as a means of understanding the unity and diversity of peoples and societies worldwide. In the course, students examine the history of social studies, various opinions of the goals and methods of social studies, and various approaches to planning and teaching lessons.

Prerequisites: CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRL 522, CISE 530

**CISE 533 Creative Arts Methods in Secondary Schools**

This course is designed to further teachers of creative and visual arts. The course is established to provide opportunities for college students to understand teaching and learning obligations of K-12 educational environments, to provide teaching skills in the area of the arts, to develop instructional platform skills, to prepare for assignments as student interns, as classroom teachers, and ultimately for leadership roles in art education.

Prerequisites: CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRE 522, CISE 530

**CISE 534 English/Language Arts Methods in Secondary Schools**

This course focuses on the preparation of teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory. Instructional engagements are intended to develop within preservice teachers the dispositions and capacities necessary to teach a variety of discourses including thinking, feeling, acting, believing, valuing, reading, writing, speaking, and listening. Current issues and trends in teaching the English language arts in middle and secondary schools and national and regional standards are addressed.

Prerequisites: CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRE 522, CISE 530

**CISE 535 Science Methods in Secondary Schools**

The emerging professional will organize experiences that include inquiry processes and knowledge construction fundamental to learning science. Developing concepts through concrete experience, and appreciation for relationships among science, technology, and society, and issues of equity and diversity are stressed. Students are required to demonstrate competence in planning and applying learning cycles, authentic assessment, thematic integration, the use of technology to teach and assess resources, and the maintenance of a safe, effective classroom. Focus is on the middle and high school years with attention to formal and informal science education throughout life. Curriculum coherence across the grades will be emphasized with references to elementary science experiences on which the middle school curriculum builds. Emerging professionals will be prepared to enter a community of collaborators (science teachers, scientists, university science educators, parents, and community members).

Prerequisites: SOC 540, CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRE 522, CISE 530

**CISE 536 World Language Methods in Secondary Schools**

This course is designed to inform subject field K-12 preservice teachers of current theories and practices of teaching a world language in secondary schools. Students will gain in-depth pedagogical knowledge and understanding of language acquisition and literacy development in a second language. Specifically, students will apply their theoretical understanding and pedagogical knowledge to classroom situations. They will analyze and critique curricula, engaging in inquiry driven discussions about theory and methodology and plan innovative instruction.

Prerequisites: SOC 540, CISE 505, CISE 510, CISE 512, CISE 514; co-requisites: CISE 520, CIRE 522, CISE 530

**EDUC 540 Student Teaching Internship**

This five-days-per-week seminar is designed to apply learning about professional knowledge, humanistic practices, and reflective thinking to classroom situations on a fulltime basis for one semester. Students are observed eight times by a University supervisor who regularly reviews student journals. A seminar accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching experience. Students brainstorm solutions to classroom problems. Career development information is also made available (e.g., resume writing, interviewing skills, and organizing credential files). Each student develops an e-portfolio demonstrating his/her teaching abilities.

Prerequisites: Completion of all program courses and practicum 10 credits



# Additional Endorsement and Certification Programs

## Bilingual Education

**Program Director:** Professor Bruce Williams, Atrium 245; 973.720.3654, williamsb@wpunj.edu;  
Web site: [www.wpunj.edu/cohss/language/gradprgs.htm](http://www.wpunj.edu/cohss/language/gradprgs.htm)

This program is designed for certified teachers who desire an endorsement to teach in a bilingual-bicultural program.

### Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A standard New Jersey teaching certificate or a Certificate of Eligibility with Advanced Standing in a content area;
3. An overall undergraduate grade point average of at least 2.75 on a 4.00 scale.

### Program Requirements

#### Language Proficiency Tests

Passing scores on the Language Proficiency Tests in English and the language of instruction are required in order for students to receive their endorsement certification from the State of New Jersey. Please contact the program director for procedures.

### Curriculum

#### Required Courses..... 18 credits\*

TBED 540	History and Cultural Roots of Bilinguals in the U.S.A. ....	3
TBED 542	Multiculturalism and Acculturation .....	3
TBED 641	Methods and Materials in Teaching English to Speakers of Other Languages.....	3
TBED 642	Contrastive Linguistics.....	3
TBED 645	Content Areas in Bilingual Education.....	3
TBED 660	Field Research Internship in Bilingual/Bicultural Education.....	3

\*The number of credits and the courses required for the bilingual certification may be subject to change.

### Courses

Unless otherwise noted, all courses are 3 credits.

#### TBED 540 History and Cultural Roots of Bilinguals in the United States

Examines the historical and cultural backgrounds of language minority students including those with limited English proficiency. It also examines the history of bilingual education and the status of bilingual legislation in the United States. The rationale for bilingual education and various types of bilingual/ESL programs are explored.

#### TBED 542 Multiculturalism and Acculturation

Examines the social and psychological factors affecting students of diverse backgrounds in American schools. The course is designed to sensitize teachers to their students' personal adjustment to a new environment, and how this reorientation affects their acculturation and motivation to learn.

#### TBED 641 Methods and Materials in Teaching English to Speakers of Other Languages

This course examines the theoretical and practical issues involved in selecting appropriate methods and materials in TESOL. The course also examines current materials to determine content validity, format features, and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices.

#### TBED 642 Contrastive Linguistics

Designed to introduce bilingual teachers to language forms and functions as a method of scientific investigation into the interaction between language and behavior of bilingual speakers. The course covers the basic techniques for analyzing phonological and grammatical structures of English and the methods for comparing and contrasting English and the native language of Limited English Proficient (LEP) students. (Consult program director before registering for this course.)

#### TBED 645 Content Areas in Bilingual Education

Designed to integrate basic theory and practice of reading and language arts with teaching strategies specifically geared to the needs of language minority students. Examines the rationale for native language literacy instruction and the concept of transfer of reading skills across languages. It also explores effective strategies for teaching other academic contents through the native target languages. Materials and assessment procedures are also discussed.

#### TBED 660 Field Research/Internship in Bilingual/Bicultural Education

This course is designed to complement the teaching experiences of students by providing them with unique competencies demanded of the teacher of bilingual/bicultural education. Students acquire the necessary skills and knowledge base to function in a bilingual educational setting on an elementary or secondary level.

## Early Childhood Education (P-3)

### Specialized Alternate Route Program Preschool through Grade 3 (P-3)

**Graduate Program Director:** Holly Seplocha 1600 Valley Road, Room 4103; 973.720.2310; seplochah@wpunj.edu

This is a “Specialized Alternate Route” program. As such, the University does not recommend your certification, and simply taking courses in the program will not grant you certification. Alternate-route certification involves taking and passing the required Praxis II test for P-3 certification, obtaining a Certificate of Eligibility (CE) for P-3, your district/school enrolling you in the provisional teacher program and providing you with a mentor and supervisor and completing the required course program. You are recommended for certification by the district/school upon successful completion of mentoring, district- or school-required evaluations, and the completion of the Specialized Alternate Route course program.

#### General Information

1. All courses are offered in the evening or on Saturdays.
2. Most students complete the courses in one year, taking one course in the summer and two courses plus practicum during fall and spring semesters.
3. Students must take and pass Praxis II, Early Childhood Content Knowledge; hold a CE to take practicum/seminar credits; and be employed as a teacher (students may begin coursework while they are awaiting their CE, however).
4. All courses except the practicum/seminar are part of the 33-credit M.Ed. program in early childhood education. Students who wish to continue to complete their master’s degree, can apply to graduate admissions at the end of P-3 coursework. If accepted in to the master’s program, students can apply the P-3 coursework credits to the master’s program with an early childhood concentration.

#### Candidate Eligibility

Candidates apply to the New Jersey Department of Education (NJDOE) for a Certificate of Eligibility (CE) for P-3. Effective September 2009, NJDOE also requires completion of a twenty-four-hour, specialized P-3 training program, prior to issuing a CE. When the twenty-four-hour training program is successfully completed for 1.5 credits, 1 credit of CIEC 501 will be waived. With your passing Praxis scores, verification letter of the twenty-four-hour specialized training and upon review of your undergraduate transcripts, DOE will issue you a CE (in two to four months) if you meet the GPA requirements and have an academic/science major and pass the appropriate test as required by the state. The CE allows you to seek employment with a public school or approved nonpublic school. When

the certificate holder accepts an offer of employment, the district/school must register the employment to the Office of Professional Development (609.984.6377) and request issuance of a provisional license. This one-year license allows the holder to begin working in the classroom and legalizes employment. It signifies that the applicant holds a CE and has accepted an offer of employment. In addition, it signifies that the employing school district or approved nonpublic school has registered the applicant in the Provisional Teacher Program and agreed to provide the required support and supervision.

**Special Note:** While some nonpublic schools or child development centers will employ you without a CE in hand, you must have a CE in order to complete the specialized alternate route courses and the provisional teacher mentoring and evaluation.

#### Application Process

Apply through William Paterson University’s Office of Graduate Admissions and Enrollment Services for admission.

#### Admission to the Program

The requirements for admission are:

1. A bachelor’s degree from an accredited college or university.
2. An appropriate academic major in either liberal arts or a science program.
3. A cumulative undergraduate grade point average of 2.75 on a 4.00 scale.
4. Verification of employment as a P-3 teacher or a letter of a promise of employment with a start date within the first semester of classes. [You must be employed full time as a teacher in order to continue into the second academic semester.]

Note: two and three may be waived if the student holds a NJ-DOE Certificate of Eligibility for P-3.

#### Curriculum

##### Program requirements..... 17 credits

CIEC 501	Practicum and Seminar for Modified Alternate Route Certification .....	2
CISE 602	Curriculum Development and Classroom Management in Early Childhood .....	3
CIEC 611	Parenting and Parent Involvement in School and Community.....	3
CIEC 618	Language Development and Emergent Literacy .....	3
CIEC 635	Creativity and Play .....	3
CIEC 636	Foundations in ECE: Environments and Authentic Assessment .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### **CIEC 602 Curriculum Development and Classroom Management in Early Childhood Education**

This course examines the current literature on developmentally appropriate curriculum and classroom management.

Integrated curriculum is designed utilizing models created by recognized scholars and educators, emphasizing active student participation, high level thinking and cooperative learning. Curriculum is constructed by utilizing children's literature, concrete and semi-concrete abstract representations, objects and pictures. The course also examines how to increase student motivation, create a developmentally appropriate discipline plan and use "authentic" assessment techniques.

### **CIEC 618 Language Development and Emergent Literacy**

The natural development of language in early childhood (birth to age 8) is examined as part of the reading/literacy program of the preschool and primary grade child. Emergent literacy is studied from the perspective of the whole child including the child's physical, cognitive, social, and emotional domains as well as cultural and linguistic backgrounds. Explorations of current research, theory, strategies, and resources will enable graduate students to understand and design literacy activities and environments. Emphasis is on the integration of all the language arts: listening, speaking, reading, writing, and viewing and media literacy. Topics explored include constructing meaning; the social context of literacy learning; stages of language and literacy development; complexity of language; family involvement; cultural and linguistic differences; creating environments for supporting literacy development; English language learners; integrating play, active learning, language, and literacy; performance-based assessments; and adaptations for special needs children. Learning and teaching theories will be integrated with practical applications.

### **CIEC 611 Parenting and Parent Involvement in School and Community**

This course reviews the literature on parent-child relationships and parent involvement in pre- and public school (K-3) classrooms. The course examines parenting from the humanistic, behavioral, social and developmental perspectives. Issues related to preschool, elementary and teenage children are studied along with related topics such as temperament, discipline, stress, self-esteem and school readiness. Techniques for involving parents in the school and communicating through parent-teacher conferences are also examined through lecture, discussion, and video tapes.

### **CIEC 635 Creativity and Play in Early Childhood**

Creativity and play are examined with emphasis on their relationship to the development and education of young children. Theory and current research will be discussed, as well as active exploration of the ways in which these processes can be used to develop creative learning experiences. Hands-on activities, analysis of current research and case studies, and individual and group projects will be included. Specific topics will include art, music and movement, creative drama, room arrangement and the environment, open-ended play materials, divergent thinking, play and literacy development, observation, and assessment.

### **CIEC 636 Foundations In ECE: Environments and Authentic Assessments**

This course focuses on preparing and maintaining the early childhood learning environment. Arranging space and materials, ensuring safety and health, and scheduling and organization of time within the context of developmentally appropriate curriculum are the components of the classroom climate. Students will explore ways in which to ensure that the environment reflects and supports the child's home environment, diversity, languages spoken, special needs, constructivism, cooperative learning, emergent literacy, play, and various learning styles. Students will examine strategies for enhancing social and emotional development in a psychologically supportive environment. Additionally, students will examine formal and informal tools for observing and assessing children's learning and development.

### **CIEC 501 Practicum and Seminar for Modified Alternate Route Certification**

The graduate practicum and seminar for P-3 alternate route certification students is designed to apply professional knowledge, developmentally appropriate and humanistic practices, and reflective thinking to their P-3 classroom at their place of employment for two academic semesters. Students are observed a minimum of two times each semester by a University supervisor who regularly reviews student journals. A seminar accompanies the practicum and meets for a minimum of eight hours over the course of four seminars during the year (two-per-semester). The seminar provides a basis for discussion and reflection upon teaching experiences and coursework. Each student will develop a portfolio demonstrating his/her teaching ability.

1 credit (taken twice)

# English as a Second Language

**Program Director:** Professor Bruce Williams, Atrium 245; 973.720.3654, williamsb@wpunj.edu;

This program is designed for certified teachers seeking an endorsement as a teacher of English as a Second Language.

## Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university.
2. A standard New Jersey teaching certificate or a Certificate of Eligibility with Advanced Standing.
3. An overall undergraduate grade point average of at least 2.75 on a 4.00 scale.

## Program Requirements

### Language Proficiency Tests

Passing scores on the Language Proficiency Tests in English and the language of instruction are required in order for students to receive their endorsement certification from the state of New Jersey. Please contact the program director for procedures.

## Curriculum

<b>Required Courses.....</b>	<b>21 credits*</b>
TBED 539 General Linguistics .....	3
TBED 542 Multiculturalism and Acculturation .....	3
TBED 607 Applied Linguistics: Second Language Acquisition.....	3
TBED 640 Content Area Instruction and Assessment in English as a Second Language .....	3
TBED 641 Methods and Materials in Teaching English to Speakers of Other Languages.....	3
TBED 643 Structure of American English.....	3
TBED 661 Field Research: Internship in Teaching English as a Second Language .....	3

\* The number of credits and the courses required for the ESL certification may be subject to change.

## Courses

Unless otherwise noted, all courses are 3 credits.

### TBED 539 General Linguistics

A study of the nature of language relevant to teachers involved with other languages and cultures. The course covers the basic techniques for analyzing phonological, morphological, syntactic and semantic structures, and language in its social acquisition and writing systems.

### TBED 542 Multiculturalism and Acculturation

Examines the social and psychological factors affecting students of diverse backgrounds in American schools. The course is designed to sensitize teachers to their students' personal adjustment to a new environment and to how this reorientation affects their acculturation and motivation to learn.

### TBED 607 Applied Linguistics: Second Language Acquisition

Deals with principles of second/foreign language learning and reviews second language acquisition research. It covers contrastive analysis, language transfer, error analysis, and cognitive and affective variables. The role of the teacher in the acquisition process and different teaching approaches are critically discussed.

Prerequisite: TBED 539

### TBED 640 Content Area Instruction and Assessment in English as a Second Language

This course focuses on designing curriculum that strengthens the teaching of ESL through academic content areas (social studies, science, math, and literature/composition). The course also examines current materials and tests to assess content validity and instructional effectiveness. Students will review, evaluate, design, and develop curriculum that includes approaches, activities, and assessment instruments that promote both subject area knowledge and language acquisition.

### TBED 641 Methods and Materials in Teaching English to Speakers of Other Languages

Examines the theoretical and practical issues involved in selecting appropriate methods, materials, and assessment instruments. The course also examines current materials and tests to assess content validity, format features, and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices.

### TBED 643 Structure of American English

This course examines the theoretical and practical issues involved in selecting appropriate methods and materials in TESOL. The course also examines current materials to determine content validity, format features, and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices.

### TBED 661 Field Research: Internship in Teaching English as a Second Language

The course is designed to complement the teaching experiences of students by providing them with unique competencies demanded of the teacher of ESL. Students acquire the necessary skills and knowledge base to function in an elementary or secondary level ESL educational setting.

## Learning Disabilities Teacher-Consultant

**Graduate Program Coordinator:** Professor Peter Griswold,  
1600 Valley Road, Room 3010; 973.720.3761;  
griswoldp@wpunj.edu

This endorsement program is designed for experienced classroom teachers who hold a teaching certificate and an accredited master's degree. Upon successful completion of the required curriculum, the candidate is eligible for the New Jersey certificate as a Learning Disabilities Teacher-Consultant (LDT-C). This endorsement is not a teaching certification, but a license to serve as the LDT-C on the child-study team in New Jersey schools. LDT-C endorsement candidates must have three years of full-time teaching experience before the New Jersey Department of Education will issue the LDT-C endorsement.

### Admission to the Program

The requirements for admission are:

1. A master's degree from an accredited college or university.
2. A standard New Jersey teaching certificate or a New Jersey Certificate of Eligibility with Advanced Standing.

\*Students *must* consult with their advisor *before* selecting courses in the event of any changes in the program or its course offerings.

## Curriculum

### Program Requirements .....30 credits

#### Foundation Courses

SPED 531	Orientation to Psychological Testing.....	3
SPED 542	Foundations of Learning Disabilities .....	3

#### Specialization Courses

SPED 543	Diagnosis of Learning Disabilities.....	3
SPED 621	Physiological Basis of Learning Disabilities.....	3
SPED 622	Learning Theory and Applications.....	3
SPED 624	Universal Design for LDT-C.....	3
SPED 625	Collaboration Theory and Practice.....	3
SPED 644	Correction of Learning Disabilities.....	3
SPED 657	Seminar in Clinical Applications to Learning Disabilities* .....	3

#### Directed Elective (permission of faculty advisor required).....3

1. SPED 542, SPED 621, and SPED 622 are prerequisites for SPED 543.
2. SPED 543 is a prerequisite for SPED 644.
3. SPED 657 is taken at a designated location with a 100-hour supervised clinical experience. SPED 657 is taken Summer Session II as pass/fail only. Prerequisites are a total of 24 specialized credits and SPED 542, SPED 543, SPED 622, and SPED 644.

### Teaching Experience

Prior to endorsement, written proof of three years of full-time teaching experience must be provided to the College of Education's Office of Certification.

## Courses

Unless otherwise noted, all courses are 3 credits.

### SPED 531 Orientation to Psychological Testing

Acquaints students with the statistical and measurement concepts of test construction, and the theoretical and practical aspects of psychological testing, with an emphasis upon cognitive assessment. The theory, design, and interpretation of individually-administered measures of intelligence, such as the Wechsler Intelligence Scale for Children-IV (WISC-IV), are reviewed. The uses and limitations of psychological testing are explored with emphasis upon the misuse of tests with students from varying culturally and linguistically diverse backgrounds.

### SPED 542 Foundations of Learning Disabilities

An introduction to the advanced study of disabilities, this course provides a review of the legal and theoretical principles of special education as the foundation for an intensive examination of the special education and related services provided in a continuum of settings for students with social, emotional, physical, and intellectual exceptionalities. The significant role of the LDT-C in the planning and delivery of services to students from diverse cultures is explored. Standards of professional ethics and dispositions are presented. The course includes a field observation.

### SPED 543 Diagnosis of Learning Disabilities

Beginning with an understanding of the nature of learning difficulties as deficits in information processing, this course introduces the theory and application of diagnostic testing of students with disabilities. Through classroom instruction and application of skills in a clinical setting, students become proficient in the administration of technically sound, culturally sensitive, psycho-educational tests and informal measures to determine functioning levels, underlying deficits and learning style in the areas of reading, written language, math and learning abilities. Test selection, administration procedures, interpreting and sharing results orally and in writing, and making recommendations are emphasized. The preparation of an educational evaluation is the capstone project of the course. Prerequisite: SPED 542

### SPED 621 Physiological Basis of Learning Disabilities

This course examines the etiology of specific disabilities through the perspective of neurophysiology. Attention is paid to the basic anatomical structure of the central nervous system, and the relationship of these various structures to perception, motor learning, and higher levels of cognitive functioning. Current research on localizing specific functions within the brain is presented. Students consider how neural malformation, teratogens, neural insult, and other factors affect learning. Health and metabolic disorders which impact learning are studied. Prerequisite: SPED 542

### SPED 622 Learning Theory and Applications

A study of the nature of learning: the major theories of learning and language development and how these theories may be applied to an understanding of the various approaches to educating students with disabilities. Motivational techniques are explored, with emphasis upon the use of incentives, classroom climates that promote learning, and the incorpora-

tion of student interest into learning activities. Assessments and techniques are presented that address the needs of students exhibiting challenging behaviors within the classroom. Students learn to conduct functional behavioral assessment and develop behavioral intervention plans.

Prerequisite: SPED 542

#### **SPED 624 Universal Design for LDT-C**

This course is designed for students in the master's program in learning disabilities. The purpose of the course is to introduce graduates to practical issues, concerns, and trends in Universal Design and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address this classroom structure.

Prerequisite: SPED 542

#### **SPED 625 Collaboration Theory and Practice**

This course explores the methods and challenges of working effectively with others to provide educational services to students with disabilities. The focus is upon communication and cooperation with colleagues, individuals with disabilities, their parents, and community agencies. Understanding the needs and aspirations of families, including those from linguistically and culturally diverse backgrounds, is emphasized as are facilitating in-class support in the inclusive classroom, building productive consultative relationships with professional staff, and coordinating the transition from preschool to kindergarten and from secondary to post-secondary settings. The appropriate techniques and dispositions for participation in multi-disciplinary team staffings are presented. Special education code pertaining to CST functioning is reviewed, followed by an introduction to the process of IEP development.

Prerequisite: SPED 542

#### **SPED 644 Correction of Learning Disabilities**

Research-based methods for the correction of deficits in reading, writing, math, and study skills are presented in the classroom and practiced in the clinic. Students use informal assessment and diagnostic findings to develop and teach lessons aligned with the NJ Core Curriculum Content Standards to children and adolescents in a clinical setting. The emphasis is upon the generalization and maintenance of skills to school settings.

Prerequisite: SPED 543

#### **SPED 657 Seminar in Clinical Application to Learning Disabilities**

This 100-hour summer internship in a school or clinical setting consists of a supervised field experience in the daily functions of the LDT-C in the public schools in conjunction with a weekly seminar. The internship is designed to provide opportunities for the assessment, diagnosis, and remediation of students with disabilities, and participation in case managing, consultation, team staffings, and IEP development. Students work under the direction of a cooperating LDT-C and are evaluated by William Paterson faculty.

Prerequisites: SPED 542, SPED 543, SPED 622, and SPED 644

#### **SPED 700 Independent Study**

Processed and approved as depicted under Independent Study in this catalog.

\*Permission of the faculty advisor is required

1-6 credits

## **Mathematics Endorsement Program (MAEN)**

**Coordinator:** Professor Diana Kalish; Science Hall 359; 973.720.2376; kalishd@wpunj.edu

The goal of the mathematics endorsement (MAEN) program is to prepare prospective teachers—as well as teachers who are certified in other areas and already in possession of a teaching certificate—to obtain K-12 mathematics certification. The program is designed to provide teachers with the necessary knowledge and skills to pass both the middle school-level and the high school-level Praxis (the New Jersey certification exam).

The objectives of the program are:

1. To enable teachers to incorporate the National Council of Teachers of Mathematics (NCTM) standards in teaching and learning mathematics.
2. To provide teachers with the ability to formulate mathematical models of both real-world applications and mathematical applications.
3. To provide teachers with the technical skills necessary to employ graphing calculators and computers in order to enrich and deepen their own, as well as their students', understanding of mathematical concepts and applications.
4. To provide teachers with the confidence and skills that will enable them to become effective teachers of mathematics.

### **Admission to Program**

Requirements for admission\* are:

1. A bachelor's degree from an accredited college or university;
2. A standard New Jersey teaching certificate or a Certificate of Eligibility with Advanced Standing;
3. An overall undergraduate grade point average of at least 2.75 on a 4.00 scale.\*\*

\* Please contact Dr. Diane Kalish to discuss alternate options for admission.

\*\*Alternate requirement for those candidates whose undergraduate GPA is below 2.75. Candidates must take three mathematics endorsement courses (9 credit hours) as a non-matriculated student. If they acquire a 3.0 or better cumulative GPA in these three courses, then they can be matriculated into the program.

### **Exit Requirements**

In order to apply for the K-12 endorsement certificate in the MAEN program *through* William Paterson University, candidates must complete 30 credits in the mathematics endorsement program with a cumulative GPA of 3.0 or better, and must pass the K-12 New Jersey PRAXIS exam.

## Curriculum

### Program Requirements .....30 credits

MAEN 500	Algebra in Middle School Mathematics .....	3
MAEN 501	Math Modeling in Middle School Mathematics .....	3
MAEN 502	Algebra and Applications .....	3
MAEN 503	Mathematical Problem Solving .....	3
MAEN 504	Geometry and Applications.....	3
MAEN 505	Statistics and Applications.....	3
MAEN 506	Elementary Function Theory .....	3
MAEN 507	Calculus with Applications I.....	3
MAEN 510	Calculus with Applications II.....	3
MAEN 511	Topics in Discrete Mathematics.....	3

## Courses

Each of the courses listed below uses appropriate technology to allow learners to discover knowledge dynamically, and emphasizes the NCTM standards of problem solving as a means as well as a goal. Importance is placed on communication of ideas through various means, and interrelatedness of math applications, as well as the special NCTM standards for a particular content. All courses are 3 credits, unless otherwise noted.

### MAEN 500 Algebra in Middle School Mathematics

This course provides an introduction to the basic concepts of algebra using real life and real data applications. Topics include real number system, solving algebraic equations and inequalities, polynomials, exponents, radicals, and rational expressions with applications to the above.

### MAEN 501 Math Modeling in Middle School Mathematics

This course is a continuation of MAEN 500. This course deepens and extends the student's understanding of algebraic concepts. The course is based largely on the use of graphing calculators to model real world situations. Topics include modeling using linear, quadratic, exponential, logarithmic, and polynomial functions, and difference equations.

Prerequisite: MAEN 500

### MAEN 502 Algebra and Applications

This course provides a solid foundation in algebra, broadening the concepts studied in MAEN 500. Applications are considered that deepen the student's understanding of the concepts, while graphing calculators are used to visually illustrate algebraic formulations. Topics include equations and inequalities in three variables, transforming functions, the factor and remainder theorems, matrices with applications, and conic sections.

Prerequisite: MAEN 500

### MAEN 503 Mathematical Problem Solving

Introduces the various fields of mathematics through problem solving and applications. Topics include numerical patterns, sets, logic, inductive reasoning, network theory, modeling, number theory, numeration systems, real number system, modular arithmetic, counting techniques, and an introduction to probability. Technology is used throughout the course.

Prerequisite: MAEN 500

### MAEN 504 Geometry and Applications

A review of the fundamental concepts of Euclidean geometry with applications, and an introduction to transformational and non-Euclidean geometry. Topics include congruence, similarity, constructions, and axiomatic systems. Geometer's Sketchpad computer software will be used for exploration and investigation.

Prerequisite: MAEN 500

### MAEN 505 Introduction to Probability and Statistics with Applications

This course introduces topics in probability and statistical concepts using technological tools such as the TI 83+ graphing calculator and/or Excel. Topics include probability; descriptive and inferential statistics; measures of center, variation, and positions; probability distributions; hypothesis testing; confidence intervals; and regression and correlation.

Prerequisite: MAEN 502

### MAEN 506 Elementary Function Theory

This course presents an introduction to the theory of exponential, logarithmic, and trigonometric functions with graphical analysis and applications. Other topics include Binomial theorem and DeMoivre's theorem. A graphing calculator is used throughout the course to explore these functions and their applications.

Prerequisite: MAEN 502

### MAEN 507 Calculus with Applications I

This differential calculus course is designed to introduce the MAEN student to the concepts and techniques of elementary calculus. Topics include limits and continuity, differentiation, antidifferentiation, Rolle's theorem, the Mean Value theorem, L'Hopital's rule, and applications to differentiation.

Prerequisite: MAEN 506

### MAEN 510 Calculus with Applications II

This integral calculus course is designed to continue the study calculus in the following areas: integration of algebraic, logarithmic, exponential, and other transcendental functions; differential equations; applications of integration; integration techniques, L'Hôpital's rule, and improper integrals.

### MAEN 511 Topics in Discrete Mathematics

This course provides an introduction to the basic concepts of discrete mathematics. Topics include logic, proofs, functions, relations, number theory, algebra, and graph theory.

## Middle School Mathematics (5-8)

**Graduate Program Director:** Professor Rochelle Goldberg Kaplan, 1600 Valley Road, Room 4083; 973.720.2598; kaplanr@wpunj.edu

The Teaching Children Mathematics concentration of the M.Ed. in education program includes an option for endorsement in middle school mathematics (5-8). Candidates must successfully complete the full Teaching Children Mathematics concentration, including specific courses for teaching grades 5-8, and pass the appropriate PRAXIS exam in order to be recommended to the state for endorsement.

## Principal Licensure Programs

**Graduate Program Advisor:** Professor Kevin J. Walsh, 1600 Valley Road, Room 4087/4089; 973.720.2130/3136; walshk@wpunj.edu

For more information, see page 66.

## Reading Specialist

**Graduate Program Director:** Professor Geraldine Mongillo, 1600 Valley Rd., Room 4082, 973.720.3179; mongillo@wpunj.edu

This program is designed for experienced and certified teachers who hold a master's degree from an accredited institution. Upon successful completion of the curriculum, the student is eligible for New Jersey certification as a reading specialist.

### Admission to the Program

Program requirements for admission are:

1. A master's degree from an accredited college or university.
2. A standard teaching certificate.
3. Two years of contractual, supervised classroom teaching.

## Curriculum

### Program Requirements .....30 credits

CIRL 601	Theoretical Foundations of Literacy.....	3
CIRL 617	Literacy for Children in the Twenty-first Century .....	3
CIRL 620	Diagnosis of Reading Problems: Practicum .....	3
CIRL 621	Remediation of Reading Problems: Practicum .....	3
CIRL 623	Practicum in Teaching Reading.....	3
CIRL 624	Administration and Supervision of Reading Programs.....	3
CIRL 625	Adolescent and Adult Literacy in the Twenty-first Century.....	3
CIRL 633	Socio-Psycholinguistics and Reading.....	3

### Literature Courses .....3-6 credits

Choose ONE of the following literature courses

CIRL 604	Recent Trends in Children's Literature .....	3
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CIRL 605	Advanced Inquiry into Literature for Children and Youth.....	3
CIRL 626	Literature for Adolescents.....	3
CIRL 635	Folklore.....	3

### Approved Elective Courses

Choose ONE of the approved electives below OR another literature course from above (i.e., CIRL 604, CIRL 605, CIRL 626 or CIRL 635)

CIEC 618	Language Development and Emergent Literacy.....	3
CIEE 604	Writing in the Elementary School .....	3
CIRL 622	Educating the Adult: Basic Reading.....	3
CIRL 634	Teaching Critical Reading in the Content Areas.....	3
SOC 630	Ethnic and Racial Experiences .....	3
CIRL 631	Written Expression with Technology .....	3
SPC 555	Educational Foundations in a Diverse Society .....	3

Other courses may be selected in consultation with the program advisor.

## Courses

Unless otherwise noted, all courses are 3 credits.

### CIEC 618 Language Development and Emergent Literacy

The natural development of language is examined as part of the reading program of the preschool and primary child. The child's physical, intellectual, social, emotional, and experiential background, and his/her relationship to reading readiness are stressed. Exploration of research methodology and resources enable students to evaluate and design readiness and reading programs for inner city, suburban, and rural children.

### CIEE 604 Writing in the Elementary School

The writing process as it is introduced and developed with elementary school children. Explores development of the writing-as-process movement and its relationship to the other language arts. Students learn through practice the types of activities and the organization that characterize a writing-process classroom.

### CIRL 599 Selected Topics

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

Prerequisite: Permission of the chairperson

1-6 credits

### CIRL 601 Theoretical Foundations of Literacy

This course provides a historical perspective on theory and practice in the teaching of reading, as well as a survey of current research, theory, and practice related to reading acquisition and reading processes from the perspective of developmental and cognitive psychology, social constructivism, and linguistic and cultural influences.

### CIRL 604 Recent Trends in Children's Literature

Focuses on current trends and ways to extend literature with children. Opportunities to study child responses and views in relation to particular literary works are provided. Such topics as author, illustrator, and editor roles; child as critic; teaching reading and writing through literature; and multicultural literature are considered.



**CIRL 605      Advanced Inquiry into Literature for Children and Youth**

Investigate literary and content print and non-print media. Considers questions related to materials, language sources, instructional systems, and organizational arrangements appropriate for use in today's classrooms. Special attention is given to the preparation of teacher, parent, and librarian guides to literature; adaptation of materials for children and youth; and analysis of recent research studies.

**CIRL 617      Literacy for Children in the Twenty-first Century**

This online course focuses on a new definition of children's literacy. Through personal and shared inquiry, multiple literacies, including media, intertextual, and visual literacies are examined in the context of children's literacy development, literacy curriculum design and development, state and national standards, current research and theory, and classroom practices and materials. Critical issues including the digital divide, politics and literacy, parents and appropriate technology use, and gender and ethnic issues are explored.

**\*Although this course is taught online, there is one required face-to-face class meeting during the semester.**

**CIRL 620      Diagnosis of Reading Problems: Practicum**

This course will provide the prospective reading specialist with the background, knowledge, strategies, and skills necessary for diagnosing and prescribing for the remediation of problem readers. Basic to any diagnosis are a thorough understanding of students, their individual differences, the reading processes, and the reasons children have problems. Prospective specialists will work with students and develop a case study through interviews, observations, reading and writing samples, and formal and informal measures. All of the above measures will be utilized to obtain an accurate and objective assessment of the client's performance. The information gained will be examined and studied for the specific purpose of planning, developing, and executing an individual educational remedial program for the reader with difficulties.

Prerequisites: CIRL 617 and CIRL 633

**CIRL 621      Remediation of Reading Problems: Practicum**

This course is concerned with methodology, strategies, and skills in developmental and remedial reading programs. The reading/writing process is examined in depth from its earliest stages through secondary school so those graduate students acquire the background and knowledge to work with readers who have problems at different levels. In planning specific remedial sessions, graduate students study the data collected for each client from CIRL 620. Students also focus on child development, the environment, the family background, language, culture, and the child's strengths and weaknesses. Students then plan, develop, and execute remediation sessions based on their findings and specific needs of the client. Through clinical sessions, shared discussions, literary circles, outside readings, research, audiovisual tapes, and modeling, graduate students also study the problems faced by disabled readers. Focus is on planning and executing effective remedial sessions for improving the client's literacy skills.

Prerequisite: CIRL 620

**CIRL 622      Educating the Adult: Basic Reading**

This course is designed for those teachers and specialists who wish to work with adults in the field of literacy. The foci of the course are on the following: adults who are functionally illiterate; adults who are semiliterate; adults who are learning English as a second language; and adults who wish to reinforce basic skills. Teachers and specialists examine the characteristics, goals, assessment processes, teaching strategies, evaluations, and organizational procedures and resource materials suitable for adult learners.

**CIRL 623      Practicum in Teaching Reading**

This course continues to develop reading specialists who are decision-makers and problem-solvers. Students have the opportunity to grow professionally and become more knowledgeable about reading, writing, and oral language processes through readings, conversations with colleagues, viewing each others' classrooms, and reflections on practicum teaching and research experiences. Students begin a classroom inquiry project that develops into their master's thesis.

Prerequisites: CIRL 620 and CIRL 621

**CIRL 624      Administration and Supervision of Reading Programs**

This graduate course is designed to study various process models for developing, implementing, and evaluating K-12 reading programs. By examining the roles of classroom teachers, reading specialists, reading supervisors, staff developers, and principals, students will understand how personnel responsibilities affect program development. Students will apply this understanding to their evaluation of the total reading program in one school system.

Prerequisites: CIRL 620 and CIRL 621

**CIRL 625      Adolescent and Adult Literacy in the Twenty-first Century**

This online course focuses on creating a new definition of adolescent and adult literacy. Current literacy research, theory, curriculum design, development, materials and teaching practices for adolescents and adults using various print media, including multimedia, are explored. Through personal and shared inquiry, multiple literacies—including media, intertextual, visual, and critical literacies—are examined. Particular attention is given to the areas of study skills, selection of appropriate materials, comprehension problems, reading and writing programs, and the development of lifelong literacy habits. Critical issues including the grey digital divide, censorship, politics and literacy, and plagiarism and Web quests are explored.

**\*Although this course is taught online, there is one required face-to-face class meeting during the semester.**

Prerequisites: CIRL 620 and CIRL 621

**CIRL 626      Literature for Adolescents**

This is a critical study of literature and effective ways of using it for junior and senior high school students. Special attention is given to ways of developing recreational reading programs for individual students on the basis of ability and reading interest.

**CIRL 631 Written Expression with Technology**

This course investigates various forms of written communication including stories, exposition, and poetry. Students identify and research current trends in literacy and use technology as a tool for teaching language arts in the classroom and for personal application.

**CIRL 633 Socio-Psycholinguistics and Reading**

This course describes the way current research and theory, including information procession theory, contribute to the current developments in the teaching of literacy and learning in the elementary curriculum. It provides an opportunity for students to investigate the theoretical background of current theories on thought and language and the way these have influenced teaching. Students observe children's thinking and the way they process print through the use of Goodman's Miscue Analysis. Prerequisite: CIRL 617

**CIRL 634 Teaching Critical Reading in the Content Areas**

The nature and importance of critical reading in today's society is considered in relation to thinking. Specific strategies and materials are used to develop critical readers in all areas of the curriculum. Articles, tests, and research in the field are examined.

**CIRL 635 Folklore**

This course deals with folk literature as a form of literature derived out of the oral tradition and from human imagination to explain human conditions. The concept of world understanding through folk literature and language and examples of folklore from world collections are examined. The art of verbal communication as an interchange of thoughts, feelings, and ideas through words either oral or written with nonverbal influences is a major course focus. Folk literature is one vehicle for developing the various components of the language arts: listening, speaking, reading, writing. How to build content and skills with diverse populations is explored. Story telling experiences are provided.

**CIRL 700 Independent Study**

As approved and to be arranged.  
1-6 credits

**SOC 630 Ethnic and Racial Experiences**

Explores the experiences of all racial and ethnic groups, from colonial beginnings to present day. Particular emphasis is placed on the recurring patterns in dominant-minority relations, differential power, and ethnic diversity in American society. The relationship of intercultural relations to American schools is also discussed.

**SPC 555 Educational Foundations in a Diverse Society**

This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others, that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics, and the ways they can facilitate or impede student learning. This course is for post-baccalaureate students seeking initial certification K-5, and endorsement in special education.

## School Library Media Specialist/ Associate School Library Media Specialist

**Graduate Program Coordinator:** Professor Michelle Kowalsky, 973.720.3972; kowalskym@wpunj.edu

These programs are designed for experienced and certified teachers who wish to obtain endorsement as school library media specialists or associate school library media specialists. Three different tracks are offered to students:

1. Students seeking endorsement as school library media specialists by completing the M.Ed. program (see requirements under M.Ed. program);
2. Students already possessing a master's degree and seeking endorsement as school library media specialists;
3. Students seeking endorsement as associate school library media specialists.

### Admission to the Program for School Library Media Specialist

The requirements for admission are:

1. A standard New Jersey teaching certificate.
2. One year of experience as a contractual, supervised classroom teacher or as an associate school library media specialist.
3. An overall grade point average of at least 2.75 on a 4.0 scale.

## Curriculum

**Program Requirements ..... 36 credits**

**Required Courses..... 24**

ELLM 513	Foundations of School Librarianship.....	3
ELLM 514	Instructional Design.....	3
ELLM 515	Technical Processes in School Libraries.....	3
ELLM 516	Technologies for Teaching and Learning in School.....	3
	Library Media Centers	
ELLM 517	Information Sources and Services.....	3
ELLM 611	Management of the School Library Media Program*.....	3
ELLM 612	School Library Media Specialist Selects Literature.....	3
	for the School Age Child	
ELLM 621	Field Experiences in School Library Media Centers.....	3

**One of the following: ..... 3 credits**

CIED 651	Social Foundations of Curriculum and Instruction.....	3
CIEE 619	Applied Developmental Psychology.....	3
TBED 542	Multiculturalism and Acculturation.....	3

**Elective Courses ..... 9 credits**

**Three of the following:**

ELCL 605	Educational Technology Foundations.....	3
ELCL 611	Designing and Facilitating Technology-.....	3
	integrated Learning*	
ELCL 612	Assessing Educational Achievement with.....	3
	Technology*	
ELCL 624	Technology-mediated Learning.....	3
ELCL 625	Leadership and Learning Technologies.....	3

ELRL 604	Recent Trends in Children's Literature .....	3
ELRL 625	Literature for Adolescents .....	3
Or one other course from the Learning Technologies or Reading Programs selected by advisement of the SLM concentration coordinator.		

### Admission to the Program for Associate School Library Media Specialist

The requirements for admission are:

1. A bachelor's degree from an accredited college or university
2. A standard New Jersey teaching certificate or eligibility for alternate route
3. An undergraduate grade point average of 2.75 on a 4.0 scale.

## Curriculum

### Program Requirements .....24 credits

ELLM 513	Foundations of School Librarianship .....	3
ELLM 514	Instructional Design.....	3
ELLM 515	Technical Processes in School Libraries .....	3
ELLM 516	Technologies for Teaching and Learning in ..... School Library Media Centers	3
ELLM 517	Information Sources and Services .....	3
ELLM 611	Management of the School Library Media Program* ...	3
ELLM 612	School Library Media Specialist Selects Literature ..... for the School Age Child	3
ELLM 621	Field Experiences in School Library Media Centers .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### CIED 651 Social Foundations of Curriculum and Instruction: A Global and Multicultural Perspective

The course explores the social foundations of curriculum and instruction, incorporating a global and multicultural perspective of the social, cultural, historical, philosophical, economic, political, and institutional influences on educational practices in America. Using a variety of social science methods to analyze the curricular design, instructional techniques, and organizational structures of American schools, the course requires teachers to reflect on their social and cultural backgrounds, their teaching theories and methods, and the institutions in which they teach. The course also requires teachers to apply their analyses to designing and developing curricula, instructional techniques, and administrative procedures that might benefit their students and their schools. As the keystone project for the course, students will develop a social and educational profile of their schools, including such things as the demographics of their school district, the educational backgrounds of their schools, and the prevailing curriculum designs and instructional methods of their schools. Students will then examine ways in which the curriculum designs, instructional methods, and organizational structures of their schools do not meet the needs of their students and will propose solutions to the educational problems of their schools.

### CIEE 619 Applied Developmental Psychology

This course provides teachers with an opportunity to explore and apply educationally relevant psychological theories and research to their own students and their classroom practices. The course employs a combination of readings, case study analyses, the preparation of videotaped demonstrations, self-examination, and library research.

### ELCL 605 Educational Technology Foundations

This introductory course will help students become proficient in basic technology skills and concepts including hardware, productivity software, academic software, networking fundamentals, as well as emerging digital technologies. Students will become familiar with current and emerging standards and mandates for technological literacy as well as the social and legal issues that surround the use of technology in education. In addition, students will explore the use of technology resources for their own professional development. Students will be expected to meet the ISTE National Educational Technology Standards for Teachers (NETS-T) by the end of this course.

### ELCL 611 Designing and Facilitating Technology-Integrated Learning

This course provides students with a solid foundation in instructional design principles and methodology as they create a technology-based instructional product. In addition, as part of an online field experience, students learn to mentor and assist peer teachers through the instructional design process to create a technology-integrated learning activity for use in diverse K-12 classrooms. This includes a comprehensive analysis of the learner, context and curriculum; design of a developmentally-appropriate, learner-centered instructional experience which supports curricular content and technology-literacy standards; development using appropriate and accessible technology resources; and ongoing evaluation and revision to ensure effective outcomes. Supporting materials for the use of the final instructional product across a range of learning communities will also be developed.

Prerequisites: matriculation into the learning technologies concentration; co/prerequisites: CIEE 605 or ELCL 605

### ELCL 612 Assessing Educational Achievement with Technology

This course focuses on the use of technology to assess, evaluate and manage students' academic development. Students will learn how to use standard office applications including database and spreadsheet programs to chart a learner's status and progress as well as the use of newer technologies such as handheld and online assessment tools and commercially available integrated learning management systems. This course will also explore the use of technology for facilitating alternative, performance-based assessment methods such as electronic portfolios for evaluating achievement on curriculum content and technology literacy standards.

Prerequisite: matriculation into the learning technologies concentration; co/prerequisites: CIEE 605 or ELCL 605

**ELCL 619 Applied Developmental Psychology**

This course provides teachers with an opportunity to explore and apply educationally relevant psychological theories and research to their own students and their classroom practices. The course employs a combination of readings, case study analyses, the preparation of videotaped demonstrations, self-examination, and library research.

**ELCL 624 Technology-Mediated Learning**

This course examines the use of information and communication technologies (ICTs) to deliver both guided/formal and flexible/informal instruction. Students will explore the use of traditional, current, and emerging ICTs to provide instruction across time and/or space for a range of educational opportunities (e.g. distance learning/e-learning, open learning, self-didactic options) as well as looking at the different factors that need to be considered when implementing technology-mediated instruction.

Prerequisite: matriculation into the learning technologies concentration; co/prerequisites: CIEE 605 or ELCL 605

**ELCL 625 Leadership and Learning Technologies**

In this culminating learning technologies content course, students will use the skills and knowledge they have gained throughout the program to explore ways in which new technology strategies can be used to promote systemic change aligned with national and state policy. Students will design a school or district-wide educational technology proposal meant to address one or more benchmarks put forth in the Educational Technology Plan for New Jersey. In addition, students will explore the potential of technologies to bring about change in classroom practice and curriculum on a local, state, national and international scope.

Prerequisites: CIEE 605 or ELCL 605 and CIEE 612 or ELCL 612

**ELLM 513 Foundations of School Librarianship**

Focusing on the roles and responsibilities of the school library media specialist, this course explores the concept of information literacy and how these skills can be developed in K-12 students. Professional standards, resources, and practices at the local, state, and national levels will be examined, as well as current topics, issues, and research in the field.

**ELLM 514 Instructional Design**

Instructional design is an introduction to systems theory as applied to the design of instruction that includes the design, development, production, implementation and evaluation of instructional units, lessons, and activities related to school library media resources and technology. Candidates learn techniques in collaborating with teachers in integrating instructional resources, including core literature, into the development of instruction and learning across curriculum areas. As part of this process, candidates select, prepare, and use strategies, activities, and resources appropriate for diverse populations with varying backgrounds, cultures, abilities and interests.

**ELLM 515 Technical Processes in School Library Media Centers**

An examination of the technical processes (acquisitions, cataloging, processing, and circulation) necessary for the access, organization, and maintenance of media materials in the school library media center.

**ELLM 516 Technologies for Teaching and Learning in School Library Media Centers**

This course explores a variety of current technologies which are used by library media specialists, teachers, and students in K-12 settings. It is designed to familiarize candidates with the many information and communication technologies that are part of the teaching and learning process, including those for research, presentation, productivity, and organization. The course addresses hardware and software, assistive technologies, collaborative and social networking tools, and various technologies for teaching, learning, and online research strategies.

**ELLM 517 Information Sources and Services**

A general conceptual foundation for client-centered information services and instruction in library media centers. Includes discussion of the accessibility to all types of resources and equipment by identifying, establishing, and using delivery systems to retrieve information in all formats. Special emphasis is placed upon developing positive attitudes towards reading, both in school and at home. Candidates examine sources in the humanities, social sciences, and technology with the view of meeting the information needs of various targeted audiences.

**ELLM 611 Management of the School Library Media Program**

An examination of the administrative aspects of initiating and organizing a media program is explored. Process of media management is studied, including 1) planning, organizing, staffing, budgeting, and evaluating; 2) acquiring, scheduling, circulating, and producing media; 3) planning in-service workshops and programs; 4) models of directing, controlling, and organizing; and, 5) developing and implementing media programs in the curriculum. Case studies, observation, and interviewing, library research and professional development activities will be employed.

**ELLM 612 School Library Media Specialist Selects Literature for the School Age Child**

An exploration of literature for children and young adults from grades P-12. Emphasis is placed on selection, reading, analyzing, evaluating, and using literature to complement the diverse curriculum and NJCCCS needs, as well as personal needs of students. Each class will involve a lecture, literature readings, and discussion. Candidates complete weekly readings of new and classic tales and trade books, learn strategies for selecting and evaluating titles, find the best books for school library collection development, learn about authors and illustrators, and design readers' advisory instruments-surveys and activities-for stimulating a lifelong love of reading.

**ELLM 621 Field Experiences in School Library Media Centers**

This course is designed to give the school library media specialist candidate 150 clock hours of work in a school library media center approved by the university instructor. It is expected to provide a forum to evaluate candidate competencies resulting from the cumulative knowledge including concepts of diversity and inclusion gained through coursework. Cooperatively, the University instructor(s), media center director, and the graduate candidate plan a program of work that will satisfy the requirements. Supervision is provided by the cooperating media center director(s) and the University instructor(s). Seminars are held on campus and through Blackboard, the University's course management system.

**ELRL 604 Recent Trends in Children's Literature**

Focuses on current trends and ways to extend literature with children. Opportunities to study child responses and views in relation to particular literary works are provided. Such topics as author, illustrator, and editor roles; child as critic; teaching reading and writing through literature; and multicultural literature are considered.

**ELRL 626 Literature for Adolescents**

This is a critical study of literature and effective ways of using it for junior and senior high school students. Special attention is given to ways of developing recreational reading programs for individual students on the basis of ability and reading interest.

**TBED 542 Multiculturalism and Acculturation**

This course examines the social and psychological factors affecting students of diverse backgrounds in American schools. The course is designed to sensitize teachers to the problems of their students' personal adjustment to a new environment, as well as how this reorientation affects their acculturation and motivation to learn.

## Science Endorsement Program

The purpose of the Science Endorsement program (SCEN), a joint enterprise between the College of Science and Health and the College of Education, is to further prepare teachers who currently hold a valid CE or CEAS in K-5 elementary certificate with 5-8 subject specialization in science. The program consists of five 3-credit courses and is designed to provide teachers with the necessary knowledge and skills to pass the Praxis II Middle School Science test. Upon successful completion of the program, candidates will be recommended to the New Jersey Department of Education for middle school science licensure.

The program's objectives are:

1. To enable teachers to incorporate the New Jersey Core Curriculum Content Standards for Science and the National Science Teacher Association Standards in teaching and learning science.

2. To provide teachers with the ability to formulate scientific questions to guide student learning with real-world application of scientific principles.
3. To provide teachers with basic laboratory skills in order to enrich their own, as well as their students', understanding of science concepts and applications.
4. To provide teachers with the confidence and skills that will enable them to become effective science teachers.

## Courses

Unless otherwise noted, all courses are 3 credits.

**SCEN 500 Scientific Processes**

The course provides an overview of the scientific disciplines of astronomy, physics, chemistry, geology, and biology, as well as instructional methods for each. (This is a prerequisite for all other courses.)

**SCEN 501 Physical Science I**

The purpose of this course is to develop students' analytical abilities in the physical sciences. It is an overview of the physical sciences, including fundamentals of measurement, mechanics, thermal physics, electromagnetism, optics, atomic and nuclear physics, and astronomy. The historical perspective between the physical sciences and technology will be examined, as well as contributions from various cultures.

**SCEN 502 Physical Science II**

Topics will be covered through an inquiry-based mode and will represent the fundamental principles of chemistry, such as the physical and chemical properties of matter, gas laws, characteristics of elements, compounds and mixtures, knowledge of chemical bonding and chemical formulas, chemical reactions and balancing equations, atomic theory, the historical development and cultural significance of chemical science, major components of the atom, and the Periodic Table.

**SCEN 503 Life Sciences**

The course is an overview of the life sciences, including evolution, cell biology, genetics, microbiology, animal physiology, botany, and ecology.

**SCEN 504 Earth Systems Science**

The course analyzes the fundamental processes governing the hydrosphere, atmosphere, lithosphere, and biosphere. Individual topics address connections between earth systems operation, current environmental problems, and the role of humans in these processes.

# Supervisor Endorsement

## 12-credit Program

**Graduate Program Advisor:** Professor Robert Rimmer, 1600 Valley Road, Room 4079; 973.720.3974; rimmerr2@wpunj.edu

This endorsement is required for supervisors of instruction who do not hold a standard school administrator or principal endorsement. The supervisor shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of the instructional personnel. This endorsement also authorizes appointment as an "assistant superintendent in charge of curriculum and/or instruction."

### Admission to the Supervisory Endorsement Program

The requirements for admission are:

1. A standard New Jersey instructional license or its equivalent.
2. Completed three years of documented, full-time, public school teaching experience.
3. Completed a master's degree from an accredited college or university.

## Curriculum

**Program Requirements ..... 12 credits**

### Required Courses

EDLP 604	Curriculum Design: Theory and Practice.....	3
EDLP 609	Supervision and Evaluation: Performance Appraisal.....	3
EDLP 615	Language Arts Literacy across the Disciplines.....	3
EDLP 616	Technology across the Disciplines .....	3

If you have a master's degree from another college or university and need only 3 or fewer courses for supervisory endorsement, you may enroll as a nondegree student and take up to 9 credits including EDLP 604 and 609. You must apply to the New Jersey Department of Education for supervisory endorsement and have your credentials evaluated independently of William Paterson. Contact the Office of Graduate Studies for the appropriate application for a nondegree student, or fill out an application.

## Courses

Unless otherwise noted, all courses are 3 credits.

### EDLP 604 Curriculum Design: Theory and Practice

This graduate course is designed to develop an understanding of the philosophies upon which the curriculum design is built and the societal influences that affect curriculum design. Candidates will be guided to understand the curriculum design model as a decision-making process by deciding what to do, the conditions under which it is to be done, and how it is to be evaluated. The knowledge, dispositions, and activities in this course provide a framework for understanding curriculum design as both process and content. Current theories as well as historical trends will be included. This course will extend the participant's understanding of the process of curriculum design, its implementation, and assessment. Current issues, as well as historical trends about standards, neuroscience research, conceptual design and urban education, are some of the topics that are analyzed, synthesized, and evaluated through case studies, field experiences, and seminar discussion.

### EDLP 609 Supervision and Evaluation: Performance Appraisal

This graduate course is designed to examine the historical aspects and current practices of supervision and evaluation in educational settings. Goals, processes, and functions of supervision and evaluation are studied in depth and connected to theories of leadership, motivation, and change. A strong emphasis is placed upon communication skills and interpersonal qualities of the effective supervisor. Creative collaboration, clinical supervision, and staff development are examined in the context of effective leadership. The candidate is expected to acquire a repertoire of models, techniques, and skills in supervision and evaluation by the conclusion of this course. This highly interactive course builds upon theory to provide experiences with supervision not only in educational settings, but also in business and other organizational environments.

### EDLP 615 Curriculum Design: Language Arts Literacy across the Disciplines

This graduate course is designed to develop an understanding of and appreciation for the five strands of the New Jersey Core Curriculum Standards in Language Arts Literacy that can be utilized across the disciplines. Teachers will use the New Jersey Core Curriculum Content Standards in Language Arts Literacy to design and develop curriculum across the disciplines. Participants will explore reading, writing, listening, speaking, and viewing, then learn to use them in an integrative, interactive ways as they design and develop curriculum. They will navigate through textbooks, assessments, the Internet, visual arts, literature, informational, and persuasive works, and strive to make classroom connections to support their curriculum design. They will discover the relationship between thinking and writing, language and voice, and ideas and values. They will also apply a variety of teaching-learning-assessment strategies to enable their students to achieve mastery of language arts by using and exploring language in its many dimensions.

**EDLP 616 Curriculum Design: Technology across the Disciplines**

This graduate course will focus on integrating technology in the design and development of curriculum. Students will learn how to effectively develop curriculum that is aligned to both the NJ Core Curriculum Content Standards and the ISTE Standards for School Administrators, Teachers, and Students. This course will include using word processing, spreadsheets, database, and multimedia presentation software to enhance curriculum design within the context of problem-based learning. Students will learn how to integrate software programs, online correspondence, information processing, Webquests, and online conferencing as they develop an integrated approach to curriculum design. Students are expected to have a degree of proficiency with basic technology competencies before enrolling in this course.

## Supervisor Endorsement

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(M.Ed. candidates only)

**Graduate Program Advisor:** Professor Robert Rimmer, 1600 Valley Road, Room 4079; 973.720.3974; rimmerr2@wpunj.edu

Students who graduated on or after May 1999 from William Paterson with an M.Ed. in reading or education (concentrations: bilingual/ESL, early childhood, educational media, language arts, learning technologies, special education, social studies, or teaching children math) may now take the six additional credits in EDLP for certification as long as they have completed the courses listed for that program below. The courses completed must have had the same alpha and numeric listing as those on the control sheet. This endorsement is required for supervisors of instruction who do not hold a standard school administrator or principal endorsement. The supervisor shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an "assistant superintendent in charge of curriculum and/or instruction."

If you are matriculated at the University and are currently taking courses towards the degrees listed above, you may take EDLP 604 and 609 after graduating. Contact the Office of Graduate Studies for the appropriate application for an additional endorsement program. The Office of Certification will process your application for the supervisory endorsement.

### Admission to the Program

The requirements for admission are:

1. A standard New Jersey instructional license or its equivalent.
2. Completed three years of documented, full-time public school teaching experience.
3. Completed a master's degree from William Paterson since 1999 in the following concentrations, and with the listed required courses.

## Curriculum

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### Program Requirements ..... 12 credits

You must also complete the following two graduate courses offered through the Department of Educational Leadership.

### Required Courses

EDLP 604	Curriculum Design: Theory and Practice.....3
EDLP 609	Supervision and Evaluation: .....3
	Performance Appraisal (former title prior to fall 2006 accepted)

### Elective Courses ..... Maximum 6 credits

#### Bilingual/ESL

TBED 640	Content Area Instruction and Assessment in.....3
	Teaching English to Speakers of Other Languages
TBED 641	Methods, Materials, and Assessment in TESOL...3
TBED 645	Content Areas in Bilingual Education.....3

#### Early Childhood

CIEC/ELEC 602	Curriculum Development and Classroom .....3
	Management in Early Childhood Education
CIEC/ELEC 634	Issues in Early Childhood Education.....3

#### Language Arts

CIEE/ELCL 603	Language Arts in the Elementary School .....3
CIRL/ELRL 617	Children's Literacy in the Twenty-first Century...3
	(Introduction to Literacy in the Technology Age)

#### Learning Technologies (two of three courses)

CIEE/ELCL 611	Designing and Evaluating Technology-.....3
	supported Learning (Hypermedia: Theories and Applications)
CIEE/ELCL 612	Assessing Educational Achievement .....3
	with Technology
CIEE/ELCL 625	Learning Technologies Seminar .....3
	(prior to 2005 only)

#### Reading

CIRL/ELRL 617	Children's Literacy in the Twenty-first Century...3
	(formerly Introduction to Literacy in the Technology Age)
CIRL/ELRL 624	Administration and Supervision of Reading Programs.....3

#### School Library Media (two of four courses)

CIEM/ELLM 611	Supervision and Management of the .....3
	School Library Media Program
CIEE/ELCL 611	Designing and Evaluating Technology-.....3
	supported Learning
CIEE/ELCL 612	Assessing Educational Achievement with .....3
	Technology
CIRL/ELRL 617	Children's Literacy in the Twenty-first Century ..3

#### Social Studies

CIED/ELCL 652	History of Curriculum and Instruction.....3
	in America
CIED/ELCL 653	Advanced Curricula and Methods for .....3
	Teaching Social Studies

### Teaching Children Mathematics

CIEE/ELCL 614	Multiple Representations of Mathematics across the Curriculum .....	3
CIEE/ELCL 616	Contemporary Issues and Trends in Mathematics Education.....	3
CIEE/ELCL 628	Mathematics Education Research Seminar ..... (prior to 2005 only)	3

If you have earned a master's degree from another college or university, you may apply for our 12-credit supervisory endorsement program. See the program's page for further information.

If you have a master's degree from another college or university and need only three or fewer courses for supervisory endorsement, you may enroll as a nondegree student and take up to 9 credits including EDLP 604 and 609. You must apply to the New Jersey Department of Education for supervisory endorsement and have your credentials evaluated independently of William Paterson. Contact the Office of Graduate Studies for the appropriate application for a nondegree student, or fill out an application on line.

## Teacher of Students with Disabilities

**Graduate Program Director:** Professor Jeanne D'Haem, 1600 Valley Road, Room 3010, 973.720.2594; dhaemj@wpunj.edu

This endorsement program is for teachers who hold a standard New Jersey teaching certificate or New Jersey Certificate of Eligibility with Advanced Standing (CEAS) and who seek an endorsement as a teacher of students with disabilities (TSD). The 22-credit program includes coursework in principles and practices of special education, and emphasizes preparation of individuals to instruct students with diverse learning and social needs in a variety of educational settings. A 1-credit demonstration teaching experience with students with special needs is required and is offered in summer each year. Students who have employment teaching special education while taking courses towards endorsement as a TSD must enroll in the Alternate Route program.

### Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. Possession of a standard or provisional instructional license or CEAS in regular education; and,
3. A completed application form and one letter of recommendation from an educator.

Note: Candidates must consult with their faculty advisor before selecting courses in the event that changes have been made in the program or its course offerings.

## Curriculum

<b>Program Requirements .....</b>		<b>24 credits</b>
SPC 555	Educational Foundations in a Diverse Society .....	3
SPC 560	Understanding School-based Assessment of Diverse Learners .....	3
SPC 564	Managing Challenging Behaviors in Diverse Settings .....	3
SPC 566	Assistive Technology in the Inclusive Classroom .....	3
SPC 570	Language, Literacy, and Learning in a Diverse Society .....	3
SPC 580	Collaboration with School, Home, and Community .....	3
SPC 582	The Universally Designed Inclusive Classroom.....	3
SPED 654	Demonstration Teaching for the Exceptional Learner .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### SPC 555 Educational Foundations in a Diverse Society

This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others, that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics, and the ways they can facilitate or impede student learning.

### SPC 560 Understanding School-Based Assessment of Diverse Learners

This course provides a comprehensive foundation to understand the integral relationships between formal and informal assessment, emphasizing the use of standards-based high-stakes assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. Teacher candidates review concepts of formal and informal assessment, validity, reliability, and standardization, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues (e.g., confidentiality of information), with special attention to test bias and the use of inappropriate assessments for particular populations, are discussed. Attention is given to interpreting the content of student's school files—specifically quantitative and qualitative information—with a focus on statistics used to report educational assessments, e.g., percentiles, stanines. Emphasis is placed on selecting or devising, administering, and scoring relevant assessments and other teacher-made informal/authentic measures. Enhanced decision making on the part of the practitioner in the area of assessment is the focus of the course.



**SPC 564      Managing Challenging Behaviors in Diverse Settings**

Focuses on creating classroom environments that foster learning, safety, positive social interactions, and acceptance of diversity consistent with the Career Education and Consumer, Family, and Life Skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern student behavior during instruction and transition. The needs of children whose behaviors are harmful to themselves or to others, or who seriously disrupt learning are addressed through individualized interventions, e.g., functional behavioral assessments, behavior intervention plans. Observation and recording measures to assess and analyze the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies to promote self-management that can be generalized to all settings.

**SPC 566      Assistive Technologies in the Inclusive Classroom**

This is an introductory course in the implementation of universal design and assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies; modifications and technologies can improve the learning environment for all learners. Variables such as classroom design, academic and cognitive abilities, physical capabilities, social, cultural, race, ethnicity, sexual orientation, gender, age, and language will be explored when designing a technological environment to enhance students academic achievement. Teacher candidates will examine various hardware and software programs that support access to the general education curriculum.

**SPC 570      Language, Literacy, and Learning in a Diverse Society**

This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for diverse students using learner characteristics as the basis to explore current theories and research. Teacher candidates are taught to form classroom learning communities by creating educational environments and experiences that foster literacy and learning for all children in inclusive settings, and by incorporating materials that reflect a rich multicultural focus in instruction. Using the New Jersey CCCS Language Arts Literacy Standards, teacher candidates develop skill applying listening, viewing, speaking, reading, writing and spelling assessments and instructional interventions. School file-analysis is undertaken to determine further assessment objectives, and to plan integrated instruction that accords with learners' needs. Instructional adaptations and modifications for learners with special needs are addressed in detail. Current technologies are examined that assist all learners to access the general education curriculum as they develop literacy skills. A videotaped lesson demonstrating application of literacy principles and used as an instructional tool is required; importantly, candidates must obtain prior administrative and parental permission.

**SPC 580      Collaboration with School, Home, and Community**

This course examines political, economic, and cultural beliefs toward school and schooling for individuals from diverse backgrounds, focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustment and quality of life. Positive communication models are discussed to promote collaboration between home, school, community, and agencies. Life-span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student-centered transition planning, are presented. Alternative perspectives are provided on ways that home, school, community, and agencies interact to facilitate learners' transitions from preschool through school-completion. Candidates learn to access services provided through school, community, state, and federal agencies that contribute to all students' meeting the goals of education.

**SPC 582      The Universally Designed Inclusive Classroom**

The purpose of the course is to introduce teacher candidates to practical issues, concerns and trends in Inclusive Education, including Standards-Based Teaching, Universal Design, and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address diverse learners' needs.

**SPED 654      Demonstration Teaching for the Exceptional Learner**

This course provides students with a closely supervised opportunity to integrate special education theory and application in a classroom environment. Emphasis is placed on practical classroom procedures and student participation in this area of specialization.

## Teacher of Students with Disabilities (Alternate Route)

**Graduate Program Director:** Professor Jeanne D'Haem,  
1600 Valley Road, Room 3010, 973.720.2594;  
dhaemj@wpunj.edu

The Alternate Route program is for individuals who have earned a standard teaching certificate or certificate of eligibility with advanced standing (CEAS) and a New Jersey Certificate of Eligibility (CE) as Teacher of Students with Disabilities. Once in possession of a letter of promise of employment, teacher candidates may teach in special education settings while simultaneously pursuing endorsement as a Teacher of Students with Disabilities. The 22-credit program includes coursework in principles and practices of special education and prepares individuals to instruct students with diverse learning and social needs in a variety of classroom settings and special education placements. Alternate route candidates must have a teaching position in a state-approved educational setting.

### Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. Possession of a standard instructional license or CEAS in regular education;
3. A Certificate of Eligibility (CE) in Teacher of Students with Disabilities (TSD);
4. Promise of full-time employment in a state-approved educational setting;
5. Completed application form and a letter of recommendation from an educator;

Note: Candidates *must* consult with their faculty advisor *before* selecting courses in the event that changes have been made in the program or its course offerings.

### Curriculum

<b>Program Requirements .....</b>	<b>28 credits</b>
SPC 555	Educational Foundations in a Diverse Society .....3
SPC 560	Understanding School-based Assessment of Diverse Learners .....3
SPC 564	Managing Challenging Behaviors in Diverse Settings.3
SPC 566	Assistive Technology in the Inclusive Classroom .....3
SPC 570	Language, Literacy, and Learning in a Diverse Society3
SPC 580	Collaboration with School, Home, and Community ....3
SPC 582	The Universally Designed Inclusive Classroom.....3
SPED 654	Demonstration Teaching .....1

### Courses

Unless otherwise noted, all courses are 3 credits.

**SPC 555 Educational Foundations in a Diverse Society**  
This introductory course provides essential educational foundations for aspiring teacher candidates. Philosophical, historical, and legal precedents provide the knowledge base, and national and state standards are used to define current practice and the expectations held for individuals who enter the teaching profession. Learner characteristics are examined, with particular attention to the range of abilities, races/ethnicities, genders, socioeconomic factors, and others that contribute to the diversity in the classroom. Emphasis is placed on physical, psychological, academic, and socio-behavioral characteristics and the ways they can facilitate or impede student learning. This course is for post-baccalaureate students seeking initial certification K-5, and endorsement in special education.

#### SPC 560 Understanding School-Based Assessment of Diverse Learners

This course provides a comprehensive foundation to understand the integral relationships between formal and informal assessment, emphasizing the use of standards-based high-stakes assessments in relation to educational decision making for learners from diverse backgrounds and ability levels. Teacher candidates review concepts of formal and informal assessment, validity, reliability, and standardization, and the vocabulary and mathematics associated with reporting assessment results. Ethical issues (e.g., confidentiality of information), with special attention to test bias and the use of inappropriate assessments for particular populations, are discussed. Attention is given to interpreting the content of student's school files—specifically quantitative and qualitative information—with a focus on statistics used to report educational assessments, e.g., percentiles, stanines. Emphasis is placed on selecting or devising, administering, and scoring relevant assessments and other teacher-made informal/authentic measures. Enhanced decision making on the part of the practitioner in the area of assessment is the focus of the course.

#### SPC 564 Managing Challenging Behaviors in Diverse Settings

Focuses on creating classroom environments that foster learning, safety, positive social interactions and acceptance of diversity consistent with the Career Education and Consumer, Family, and Life Skills standards in the NJ CCCS. Methods to manage group behavior are presented with emphasis on motivational learning activities, the organization of the environment, and the teaching of expectations and routines that govern student behavior during instruction and transition. The needs of children whose behaviors are harmful to themselves or to others, or who seriously disrupt learning are addressed through individualized interventions, e.g., Functional Behavioral Assessments, Behavior Intervention Plans. Observation and recording measures to assess and analyze the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies to promote self-management that can be generalized to all settings.

**SPC 566      Assistive Technologies in the Inclusive Classroom**

This is an introductory course in the implementation of universal design and assistive technology in the inclusion classroom. Teacher candidates will learn how various strategies; modifications and technologies can improve the learning environment for all learners. Variables such as classroom design, academic and cognitive abilities, physical capabilities, social, cultural, race, ethnicity, sexual orientation, gender, age, and language will be explored when designing a technological environment to enhance students academic achievement. Teacher candidates will examine various hardware and software programs that support access to the general education curriculum.

**SPC 570      Language, Literacy, and Learning in a Diverse Society**

This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for diverse students using learner characteristics as the basis to explore current theories and research. Teacher candidates are taught to form classroom learning communities by creating educational environments and experiences that foster literacy and learning for all children in inclusive settings, and by incorporating materials that reflect a rich multicultural focus in instruction. Using the New Jersey CCCS Language Arts Literacy Standards, teacher candidates develop skill applying listening, viewing, speaking, reading, writing, and spelling assessments and instructional interventions. School-file analysis is undertaken to determine further assessment objectives, and to plan integrated instruction that accords with learners' needs. Instructional adaptations and modifications for learners with special needs are addressed in detail. Current technologies are examined that assist all learners to access the general education curriculum as they develop literacy skills. A videotaped lesson demonstrating application of literacy principles and used as an instructional tool, is required; importantly, candidates must obtain prior administrative and parental permission.

**SPC 580      Collaboration with School, Home, and Community**

This course examines political, economic, and cultural beliefs toward school and schooling for individuals from diverse backgrounds, focusing on students with disabilities. The course extends from preschool through transitions leading to post-secondary adjustment and quality of life. Positive communication models are discussed to promote collaboration between home, school, community and agencies. Life-span issues affecting all individuals are reviewed. Proven practices to engage students with special needs in self-advocacy, notably for student-centered transition planning, are presented. Alternative perspectives are provided on ways that home, school, community, and agencies interact to facilitate learners' transitions from preschool through school-completion. Candidates learn to access services provided through school, community, state, and federal agencies that contribute to all students' meeting the goals of education.

**SPC 582      The Universally Designed Inclusive Classroom**

The purpose of the course is to introduce teacher candidates to practical issues, concerns and trends in Inclusive Education, including Standards-Based Teaching, Universal Design, and Differentiated Instruction, and to provide students with concrete strategies and teaching methodologies to address diverse learners' needs.

## College of Humanities and Social Sciences

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Additional Humanities and Social Sciences Courses  
African, African American, and  
Caribbean Studies; Anthropology;  
Geography; Philosophy

# English

**Degree:** M.A., English, College of Humanities and Social Sciences

**Graduate Program Director:** Professor Phoebe Jackson, Atrium 236; 973.720.3704; jacksonp@wpunj.edu

Students entering the M.A. program in English at William Paterson University undertake a rigorous course of study that will not only deepen their enjoyment and understanding of literary texts and movements, but also strengthen their abilities as interpreters, writers, scholars, and teachers of literature.

The Department of English offers concentrations in both literature and writing. The literature concentration provides students with an advanced education in English and American literature. Literature students extend their knowledge of specific genres and major authors while exploring the social, historical, and political dimensions of literary production. Students receive a solid foundation in the theory and practice of literary criticism, the history of the English language, modern linguistics, techniques of composition, and critical and creative writing. The writing concentration provides students with the practical skills necessary to develop their own writing. Students receive training in several modes of writing: poetry, the short story, nonfiction, and drama. Students are encouraged to explore both the process and the product of composition, developing a greater sense of the craft and outcome of effective writing.

The program is large enough to offer a full range of graduate seminars and to provide students with flexibility in scheduling. It is also small enough to provide a sense of community and a high level of faculty-student engagement. Students may also register for independent study, a program in which they develop, research, and write about a topic under the guidance of a faculty advisor. The graduate program culminates in the writing of a thesis—a substantial piece of creative writing or literary analysis, which students present at a graduate colloquium.

## Admission to the Degree Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A cumulative grade point average of no less than 3.00 on a 4.00 scale in the undergraduate major;
3. A minimum score of 450 on the verbal portion and 4.5 on the analytical portion of the Graduate Record Examination or a minimum score of 400 on the Miller Analogies Test.
4. Two letters of recommendation that attest to the applicant's academic qualifications;
5. An essay of 500 to 750 words that addresses any one of the following questions: (1) What led you to apply to the graduate program in English at William Paterson University? (2) What are your personal reasons for pursuing an advanced degree in literature or writing? (3) Why are you engaged by a particular issue, book, or idea?
6. Students with a limited background in English can be admitted, but may be required to take additional courses with the approval of the graduate program director.

## Requirements for the Degree

1. The completion of a minimum of 33 credits of graduate study.
2. Students in the literature program write a thesis, an essay of approximately 10,000 words, that demonstrates competence in scholarly techniques (critical, historical, or linguistic) in bibliographic materials involved in the topic, and in methods of documentation. It can take the form of presenting literature in the context of another area of study, or a study of the development within genres of at least two literary periods or national traditions of literature written in English, or a study that places the work in the context of another genre. Depending on the student's interest, the thesis can be a study, which takes into account alternate readings and demonstrates an understanding of contextual studies for a single text.
3. Students in the writing program write a thesis, a substantial work between forty to sixty pages of fiction, drama, creative nonfiction, or poetry.

## Curriculum

### LITERATURE CONCENTRATION ..... 33 CREDITS

#### Required Courses..... 9 credits

ENG 656	Contemporary Modes of Criticism.....	3
ENG 699	Research and Thesis Seminar .....	3

#### One of the following:

ENG 614	Applied English Linguistics: Grammar and Style .....	3
ENG 618	Modern English and Its Background .....	3

#### Elective Courses ..... 24 credits

##### A. English Literature ..... 6 credits

#### Two of the following from any period or category:

##### Major Authors

ENG 638	Chaucer's Canterbury Tales .....	3
ENG 640	Shakespeare's Tragedies and Romances.....	3
ENG 641	Shakespeare's Comedies and Histories .....	3
ENG 644	Milton's Poetry and Prose .....	3

##### Early Drama and the Novel

ENG 643	The Golden Age of Drama: Shakespeare's Contemporaries .....	3
ENG 645	Restoration and Eighteenth-Century Drama .....	3
ENG 652	The Victorian Novel .....	3
ENG 658	The Early English Novel .....	3

##### Seventeenth and Eighteenth Century

ENG 646	The World of the Satirists.....	3
ENG 662	Seventeenth-Century Metaphysical Literature.....	3
ENG 663	Jonson, Herrick, and Their Contemporaries .....	3
ENG 664	Sensibility and Enlightenment in the Eighteenth Century .....	3
ENG 695	Jane Austen .....	3

##### Nineteenth Century: Romantic and Victorian

ENG 647	Blake, Wordsworth, Coleridge .....	3
ENG 648	Byron, Shelley, Keats.....	3
ENG 649	Tennyson, Browning, and Their Era.....	3
ENG 650	Rossetti and His Circle .....	3

**Twentieth-Century British Literature**

ENG 653	Twentieth-Century British Drama .....	3
ENG 654	Twentieth-Century British Poetry .....	3
ENG 655	Twentieth-Century British Fiction .....	3

**B. American Literature ..... 6 credits****Two of the following from any period:****American Renaissance and Realism**

ENG 608	Poe, Hawthorne, Melville, and Their Age .....	3
ENG 632	Emerson, Thoreau, Whitman, and Their Age .....	3
ENG 633	Twain, James, Crane, Dickinson, and Their Age .....	3

**Twentieth-Century American Literature**

ENG 634	Twentieth-Century American Poetry .....	3
ENG 635	Twentieth-Century American Fiction .....	3
ENG 636	Twentieth-Century American Drama .....	3

**C. Contextual Studies ..... 6 credits****Two of the following:**

ENG 599	Selected Topics in Literature .....	3
ENG 600	Women, the Bible, and Modern Literature .....	3
ENG 642	Shakespeare's Roman Works .....	3
ENG 651	Women and Autonomy: Nineteenth- and Twentieth-Century Literature .....	3
ENG 672	The Literature of African Americans .....	3
ENG 673	Fiction and Film .....	3
ENG 675	Cultural Perceptions in Books and Films .....	3
ENG 676	Noir Women: Women, Culture and Film Noir .....	3
ENG 677	Ethnic American Literature .....	3
ENG 678	Modern Literary Biography .....	3
ENG 679	The Beat Generation .....	3
ENG 680	Virginia Woolf and Her Circle .....	3
ENG 681	The 1950s in Literature, Memoir, and Film .....	3
ENG 683	Colonial and Post-Colonial Literature .....	3
ENG 684	Gay, Lesbian, or Queer Literature .....	3
ENG 685	The Irish Literary Renaissance .....	3
ENG 686	James Joyce: The Major Works .....	3
ENG 690	Masculinity and Nation .....	3
ENG 691	Studies in Nineteenth-Century European Novel .....	3
ENG 692	William Faulkner and Toni Morrison .....	3
ENG 693	Adolescent Literature .....	3
ENG 694	History of Rhetoric .....	3
ENG 700	Independent Study .....	3

**D. Electives ..... 6 credits****Two courses from English literature, American literature, contextual studies or from the following writing courses:**

ENG 599	Selected Topics in Writing .....	3
ENG 615	Advanced Critical Writing .....	3
ENG 616	Creative Writing I .....	3
ENG 617	Modern Techniques of Composition .....	3
ENG 619	Writing for the Magazine Market .....	3
ENG 620	Teaching Writing as Process I .....	3
ENG 621	Fiction Writing Seminar I .....	3
ENG 622	Fiction Writing Seminar II .....	3
ENG 623	Poetry Writing Seminar .....	3
ENG 625	Teaching Writing as Process II .....	3
ENG 626	Creative Writing II .....	3
ENG 627	Writing Scripts for Movies and Television .....	3
ENG 628	Short Story Writing .....	3
ENG 630	Book and Magazine Editing .....	3
ENG 631	Creative Nonfiction .....	3
ENG 687	Travel Writing .....	3

**WRITING CONCENTRATION ..... 33 CREDITS****Required Courses ..... 12 credits**

ENG 616	Creative Writing I .....	3
ENG 626	Creative Writing II .....	3
ENG 656	Contemporary Modes of Criticism .....	3
ENG 699	Research and Thesis Seminar .....	3

**Elective Courses ..... 21 credits****A. Four of the following ..... 12 credits**

ENG 599	Selected Topics in Writing .....	3
ENG 614	Applied English Linguistics: Grammar and Style .....	3
ENG 615	Advanced Critical Writing .....	3
ENG 617	Modern Techniques of Composition .....	3
ENG 619	Writing for the Magazine Market .....	3
ENG 620	Teaching Writing as Process I .....	3
ENG 621	Fiction Writing Seminar I .....	3
ENG 622	Fiction Writing Seminar II .....	3
ENG 623	Poetry Writing Seminar .....	3
ENG 625	Teaching Writing as Process II .....	3
ENG 627	Writing Scripts for Movies and Television .....	3
ENG 628	Short Story Writing .....	3
ENG 630	Book and Magazine Editing .....	3
ENG 631	Creative Nonfiction .....	3
ENG 687	Travel Writing .....	3
COMS 628	The Press in a Global Society .....	3

**B. Three courses chosen from English literature, American literature, or contextual studies ..... 9 credits****Courses**

Unless otherwise noted, all courses are 3 credits.

**ENG 599 Selected Topics**

Emphasis on a particular author or group of authors, subject(s), theme(s), literary movement(s), related literary interests, or genre(s) of writing not considered as extensively in the other courses listed here.

1-6 credits

**ENG 608 Poe, Hawthorne, Melville, and Their Age**

Examination of the major and minor works of Poe, Hawthorne, Melville and their contemporaries against the background of their political, cultural, and philosophical contexts.

**ENG 614 Applied English Linguistics:  
Grammar and Style**

A study of modern English grammars (traditional-structural and transformational-generative) and their application to the understanding and appreciation of style in language and literature.

**ENG 615 Advanced Critical Writing**

This course explores various modes of essay writing, especially analytical and argumentative essays, along with narratives and critical interpretations of culture and society. Class readings survey the critical and belletristic tradition of the essay form. Students are encouraged to expand and deepen their thematic range, refine their writing styles, and further develop their own voices.

**ENG 616 Creative Writing I**

Workshop devoted to writing in a variety of genres including fiction, poetry, and drama. Discussion is devoted to the style and technique of established and contemporary authors.

**ENG 617 Modern Techniques of Composition**

An introduction to, and practical application of, modern techniques of teaching and learning composition, including free writing, embedding, imitation, and cumulation. Emphasis is on writing as process, from self-expression through exposition to imaginative creation.

**ENG 618 Modern English and Its Background**

Study of the English language from its origins to the present, with detailed attention to changes in grammar, syntax, phonology and vocabulary.

**ENG 619 Writing for the Magazine Market**

Intended for students interested in developing a professional style of writing. Types of writing may include fiction, nonfiction, poetry—anything that is suitable for periodicals, commercial or noncommercial.

**ENG 620 Teaching Writing as Process I**

Designed primarily for high school English teachers, this intensive seminar introduces the many new techniques of teaching composition, discusses the process of writing and explores the results of the latest research. Members of the seminar participate in practical workshops, in which they evolve individual methods for use in their own school districts, thereby enhancing the writing process for their students.

**ENG 621 Fiction Writing Seminar I**

This intensive seminar covers fundamental as well as experimental techniques employed in the writing of fiction. Students practice a variety of writing, reading, and workshop skills, and peruse contemporary published writing with an eye on its style, voice, theme, and craft.

**ENG 622 Fiction Writing Seminar II**

Designed for those students who have completed Fiction Writing Seminar I and who wish to continue their study of fiction writing technique in greater depth. Classroom time is divided among lecture, discussion, and analysis of student manuscripts. Each participant should bring a complete or nearly complete first draft of a manuscript (a short story or section of a novel) to the first session of the seminar.

Prerequisite: ENG 621

**ENG 623 Poetry Writing Seminar**

This intensive seminar covers fundamental as well as experimental techniques employed in the writing of poetry. Students practice a variety of writing, reading, and workshop skills, and peruse contemporary published writing with an eye on its style, voice, theme, and craft.

**ENG 625 Teaching Writing as Process II**

An advanced seminar for those teachers or administrators who want to apply the principles learned in “Teaching Writing as Process” or a comparable introductory-level course in composition teaching. Students use their understanding of composition theory to design courses or curricula for use in their institutions. Emphasis is placed on designing assignments, conducting workshops, contemporary research on the project, institutional support, evaluation modes, research opportunities, and preparation of a manuscript for publication.

Prerequisite: ENG 620 or equivalent

**ENG 626 Creative Writing II**

An advanced workshop required for students in the writing program. Students may be proficient in one or several genres including poetry, fiction, play-writing, screenwriting, memoir, biography, and autobiography. Students will more fully explore their own voices and will be encouraged to try longer, more sustained efforts.

Prerequisite: ENG 616

**ENG 627 Writing Scripts for Movies and Television**

This course is designed to give students practice in writing for movies and television, emphasizing skills in developing pitches, treatments, characters, dialogue, action, visual cues, scenes, and plots. Student writing is supplemented with readings of exceptional scripts with occasional exploration of their adaptation to either the big or small screen.

**ENG 628 Short Story Writing**

This course explores the fundamentals of writing short fiction. Students practice a variety of writing, reading, and workshop skills, and peruse contemporary and traditional published short story writing with an eye on its style, voice, theme, and craft.

**ENG 629 Playwriting**

The principles of dramatic writing applied to the creation of fictional scripts for the stage. Emphasis is on literary style, craft, and structure. There is some lecture and discussion, though the class primarily concerns itself with the critique of student work.

**ENG 630 Book and Magazine Editing**

The course is aimed primarily at the student planning a career in publishing. It should, however, be of value to anyone interested in writing, in modern techniques of printing or in the process of book and magazine production. The main focus of the course is on basic skills that any editor must know: copy editing, proofreading, copyfitting, typemarking, and indexing.

**ENG 631 Creative Non Fiction**

This course is a seminar and writing-intensive workshop in the art of creative nonfictional prose. Students read and write a series of essays, which may include memoirs of childhood, family histories, biographical sketches, travelogues, environmental pieces, reflections on cultural texts, explorations of self-identity, or contemplative intellectual works.

**ENG 632 Emerson, Thoreau, Whitman, and Their Age**

Examines the major and minor works of Emerson, Thoreau, and Whitman against the background of their political and philosophical contexts.

**ENG 633 Twain, James, Crane, Dickinson, and Their Age**  
Examines the major and minor works of Twain, James, Crane, Dickinson, and their contemporaries within historical, political, and cultural contexts.

**ENG 634 Twentieth-Century American Poetry**  
Selected poets from the classic moderns, the Harlem Renaissance, the Beats, the San Francisco Renaissance, the New York School, Black Mountain, language poets. Modernism, Post-modernism, Formalism, confessional poetry, projective verse, ethnopoetics, and the poetics of performance are among the literary concepts discussed.

**ENG 635 Twentieth-Century American Fiction**  
Examination of the works of American moderns from Faulkner, Fitzgerald, and Hemingway to Thomas Pynchon, Toni Morrison, Alice Walker, among others, with a consideration of the contemporary trends that their work has engendered.

**ENG 636 Twentieth-Century American Drama**  
A study of the variety of dramatic modes ranging from the traditional through the most experimental employed by American playwrights beginning with O'Neill. Representative plays by Williams, Miller, Hansberry, Albee, Bullins, Hwang, Sondheim, Wasserstein, Kushner, and present-day avant-garde groups.

**ENG 638 Chaucer's *Canterbury Tales***  
A study of the *Canterbury Tales* with special attention to the tales as a reflection of Chaucer's times. Emphasis is placed on Chaucer's language. Also considered are some of Chaucer's other works, such as *Troilus and Criseyde*.

**ENG 640 Shakespeare's Tragedies and Romances**  
A close study of selected tragedies and romances, with an emphasis on their historical context and in light of contemporary critical theory.

**ENG 641 Shakespeare's Comedies and Histories**  
A close study of selected comedies and histories, with an emphasis on their historical context and in light of contemporary critical theory.

**ENG 642 Shakespeare's Roman Works**  
This course explores the political nature of Shakespeare's "Roman" works (*The Rape of Lucrece*, *Coriolanus*, *Julius Caesar*, *Anthony and Cleopatra*, *Titus Andronicus*, *Cymbeline*) within the context of Plato's theory of constitutional decline as set forth in the *Republic*.

**ENG 643 The Golden Age of Drama: Shakespeare's Contemporaries**  
A study of plays selected to illustrate the development of English drama from the early reign of Elizabeth through the accession of James I. Dramatists include Jonson, Marlowe, Kyd, Dekker, Greene, Chapman, and Webster.

**ENG 644 Milton's Poetry and Prose**  
A study of John Milton's poetry and prose, with emphasis on the cultural context in which they were written. Works may include *Lycidas*, sonnets, *Paradise Lost*, *Areopagitica*, and *Paradise Regained*.

**ENG 645 Restoration and Eighteenth-Century Drama**  
A study of the cultural and political contexts of Restoration and eighteenth-century drama including such authors as Etherege, Wycherley, Congreve, Farquhar, Behn, Manley, Dryden, Goldsmith, Sheridan, Gay, Burney.

**ENG 646 The World of the Satirists**  
Study of the Augustan humanists' dissatisfaction with the emerging modern age. Consideration is also given to the critics of the Augustan humanist view. Authors include Pope, Swift, Dryden, Rochester, Behn, Defoe, Mandeville, and Manley.

**ENG 647 Blake, Wordsworth, Coleridge**  
A study of the major poems of Blake, Wordsworth, Coleridge, their critical theories, their relationship to seventeenth- and eighteenth-century precursors and to women writers of the period, and the chief criticism and historical contexts of their work.

**ENG 648 Byron, Shelley, Keats**  
A study of the major work of Byron, Shelley, and Keats, of their relationship to women writers of the period, and of the philosophical and political backgrounds of the Romantic movement.

**ENG 649 Tennyson, Browning, and Their Era**  
A study of the selected verse of Tennyson, Browning, Arnold and other nineteenth-century British poets, together with some of the notable prose works of Macaulay, Carlyle, Newman, and Arnold.

**ENG 650 Rossetti and His Circle**  
A study of representative works by Morris, Meredith, the Rossettis, Swinburne, Hardy, Wilde, the Yellow Book group, and others.

**ENG 651 Women and Autonomy: Nineteenth- and Twentieth-Century Literature**  
Study of several nineteenth- and twentieth-century British and American women writers, from a variety of racial, ethnic, and class backgrounds, to determine how they have imagined and constructed women's roles. Writers studied might include Jane Austen, Charlotte Brontë, George Eliot, Harriet Jacobs, Kate Chopin, Tillie Olsen, Toni Morrison, Anita Brookner, Pat Barker, and Maxine Hong Kingston.

**ENG 652 The Victorian Novel**  
Discussion of representative works of the major Victorian novelists. Attention is given to such novelists as the Brontës, Dickens, Thackeray, Trollope, George Eliot, Meredith, and Hardy. Students are expected to increase their knowledge (through supplementary reading) of the social, political, and religious ideas—conservative and revolutionary—of the period and to evaluate the significance of these ideas in the light of their impact upon the intellectual life of the times.

**ENG 653 Twentieth-Century British Drama**  
A study of plays by representative British dramatists from the 1890s to the present, with an emphasis on the plays of George Bernard Shaw. Other dramatists include Wilde, Yeats, Synge, Granville-Barker, O'Casey, T.S. Eliot, Osborne, and Pinter.



**ENG 654 Twentieth-Century British Poetry**

A study of the major British poets representing various schools and movements, including Eliot, Yeats, Lawrence, Graves, Auden, Spender, Lewis, D. Thomas, Ted Hughes, Seamus Heaney.

**ENG 655 Twentieth-Century British Fiction**

A study of major novelists and story writers, including such authors as Conrad, Joyce, H.G. Wells, D.H. Lawrence, Woolf, Mansfield, Bennett, Galsworthy, and Forster. The major criticism of their work is also studied.

**ENG 656 Contemporary Modes of Criticism**

An examination of various contemporary approaches to the analysis and evaluation of literature. The course begins with a consideration of traditional approaches to literary criticism and analysis in Aristotle, Longinus, and Horace, and in twentieth-century normative critics such as Eliot, Brooks, and Richards. The second part of the course introduces students to trends in contemporary criticism such as Deconstructionism, New Historicism, Feminist Criticism, Queer Theory, and Postcolonial Theory. The principal aim of the course is to familiarize the student with a range of approaches for later exploration.

**ENG 658 The Early English Novel**

A study of the late seventeenth- and eighteenth-century novel, with particular emphasis on the history and criticism of the novel genre. Studied writers may include Behn, Defoe, Haywood, Richardson, Fielding, Sterne, Walpole, Smollett, Burney, Austen, and others.

**ENG 662 Seventeenth-Century Metaphysical Literature**

Discussion of the poetry of Donne, Marvell, Herbert, Vaughan, Crashaw, Thomas Traherne, Katherine Philips, and the prose of Sir Thomas Browne and Jeremy Taylor. Emphasis is on the metaphysical vision of a universe that is one and organic, concepts of human sexuality and death, and the techniques of private-mode poetry and prose.

**ENG 663 Jonson, Herrick and Their Contemporaries**

Discussion of the Cavalier or Social Poets of the seventeenth century, including Jonson, Herrick, King, Carew, and Lovelace; the Public Poets, Milton and Dryden; and selected prose of Milton, Burton, and Bacon. Emphasis is on the concept of friendship and the nature of true happiness, which is central to these artists, and on the techniques of social and public poetry and prose.

**ENG 664 Sensibility and Enlightenment in the Eighteenth Century**

This course will historicize the literature of mid- to late-eighteenth-century Britain—what used to be called “the age of Johnson”—by situating it in relation to a number of literary and social problems of the period. These problems include the relationships between emotion and reason, the slave trade, the “rise of the novel,” and the changing conceptions of authorship and nation. In situating the literature in relation to such problems, the course will critique the whole notion of period—that is, what constitutes an age. Selected works by Johnson and Boswell, Laurence Sterne, Olaudah Equiano, Frances Burney, James MacPherson, Hannah More, William Blake.

**ENG 672 The Literature of African Americans**

A survey designed to provide students with an in-depth understanding of the African American experience as it has been presented in fiction, drama, and poetry. The major focus is on literature as experience, ideas, and social analysis and criticism.

**ENG 673 Fiction and Film**

An examination of literature that has been adapted from novel, story, play, myth, legend, and the Bible into various film forms, including narrative and animation. Works discussed and viewed may include *Tom Jones*, *Death in Venice*, *Occurrence at Owl Creek Bridge*, *Beauty and the Beast*, *Black Orpheus*, *Hamlet*, *The Gospel According to St. Matthew*, and *Cinderella*.

**ENG 674 Literature and the Arts**

A study of literature adapted to art, dance, film, music, opera, television and spoken-word recording that may include *The Wind in the Willows* by Kenneth Grahame and the Disney animation; the Bible and paintings by the Masters; Beaumarchais' *The Barber of Seville* and Rossini's opera; Henry James's *The Golden Bowl* and the video adaptation; E.T.A. Hoffmann's stories, *The Tales of Hoffmann* opera by Offenbach, the *Nutcracker* ballet by Baryshnikov; Shakespeare's *Othello* and Verdi's opera adaptation; and Shakespeare's *Romeo and Juliet* in many of the arts, including Zeffirelli's film, Delius's opera *A Village Romeo and Juliet*, the BBC video production, and Michael Smuin's ballet.

**ENG 675 Cultural Perceptions in Books and Films**

This course explores the various ways an individual country, its people, and their culture are depicted and perceived by writers and filmmakers, both natives and non-natives alike. The course focuses on only one country and follows a given theme through a variety of works, although the country and theme may vary from semester to semester.

**ENG 676 Noir Women: Women, Culture, and Film Noir**

Through film, literature, and cultural history, this course examines key issues raised by the genre of film noir and the film noir heroine. Topics for discussion include what makes a “bad” heroine, the purpose of the film noir heroine fantasy for its audience, how the portrayal of noir heroines reflects historical shifts in attitude about the role of women, and the relationship between the noir heroine's rapacious desires and the articulation of selfhood.

**ENG 677 Ethnic American Literature**

This course explores the rich multicultural nature of the American experience focusing on immigrant, Native American, and African American literature in their historical and cultural contexts. Students are encouraged to explore their own ethnic roots and family histories.

**ENG 678 Modern Literary Biography**

In this course, students examine the evolving genre of biography by reading biographies of literary figures and selected works that established the reputations of these writers. Issues for discussion include the art of writing biography, how critical theory influences the ways biographers approach their subjects and their audience, and whether or not connections can be established between a writer's life and a writer's work. Students have the opportunity to conduct formal biographical research themselves.

**ENG 679 The Beat Generation**

This course concentrates on the poetry and prose of the Beat Generation with special attention paid to Jack Kerouac, Allen Ginsberg, William Burroughs, and including Diane DiPrima, Amiri Baraka, and Bob Kaufman. Consideration is paid as well to other alternative “schools” of American poetry of the fifties and sixties with which Beat literature shared aesthetic and social concerns—The Black Mountain School, The New York School, and The San Francisco Renaissance.

**ENG 680 Virginia Woolf and Her Circle**

A study of the major works of Virginia Woolf by placing her in the different circles in which she moved—modern female writers, modern male writers, artists, biographers, and gay and lesbian writers. This course includes different genres: fiction, poetry, essays, drama, and biography and also studies developments in art. Gender and sexuality, the new modernist aesthetic, and political ideas such as socialism and pacifism are among the issues explored.

**ENG 681 The 1950s in Literature, Memoir, and Film**

This course provides an examination of cultural history, popular culture, literary movements, and cultural anxieties of an era fraught with contradictions. Students study fiction, poetry, films, and plays produced in the 1950s, as well as cultural artifacts, commentary, and memoir that look back to this era.

**ENG 683 Colonial and Post-Colonial Literature**

An in-depth study of colonial and post-colonial works—written in English—of Africa, Asia, and the Caribbean, within cultural, historical, and theoretical contexts. Students pay close attention to representations of race, nationality, class, and gender, to Eurocentric assumptions about culture, and how post-colonial fiction influences and is illuminated by contemporary post-colonial theory. Authors may include Kipling, Conrad, Achebe, Rao, Markandaya, Rhys, Brathwaite, Coetzee, Soyinka, Mukerjee, Kincaid, Jhabvala, Naipual, Walcott, and others.

**ENG 684 Gay, Lesbian, or Queer Literature**

This course offers a historical survey of gay, lesbian, or queer literary texts from the Renaissance to the present, with a focus on the aesthetic values, literary forms, and styles in which writers portray same-sex desire.

**ENG 685 The Irish Literary Renaissance**

The course provides an examination of literature written by Irish writers at the end of the nineteenth and the beginning of the twentieth century with a focus on the complex relationships between political nationalism and culture in modern Ireland. Issues addressed include the relationship between politics and language, the role of English imperialism in forming Irish identities and the ways in which the Irish Literary Renaissance attempted to revise such definitions, the relationship between the Irish present and the Irish past, and the hot-button issue of religion. Selected texts by Irish writers who chose not to make “Irish” Ireland an overt subject of their work are also discussed.

**ENG 686 James Joyce: The Major Works**

This course engages students in a close reading of James Joyce’s major works: *Dubliners*, *A Portrait of the Artist as a Young Man*, and *Ulysses*. Joyce’s works are examined from a variety of critical perspectives which may include feminist and gender criticism, post-colonial criticism, deconstruction theory, reader-response theory, and Marxist criticism.

**ENG 687 Travel Writing**

This course addresses the field of travel writing in both its literary and journalistic forms. Readings and writings are assigned on a weekly basis. Students produce original material in this intensive writing workshop.

**ENG 690 Masculinity and Nation**

This course looks at literary constructions of nation and gender, particularly texts that, in various ways, construct the nation in terms of masculinity and masculinity in terms of the nation. As an outgrowth of feminism’s challenge to the unproblematic equation of male experience with human experience, masculinity itself has come under new critical scrutiny. At the same time, postcolonial discourse has helped shed light on the construction of the “imagined community” of the nation. The course looks at the role literary texts have played in the inter-related concepts of national identity and masculine identity. The nation and period studied depend on curricular needs and the teacher’s expertise. For example, the course might focus on nineteenth-century Britain, exposing students to influential works rarely assigned in other courses, such as boys’ school stories, and also offering them a new way to view more canonical works. Alternatively, the course might focus on mid-nineteenth to mid-twentieth century America, and look at the frontier, the New World versus the Old World, African American masculinity, and more. Other possible foci include early-modern England, contemporary America, or nineteenth- and twentieth-century Ireland.

**ENG 691 Studies in the Nineteenth-Century European Novel**

This course traces the history of the nineteenth-century European novel by studying texts that have been influential in that history. The works that are read come from the realistic and naturalistic tradition. Students study major works of criticism of each author. The novels are read against the social, political, and intellectual milieu of nineteenth-century Europe. Authors studied may include Balzac, Dostoevsky, Flaubert, Gogol, Huysmans, Lermontov, Sand, Stendhal, Tolstoy, Turgenev, and Zola.

**ENG 692 William Faulkner and Toni Morrison**

This course examines selected major works of William Faulkner and Toni Morrison, two of the most important twentieth-century American writers, reading their novels within the context of their respective cultural, historical, and social backgrounds. Students learn how each author portrays life in America from his/her unique perspective and how each portrays issues of regionalism (north/south), race (black/white) and gender (female/male). The course familiarizes students with the major critical work about each author and with the literary movements of modernism and postmodernism.

**ENG 693      Adolescent Literature**

A survey of the literature of adolescence in several cultures and historical periods, this course explores selected works of important writers and novelists in their aesthetic, historical, and cultural contexts. Authors may include J.W. von Goethe, Sandra Cisneros, J.D. Salinger, James Joyce, Mark Twain, Judy Blume, Michelle Cliff, Maya Angelou, Esmeralda Santiago, Chris Crutcher, and others. The course familiarizes students with the history of the concept of adolescence, the conventions of the coming-of-age novel, the various definitions of “adolescent literature,” and the ways that popular culture, and multiethnic and global issues affect the production and consumption of adolescent literature. Students will also become familiar with current scholarship in the field.

**ENG 694      History of Rhetoric**

This graduate seminar focuses on the history of rhetoric, specifically the development and meaning of the term through (and in) Western civilization and thought. Beginning with the origins of rhetoric, the course offers an historical examination of rhetoric through the classical, medieval, Renaissance, Enlightenment, and twentieth century focusing on both the shifts in definition and the changes in use of the term as revealed through the literature of the periods examined. Readings may include definitive texts by Gorgias, Plato, Aristotle, Augustine, Boethius, Locke, Nietzsche, Bakhtin, I.A. Richards, Derrida, and others. Students produce weekly journals in response to the readings. In addition, they are responsible for presenting at least one theorist/author from our readings to the class placing that author and their text in historical context.

**ENG 695      Jane Austen**

This course is a study of the work of Jane Austen and the social, historical, economic, and political context in which she wrote. Students will read her six novels, a brief selection of her correspondence and juvenilia, and critical articles that examine Austen’s work from a variety of critical approaches. In this seminar, students will also examine the enduring popularity of Jane Austen’s work through consideration of contemporary film adaptations. Students will also become familiar with current scholarship in the field.

**ENG 699      Research and Thesis Seminar**

A seminar for graduate students in both concentrations who are writing their master’s thesis. Under the direction of the seminar leader, a member of the English graduate faculty, students meet weekly to discuss their progress, articulate, and solve problems encountered in their research and writing, and share their work with other writers/researchers.

Prerequisite: A thesis proposal approved by the graduate committee the semester preceding the one the student plans on registering for this course.

**ENG 700      Independent Study**

With the approval of the faculty advisor and the graduate committee.

1-6 credits

# History

**Degree:** M.A., History, College of Humanities and Social Sciences

**Graduate Program Director:** Professor Krista O'Donnell, Atrium 213; 973.720.2146; [odonnellk@wpunj.edu](mailto:odonnellk@wpunj.edu)

The master of arts in history is designed for the twenty-first century. Through an innovative curriculum that focuses on global historical analysis and the integration of information technology into historical research and teaching, program graduates acquire the skills necessary to communicate historical insights in a diverse and technologically advanced society.

All students who complete the full 30 credits receive training in the most recent information technology applicable to the discipline. The history faculty at William Paterson is one of the largest in New Jersey and offers a wide range of courses that reflect changes in the discipline. Thematic courses, such as the history of crime, science, women, and sexuality, complement the traditional menu of national histories. The program’s flexibility also allows students to tailor a course of study to fit their needs. Upon concluding coursework, students complete a master’s thesis to demonstrate their skills in historical research and analysis, as well as their expertise in information technology.

The department is located in the Atrium, a state-of-the-art building that contains numerous humanities-related computer facilities, and has its own computer lab, which contains all of the hardware and software necessary to produce multimedia historical presentations. In addition, the University’s David and Lorraine Cheng Library has an electronic resource center with online bibliographical resources.

The history department’s computer lab brings focus to the departmental initiative to make information technology a central part of its graduate curriculum. The lab’s design ensures close interaction between students and faculty, who use the lab to conduct research, prepare assignments, access e-mail, and digitize various media. The introductory graduate course, “Information Technology and the Historical Profession,” is taught in the lab where students are encouraged to develop electronic portfolios of their research. The department is developing an electronic archive of graduate student papers and presentations that will include not only text, but also images and sound.

## Admission to the Degree Program

The minimum requirements for admission are:

1. A bachelor’s degree from an accredited four-year college or university;
2. A cumulative grade point average of 3.00 on a 4.00 scale in the student’s undergraduate major;
3. A minimum score of 475 on the verbal portion of the Graduate Record Exam;
4. Two academic letters of recommendation;
5. An academic writing sample, preferably based on historical research.

## Requirements for the Degree

1. Students must complete a minimum of 30 credits of graduate study.
2. Required courses (12 credits out of a total of 30) include: HIST 501, one Global History Seminar (HIST 536, 537, 538, or 539), Thesis Seminar (HIST 698), and Independent Thesis Research (HIST 699). In addition, students must complete 18 credits of history graduate electives.

## Curriculum

### Core Requirements ..... 12 credits

HIST 501	Information Technology and the Historical Profession.....	3
HIST 536-39	Global History Seminar.....	3
HIST 698	Thesis Seminar.....	3
HIST 699	Independent Thesis Research.....	3

### Global History Seminars

(Choose one of the following)

HIST 536	Seminar on Intellectual and Cultural History.....	3
HIST 537	Seminar on the Twentieth Century.....	3
HIST 538	Seminar on Empires.....	3
HIST 539	Seminar on War and Revolution.....	3

### Elective Courses ..... 18 credits

#### U.S. History

HIST 540	Abundance and Poverty in U.S. History.....	3
HIST 545	The Reform Impulse in American History.....	3
HIST 550	Violence in America.....	3
HIST 560	Twentieth-Century U.S. Foreign Relations.....	3
HIST 565	Nuclear America.....	3
HIST 570	America Since World War II.....	3
HIST 589	Seminar in New Jersey History.....	3
HIST 590	New Jersey Urban History.....	3
HIST 595	Seminar in Oral History.....	3

#### European History

HIST 602	Issues in Western Civilization I.....	3
HIST 611	Europe in Transition: Constantine to Charlemagne, 300-800.....	3
HIST 613	Social History of Modern Europe.....	3
HIST 616	Seminar in Early Modern Europe.....	3
HIST 633	Modern Britain.....	3
HIST 634	Modern France.....	3
HIST 636	Crime and Punishment in Modern Europe.....	3
HIST 637	German History: Issues and Debates.....	3
HIST 638	Nazi Germany: Selected Topics.....	3
HIST 645	The Soviet Union.....	3

#### Non-Western and Topical History

HIST 649	Seminar in Women's History.....	3
HIST 650	Seminar in Contemporary Middle East.....	3
HIST 660	Seminar in East Asian History and Culture.....	3
HIST 661	Seminar in Japanese History and Culture.....	3
HIST 665	Seminar in Chinese History and Civilization.....	3
HIST 670	Seminar in Latin American History.....	3
HIST 681	History of Technology and Culture.....	3
HIST 682	Seminar in the History of Science.....	3

HIST 683	Military History.....	3
HIST 684	Seminar in the History of Sexuality.....	3
HIST 599	Selected Topics.....	3
HIST 700	Independent Studies.....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### CORE COURSES ..... 12 CREDITS

#### HIST 501 Information Technology and the Historical Profession

This course—to be taken within the first year in the program—introduces students to the uses of information technology as it applies to historical research and teaching. Students acquire basic familiarity with statistical analysis software, personal information management software, databases and spreadsheets, bibliographic software, Web resources, presentation software, listserv management, hypertext documents, Web page production, and multimedia presentation tools.

#### HIST 536 Seminar on Intellectual and Cultural History

The seminar introduces major intellectual and cultural movements and thinkers in various historical eras. It begins with core readings in the nature and definition of ideas and culture in history. Specific content varies per instructor, but may include classical and medieval thought, European ideas, and culture since 1500, and non-Western areas.

#### HIST 537 Seminar on the Twentieth Century

An introduction to the twentieth century. After discussion of core readings, the course focuses on the themes of modernity such as state and nation, race and gender, warfare, and economic integration that characterize the century.

#### HIST 538 Seminar on Empires

The seminar examines empires in historical perspective. After initial discussion of core readings, the content of each seminar focuses upon one or more empires within the instructor's expertise.

#### HIST 539 Seminar on War and Revolution

An analysis of wars and revolutions as historical phenomena. Theoretical models are used to study the social, political, and economic impact of wars and revolutions in different historical and cultural settings. The content of each seminar also focuses on one or more examples of war and revolution to reflect the instructor's expertise.

#### HIST 698 Thesis Seminar

Reserved for students who have completed 21 credits of the program. Prior to admission to the seminar, students must submit an approved thesis proposal. During the semester, students conduct research, and write the outline and early draft of their thesis. They are expected to contribute work to the seminar for collective discussion and criticism.

**HIST 699 Independent Thesis Research**

Reserved for students in the second semester of work on their master's thesis. Students continue to research and write their thesis under faculty direction. They are required to present their thesis in a department colloquium and publish it in the department's electronic learning archive.

Prerequisite: HIST 698

**ELECTIVE COURSES.....18 CREDITS****U.S. HISTORY****HIST 540 Abundance and Poverty in U.S. History**

Among the themes to be explored: wealth and poverty; social mobility; the "American Dream"; economic promise; changing concepts of poverty and the poor; racial and ethnic dimensions of wealth and poverty; and the distribution of wealth.

**HIST 545 The Reform Impulse in American History**

The course explores reform movements in the U.S., such as temperance, asylum and prison reform, the struggle for emancipation and racial equality, women's liberation and suffrage, business and economic regulation, and social security, welfare, and anti-poverty efforts.

**HIST 550 Violence in America**

The course examines the causes, consequences, and uses of violence in American society. It studies the manifestation of violence in a variety of social settings, i.e., urban, rural, and ethnic America. Students learn how violence has played an integral role in the development of American history, and they read case studies of violent episodes in American history and critically assess historical interpretations of violence.

**HIST 560 Twentieth-Century U.S. Foreign Relations**

The ways in which the U.S. defined its status as a world power are explored through case histories of the Senate fight over the Treaty of Versailles and the League of Nations; the attack on Pearl Harbor and intervention in World War II; the Berlin Airlift; the Cuban Missile Crisis; and the Vietnam War. Conclusions are drawn about America's role in the post-Cold War world.

**HIST 565 Nuclear America**

Beginning with the Manhattan Project in 1942 and proceeding through proposals for a Strategic Defense Initiative in the 1980s, this course deals broadly with the impact of the atomic bomb on American culture and society and on America's role on the world stage.

**HIST 570 America Since World War II**

This course deals with the social and political changes that have shaped today's America. By focusing on the issues of gender, class, and race, the course explores the consumer economy, the Civil Rights struggle, the liberation movements of women and other minorities, the conformity of the fifties, the radicalism of the sixties and early seventies, the age of limits, abortion and family values, and the conservative resurgence.

**HIST 589 Seminar in New Jersey History**

This research seminar on the history and culture of New Jersey allows students to investigate in depth topics in the social, political, economic, geographic, and cultural history of the state.

**HIST 590 New Jersey Urban History**

This course examines urbanization in New Jersey, the most urban state in the nation. It offers readings about urban New Jersey and urbanization in general, but it primarily focuses on research on the urbanization of a particular city, town, community, or neighborhood in the state. It includes a chronological survey of New Jersey cities from the colonial era to the present and analyzes the historical forces that affect the location, spatial form, political economy, and social geography of cities and their surrounding suburbs. The course looks at how and why cities in the state evolved; the economy of the region; the neighborhood change process; the role of mass transit and the automobile; the suburbanization process; social and residential mobility; the effect of government programs for highways, urban renewal, and housing; the current status of cities; and their historiography.

**HIST 595 Seminar in Oral History**

This course trains students in the theory and practice of oral history, an important sub-field in the discipline. Its first half is devoted to theory and methodology. Students do extensive fieldwork, the results of which forms the basis for an oral history archive of New Jersey in the twentieth century.

**EUROPEAN HISTORY****HIST 602 Issues in Western Civilization I**

This course has two goals: 1) to introduce students to current historiographical issues in Western history from the ancient world to the Reformation; and 2) to provide students with a more advanced understanding of how to teach history. Course content will focus on pivotal moments and issues in Western history that are open to a variety of interpretations. Students will also prepare and critique presentations of typical topics in the Western Civilization survey. These presentations should incorporate the recent scholarship on the topic.

**HIST 611 Europe in Transition: Constantine to Charlemagne, 300-800**

A detailed thematic survey of the late antique world, 300-800, focuses on the transition from the classical civilization of Rome to the initiation of the Middle Ages in Western Europe.

**HIST 613 Seminar in European Social History**

The course examines major themes in the evolution of Europe from a pre-industrial to a post-industrial society. Themes include state and society; economic change; industrialization and urbanization; women and the family; social classes.

**HIST 616 Seminar in Early Modern Europe**

This course examines aspects of early modern European history (for example, the Renaissance, the religious Reformations, the Age of Discovery, and the new national monarchies) in light of some of the most innovative work in social history, mentalities, and micro-history produced to date.

**HIST 633      Modern Britain**

Selected topics in British history since the Industrial Revolution are studied. The course emphasizes the transformation of social, political, and economic life as a result of industrialization and urbanization. Major course themes will include the creation of a viable class society, the overseas expansion of Britain, popular politics, women's liberation, and the rise of the welfare state.

**HIST 634      Modern France**

Selected topics in political, social, and economic history of twentieth-century France.

**HIST 636      Crime and Punishment in Modern Europe**

A seminar on the history of crime and punishment in Western Europe over the past 200 years. It examines the incidence and topology of crime in different societies at different times to assist students in formulating how and why definitions of crime have changed over time. The course also explores the evolution of state mechanisms for dealing with crime, especially police and prison systems. Other topics include the long-standing criminological debate between environmentalism and heredity, the representation of crime in literature and the popular media, and crime as a political issue.

**HIST 637      German History: Issues and Debates**

This course examines topics in the history of modern Germany. The peculiarities of German history are the guiding theme as the course analyzes the German bourgeoisie and nineteenth-century liberalism, Bismarck's unification to World War I, and the Weimar democracy.

**HIST 638      Nazi Germany: Selected Topics**

This course deals with the following topics in the history of Nazi Germany: theories of fascism in the German context; the Nazi seizure of power; everyday life under the Nazis; the Holocaust; and the subsequent historical debate.

**HIST 645      The Soviet Union**

An examination of the Soviet Union from the revolutions of 1917 to the break-up of the U.S.S.R. Special emphasis is given to the relationship of the state and the Communist Party to society, and to the multinational character of the U.S.S.R.

**NON-WESTERN AND TOPICAL HISTORY****HIST 649      Seminar in Women's History:  
Selected Topics**

The seminar discusses main themes in the social, political, cultural, and economic history of women.

**HIST 650      Seminar on the Contemporary Middle East**

Topics in the history of the Middle East from World War II to the present are studied, and may include: the independence movement after World War II; the Arab-Israeli wars; the fall of liberal democracies in the Arab world; modernization in the oil-rich states and U.S. interests; the Iranian revolution and the Iran-Iraq war; Israeli policy in the occupied territories and Palestinian resistance; the Gulf War; Islamic fundamentalism.

**HIST 660      Seminar in Asian History and Culture**

Asia is examined as a distinct cultural and historical region and civilization. Key materials essential to research in the field are explored. A specific theme, country/region, or period is the focus each semester.

**HIST 661      Seminar in Japanese History and Culture**

This seminar explores a specific topic in the history and culture of Japan. Cultural, political, social, and economic themes are developed using a wide variety of sources and materials to enable students to undertake research and integrate Japan into comparative frameworks.

**HIST 665      Seminar in Chinese History and Civilization**

Analyzes the various aspects of Chinese civilization, with emphasis on philosophy and religion, political and social structure, and economics.

**HIST 670      Seminar in Latin American History**

Emphasis is placed upon contemporary aspects of Latin American society. The impact of rapid population growth on existing needs for economic development, political stability, and social change is stressed.

**HIST 681      Technology and Culture**

Explores the social, psychological, cultural and historical impact of technology and technological change through interdisciplinary approaches. By examining a broad history of technology as well as specific technologies, the course emphasizes the impact of technology and its interrelationships.

**HIST 682      Seminar in the History of Science**

A seminar on the history of science from antiquity to contemporary times. The following issues are given particular attention: Hellenistic and Islamic science, science in the medieval Latin West, the Scientific Revolution, and the second Scientific Revolution (relativity and quantum physics).

**HIST 683      Military History**

A systematic introduction to the study of military history, this course explores battle experience, military technology, logistics, and tactical and strategic thinking. These subjects are integrated with historical and theoretical approaches to war, and the comparative and cross-cultural study of warfare.

**HIST 684      Seminar in the History of Sexuality**

The course examines the changing concepts of sexuality in the world over the past 400 years. Content varies according to instructor, but may include some of the following topics: women's changing roles; emergence of homosexual identities; prostitution; state regulation of sex; and debates on pornography.

**RELATED COURSES****HIST 599      Selected Topics**

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

**HIST 700      Independent Studies**

As approved, and to be arranged.  
1-6 credits

# Psychology

**Degree:** M.A., Clinical and Counseling Psychology,  
College of Humanities and Social Sciences

**Graduate Program Director:** Professor Bruce J. Diamond;  
Science Hall 240; 973.720.3400; diamondb@wpunj.edu

The master's program prepares students for the professional practice of counseling in nonschool settings. The curriculum is designed to help fulfill the academic requirements for eligibility to take the National Counselor Examination, currently required for licensure as a Licensed Professional Counselor (LPC) in New Jersey and in the majority of the states in the country. Students are encouraged to secure the LAC and then continue on this path in order to secure the LPC. Graduates must successfully complete 60 credit hours of course work and supervised fieldwork. The curriculum consists of required and elective courses in the theoretical, empirical, cross-cultural, and ethical foundations of counseling. Supervised fieldwork is an integral part of the curriculum and helps students develop counseling competencies as well as providing an opportunity to apply theory and empirical findings in practice-oriented settings.

Students have served in a wide variety of inpatient and outpatient clinical settings including hospitals, community mental health clinics, group homes, drug treatment facilities, rehabilitation centers, correctional facilities, gerontology programs, and, after licensure, private practice. After licensure, or under proper supervision, graduates are able to counsel individuals, groups and families using appropriate interview and intervention techniques; conduct individual and group assessments; participate in institutional and organizational research projects and work on an elective basis with a variety of populations (e.g., children, adolescents, the elderly, the severely mentally ill, the neurologically impaired, substance abusers, and others).

Students may opt to complete this program on either a full-time (two years including summers) or part-time basis (three to five years including summers). Full-time students may not be employed for more than 20 hours per week. Where possible, courses will be offered in consecutive time slots two to three days per week, in the late afternoon and evening slots, as well as during the summer. The program is subject to change without prior notice.

## Mission Statement of the Program

As previously stated, the overarching goal of the graduate program is to train students for the professional practice of counseling. It seeks to train counselors who are ethically, socially, and culturally sensitive; who are well-trained and competitive in pursuing their career aspirations; and who are motivated to continue learning and furthering the development of their skills throughout their professional careers. Toward this end, the program:

1. Emphasizes the ethical responsibility of practitioners to be knowledgeable and up-to-date in their understanding of behavior, psychopathology, therapeutic applications, and research on new or evolving intervention techniques; to continually improve and re-examine their sensitivities to social and cultural issues among clientele; and to know their limitations and seek consultation, supervision or referral as appropriate.

2. Gives priority to the highest level of program and course content in teaching, clinical supervision, and research as well as in providing quality internship experience.
3. Enhances knowledge and skills. The program emphasizes the importance of research, continuing education, and informed interpretation and evaluation of the relevance and generalizability of new findings and approaches. Courses stress the value of critical thinking, reflection, intellectual independence, and scholarship.
4. Prepares students academically for eligibility to take the National Counselor Exam and licensure as a Licensed Professional Counselor in the state of New Jersey. Through the 60-credit academic program and the internship experience, graduates are competitive in the job market.
5. Encourages the development of a counseling community among students and faculty and with others in related University academic areas.
6. Requires the student to pass a comprehensive master's project in which he or she presents a case in writing and integrates relevant empirical, theoretical, social, ethical, cultural, diagnostic and therapeutic issues in the discussion. A research project can be considered as an alternative exit project.

## Requirements for Admission

The minimum requirements for admission to the program are:

1. A bachelor's degree from an accredited college or university.
2. A cumulative undergraduate grade point average of not less than 3.00 on a 4.00 scale or a master's degree from an accredited college or university with a grade point average of at least 3.00 on a 4.00 scale.
3. A score of 500 on the verbal section of the Graduate Record Examination and a 5.0 on the analytic section of the GRE.
4. A personal statement of background, goals and values, preparation or relevant experience and his/her hopes and aspirations. Please clarify any changes in career interest and account for any gaps in your educational and/or work history. Please submit a resumé or curriculum vitae.
5. Three professional recommendations.
6. An undergraduate background that includes the following psychology courses:
  - General Psychology
  - Abnormal Psychology
  - Statistics or Experimental Design
  - Developmental Psychology
 Deficiencies may be made up in consultation with the graduate committee.
7. A personal interview at the discretion of the graduate committee.

As part of the application process, a criminal background check will be completed. All students must be formally admitted into the program in order to take courses. The application deadline for the fall semester is March 1. However, early admission is considered for highly qualified candidates, and late applications are considered on a discretionary basis.

A maximum of 6 credits from an accredited institution can be transferred at the discretion of the graduate director and the course instructor. No transfer credits may be substituted for the following courses: PSY 642, 670, 671, 690, 691, 692, 693, and 694.

Please send original copies of all application materials to the graduate admissions office.



## Program Structure

### Total Credits Required for Degree..... 60 credits

The program is organized into two tiers of courses: the foundation courses constitute Tier I courses and the more advanced courses constitute Tier II courses. Tier I courses are prerequisites for the Tier II courses except at the discretion of the director.

Degrees are awarded based on the satisfactory completion of academic requirements, demonstrated clinical competence appropriate to the level of training, and behavior consistent with the Code of Ethics and the Standards of Practice as established by the American Counseling Association.

### Required Courses..... 51 credits

#### Tier I Courses:

PSY 604	Research Methods and Evaluation.....	4
PSY 610	Lifespan Human Growth and Development I.....	3
PSY 611	Lifespan Human Growth and Development II .....	3
PSY 618	Theories of Psychotherapy and Counseling .....	3
PSY 640	Psychopathology .....	3
PSY 641	Cultural and Social Issues in Clinical Practice.....	2
PSY 670	Introduction to Clinical Practice: Helping Relationships I.....	2
PSY 671	Introduction to Clinical Practice: Helping Relationships II .....	3
PSY 672	Professional Orientation.....	2

#### Tier II Courses:

PSY 642	Group Interventions .....	3
PSY 650	Psychological Assessment and Testing I.....	3
PSY 651	Psychological Assessment and Testing II .....	3
PSY 673	Career and Lifestyle Development.....	2
PSY 690	Clinical Practicum I.....	3
PSY 691	Clinical Practicum II .....	3
PSY 692	Clinical Practicum III.....	3
PSY 693	Clinical Practicum IV.....	3
PSY 694	Clinical Practicum V .....	3

### Elective Courses ..... 9 credits (each course is 3 credits)

All students must take either PSY 590 Human Neuropsychology\* or PSY 684 Clinical Psychopharmacology in order to meet graduation requirements.

\*The tier system does not apply to this course; therefore, it may be taken at any time. Choose two courses from the following electives.

PSY 599	Selected Topics
PSY 609	Developmental Psychopathology
PSY 680	Family Therapy: Theories and Practice
PSY 681	Brief and Time Effective Interventions
PSY 682	Gerontology
PSY 683	Substance Abuse Interventions
PSY 684	Clinical Psychopharmacology
PSY 700	Independent Study

## Courses

Unless otherwise noted, all courses are 3 credits. All courses discuss ethical and cross-cultural implications for counseling practice. Please refer to the Web site for the most current program and course descriptions as well as requirements.

### Required Courses

#### PSY 590/ Human Neuropsychology BIPY 490

This course provides an introduction to brain-behavior relationships and the impact of organic brain disorders on sensory, motor, cognitive, emotional, behavioral and functional activities. Major brain disorders are examined and implications for counseling are discussed.

#### PSY 604 Research Methods and Evaluation

With the goal of gaining facility in critical evaluation of published research and preparation for master's level research positions, this course will provide training in the basic use of descriptive statistics, experimental and quasi-experimental research designs, and parametric and nonparametric statistical methods.  
4 credits

#### PSY 609 Developmental Psychopathology

This course examines difficulties in child development and adjustment. Disturbed behavior in children is studied in relation to physiological, environmental, and social influences. The etiology of childhood disturbances, treatment modalities and methods for prevention are explored within the framework of the major personality theories. Clinical examples, case studies and current research are emphasized.

#### PSY 610 and Lifespan Human Growth and PSY 611 Development I and II

This year-long course sequence aims to provide a foundation for understanding human behavior across the lifespan. It covers the biological and environmental bases of human development, theories and research on the development of personality, cognition, social relations and the cultural and systems contexts of adaptive and maladaptive behavior. The course provides a theoretical and research basis for how counselors can change human behavior (e.g., psychotherapeutic and psychopharmacologic interventions).  
6 credits

#### PSY 618 Theories of Psychotherapy and Counseling

This course provides a consideration of the major theories of counseling and psychotherapy, including behavioral, cognitive, cognitive-behavioral, psychodynamic, interpersonal and humanistic theories and how they are applied. Issues pertaining to brief versus long-term interventions are discussed.

#### PSY 640 Psychopathology

This course explores the biological, behavioral, cognitive, humanistic, and psychodynamic and socio-cultural explanations of abnormal behavior and teaches students how to assess Axis I and Axis II disorders. The purposes and use of the DSM-IV are discussed. The importance of research in this area is emphasized.



**PSY 641 Cultural and Social Issues in Clinical Practice**

This course seeks to broaden students' understanding of the cultural differences between the diverse populations that make up our society, the social problems faced by minorities and women, and how stereotypes, biases, and role and performance expectations related to particular cultural or social groups are part of the common socialization patterns. The overall aim is to improve the self-awareness, knowledge base, and sensitivity of counselors so that they can be more effective. Toward this end, the course is designed to explore the many forms of prejudice and discrimination in our society and to identify cultural differences in our society that affect counseling practice, such as diverse beliefs concerning illness, healing, and authority.

2 credits

**PSY 642 Group Interventions**

This course provides an introduction to the understanding of group process and the skill and processes involved in bringing about growth and change in individuals through group intervention. It seeks to expand students' conceptual framework of the helping process by providing models of group dynamics and the counseling skills that facilitate goal achievement in each of the phases of group work. Common elements in work with individuals, families, and groups will be emphasized. Both the commonalities of diverse types of groups and the unique aspects related to setting and purpose of the intervention are also considered.

**PSY 650 Assessment and Testing I: Intellectual Testing**

This course reviews the fundamentals of testing and assessment such as test construction and issues of validity, reliability, measures of central tendency and variability, and how social/cultural factors relate to the assessment and evaluation of individuals and groups. It further aims to promote an understanding of the purposes and techniques of the individualized evaluation of intelligence in children and adults. The WAIS-III, Stanford-Binet, and WISC are examples of tests that will be covered. Opportunities for administration of tests are provided.

**PSY 651 Assessment and Testing II: Personality Evaluation**

This course considers the rationale, administration, scoring techniques and relevant research issues of selected personality tests, such as the Rorschach, TAT, MMPI, and MCMI. The process of clinical inference is scrutinized, and the integration of tests with case histories and clinical interviews is discussed.

**PSY 670 and 671 Introduction to Clinical Practice: Helping Relationships I & II**

This yearlong course sequence is designed to educate students in the basic procedures of ethical and culturally responsive counseling practice including the individual and systems perspectives. The courses include ethical issues in counseling, intake interviewing, initial assessment, engaging the client, formulating a treatment plan, implementing treatment, assessing progress, and terminating treatment. These courses also explore the characteristics and behaviors of the counselor and the client that influence the therapeutic process.

5 credits

**PSY 672 Professional Orientation**

This course provides an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing, and public policy issues. Particular emphasis is placed on ethical and legal issues and their applications to various professional activities as a counselor.

2 credits

**PSY 673 Career and Lifestyle Development**

The course provides students with an understanding of career development and related lifestyle factors. Students learn about theories of career and lifestyle development, career development program planning, occupational and educational information resources, testing and interpretation, life roles, and decision-making models. Students also learn about the career, education, and leisure counseling process. The role of guidance counseling in education is explored. Students gain an understanding of how the professional counselor can help with vocational choices, career changes, conflict in the workplace, and changing lifestyles.

2 credits

**PSY 680 Family Therapy: Theories and Practice**

This course introduces students to the various theoretical models of family function and dysfunction and specific therapy skills related to the models for helping the family better understand its needs and dynamics and to develop the kind of strategies for change that enable it to move forward in more functional ways. Techniques for family counseling are discussed.

**PSY 681 Brief and Time Effective Interventions**

The aim of this course is to introduce students to the methods of brief therapy by providing them with a theoretical knowledge base about different models of brief therapy and the basic skills for beginning to implement these therapies. Budman's time-effective approach, and behavioral, cognitive, solution-oriented, strategic, narrative, interpersonal, and crisis intervention therapies will be explored. Students learn how to implement brief and time effective interventions in their counseling practice.

**PSY 682 Gerontology**

This course is designed to help the student understand the special issues and developmental tasks that confront aging individuals in American society. Emphasis is placed on both the normal and the pathological aspects of aging that those individuals and their families must deal with in the later decades of life. Retirement, bereavement, organic brain syndromes, appropriate facilities, counseling intervention techniques, and issues and support systems are discussed.

**PSY 683 Substance Abuse Interventions**

The aim of this course is to provide students with basic knowledge about pharmacology and toxicities of drugs of abuse and about substance abuse disorders. This course also introduces students to the therapeutic approaches and community resources that are most useful in intervening in these disorders. Areas covered include alcohol, marijuana, heroin, amphetamines, and abused derivatives of amphetamines, cocaine, and barbiturates. The course also addresses other addictive/compulsive disorders such as gambling addictions and eating disorders. Students learn counseling intervention techniques for persons with addictive/compulsive disorders.

**PSY 684 Clinical Psychopharmacology**

This course examines basic principles and research methods including ethical issues in drug research. The physiological, behavioral, and psychotherapeutic effects of the major classes of drugs in clinical use are discussed and an emphasis is placed on differentiating the appropriate uses, mechanisms, therapeutic and side effects, toxicities, and main drug interaction of these agents. Developmental issues in drug use (e.g., childhood, adolescence, and aging) are also discussed.

**PSY 690, 691, Clinical Practicum I, II, III, IV, V  
692, 693, 694**

The goal of these capstone courses is to provide a framework in which students can integrate theory, research and practice. As such, these weekly seminars provide an essential forum for discussion and integration of concepts, techniques, and professional issues studied in the foundation courses that help shape, guide, and inform supervised field experiences in counseling. 15 credits

**PSY 700 Independent Study**

To be arranged with supervisor and approved by graduate director and department chair. Only one independent study may be taken in the program.

# Public Policy and International Affairs

**Degree:** M.A., Public Policy and International Affairs, College of Humanities and Social Sciences

**Graduate Program Director:** Professor Sheila Collins, Raubinger Hall 434; 973.720.3424; collinss@wpu.edu

Housed in the Department Political Science, the graduate program in public policy and international affairs provides the foundation for understanding the ways in which contemporary public policy crosses and supercedes national boundaries in an increasingly integrated global environment of trade, information and technology, threats to national security and the global ecosystem. The interdisciplinary curriculum is designed to train effective innovators and problem solvers by integrating the practical and theoretical, domestic and international dimensions of policy-making and management. Graduates are prepared to work in a variety of settings: government and nonprofit agencies, international nongovernmental organizations (NGOs), education, business, law, journalism, and social services, or to pursue further graduate studies.

After taking a core curriculum designed to provide students with an introduction to the field of public policy-making in an era of globalization, as well as to provide them with the qualitative and quantitative tools needed for work in a professional policy environment, students may concentrate their electives, if so desired, in one of two tracks: 1) public policy and administration, providing courses that prepare students to work in domestic public or nonprofit service and management; and 2) public policy and international affairs for those who want to work in international settings in government, the nongovernmental sector, or business. Opportunities are available through the program for internships in a variety of public, nonprofit, international and corporate settings, as well as short and medium-term intensive study abroad.

## Admission to the Degree Program

1. Proof of a bachelor's degree from an accredited college or university and a cumulative undergraduate grade point average of 3.0 out of 4.0 (official undergraduate transcript).
2. Satisfactory scores on the Graduate Record Exam (GRE). While the candidate's entire application folder is considered, a minimum score of 475 on the verbal portion of the GRE or a minimum of 399 on the Miller Analogies Test is preferred.
3. A sample of the applicant's writing, preferably a graded paper or a paper that has been written in pursuit of one's professional work.
4. Two letters of recommendation from persons familiar with the applicant's academic and/or professional record. Students lacking a foundation in undergraduate political science may be required to take appropriate undergraduate courses in the discipline.

## Nondegree Students

Students not interested in pursuing a degree, those whose records do not meet admission standards, or older students whose records are outdated may choose to start the program as nonmatriculated students. Nonmatriculated students may take up to three courses in the program. If they maintain a 3.0 GPA they may then reapply for admission to the degree program. The credits earned as nonmatriculated students will be applied to the degree.

## Requirements for the Degree

1. Students must complete a minimum of 36 credits.
2. Students are required to take 21 credits in required courses and 15 in electives.
3. Students are required either to write a 6-credit thesis or to complete a 6-credit internship.

## Curriculum

### Program Requirements .....36 credits

#### Required Core Courses .....21 credits

POL 501	Public Policy in an Age of Globalization .....	3
POL 503	Comparative Public Policy .....	3
POL 624	Introduction to Research Design .....	
POL 625	Tools of Policy Analysis.....	3
POL 632	International Political Economy.....	3
POL 650	Internship .....	6
	or	
POL 702	Thesis Writing I .....	3
POL 703	Thesis Writing II .....	3

#### Elective Courses .....15 credits

Track I	Public Policy and Administration .....	
POL 502	The Citizen, the State, and International Politics .....	3
POL 505	American Citizenship in Global Perspective .....	3
POL 599	Selected Topics [topics not covered by an existing course] .....	3
POL 602	Critical Theory and Public Policy .....	3
POL 604	The Gendered State and Public Policy.....	3
POL 605	Labor, Labor Markets, and the Welfare State .....	3
POL 613	Women, Sexual Violence, and Public Policy .....	3
POL 620	Political Socialization, Communication, and Public Policy.....	3
POL 621	American Welfare Policy in Global Perspective .....	3
POL 622	Intermestic Policy in the Americas.....	3
POL 623	Environmental Politics and Policy.....	3
POL 626	Theory and Practice: Science, Politics, and Globalization.....	3
POL 700	Independent Study .....	
	[Students may arrange an independent study in consultation with a faculty member. A proposal must be developed and approved by the faculty member, graduate director, and dean.]	

#### Track II Public Policy and International Affairs

POL 502	The Citizen, the State, and International Politics .....	3
POL 599	Selected Topics (topics not covered by an existing course).....	3

POL 602	Critical Theory and Public Policy .....	3
POL 605	Labor, Labor Markets, and the Welfare State .....	3
POL 606	Ethnic Conflict and Nationalism.....	3
POL 619	Globalization and International Trade: The View from the Western Hemisphere .....	3
POL 622	Intermestic Policy in the Americas: Drugs, Money, and Immigration .....	3
POL 623	Environmental Politics and Policy.....	3
POL 626	Theory and Practice: Science, Politics, and Globalization.....	3
POL 633	U.S. Security Policy in the Twenty-first Century.....	3
POL 641	International Law and Public Policy .....	3
POL 642	Democracy and International Human Rights.....	3
POL 700	Independent Study .....	3
	[In certain cases, students may arrange an independent study in consultation with a faculty member. A proposal must be developed and approved by the faculty member, graduate director, and dean.]	

Up to two relevant electives may be taken in other departments. Relevant courses may be found in sociology, history, education, business, communications, and nursing (e.g., health legislation and social policy). A list of recommended courses can be obtained from the program Web site or the graduate director.

## Courses

Unless otherwise noted, all courses are 3 credits.

### REQUIRED COURSES .....21 CREDITS

#### POL 501 Public Policy in an Age of Globalization

This course provides a general introduction to the major concepts, issues, and theories involved in the study of public policy. It examines the processes, institutions, and the intra- and extra-governmental political forces, ideologies, and values involved in the origination, implementation, and evaluation of public policy. While emphasis is on policy making at the national level, forces that are currently impacting—and altering—the field will be of major concern. These include the pressure toward privatization; the drive toward devolution of authority; globalization/international trade and currency flows; environmental and security crises. The course employs case studies in specific policy areas as illustrations of the central concepts and processes.

#### POL 503 Comparative Public Policy

Why do nations differ markedly in their approach to policy issues such as social welfare, education, health, national defense, environmental protection, immigration, or the like? This course provides an analytical perspective for understanding these differences across three types of nation state systems: advanced industrial democracies; transitional or Third Wave democracies, and developing authoritarian states. The influence of culture, state and legal systems, party systems, economic elites, social movements, and the international political economy on the evolution and practice of public policies are explored. Students are required to conduct a cross-national study of a particular public policy issue.

**POL 624 Introduction to Research Design**

This course provides students with an introduction to the epistemological foundations of social science research. Students explore the evolution of political science as a social science while they are guided through a survey of various approaches to social scientific inquiry. The approaches include experimental, quasi-experimental, and non-experimental research designs and methods. Additionally, students intensively study the essential components of any research design and the typical challenges that social scientists must confront when designing and implementing a research design. In the end, students become more capable of creatively and comprehensively designing research projects based on the usage of social scientific research design and methods.

**POL 625 Tools of Policy Analysis**

This course provides students with some of the specific methodological tools of social statistics that they need in order to understand, evaluate, and conduct research in political science and public policy. Techniques for collecting quantitative data and for analyzing and presenting it are stressed.

**POL 632 International Political Economy**

This course is a survey of the most salient theories, cases, and issue areas in the field of political economy. The field links international politics and international economics by examining systemic, national and sub-national variables, including trade policies, industrial development, capital markets, and institutions. The course examines why some countries are so rich and others so poor by looking at development strategies, currency regimes, and international financial flows. It also addresses the issues raised by the growing power of multinational corporations over nation states and labor movements within industrial and developing countries, as well as the environmental and human challenges created by the global economy.

**POL 650 Internship**

Students choosing this option may gain experience in applied policy or administration by working for a minimum of 240 hours in a public, nonprofit, or private domestic or international organization that in some way deals with public policy. Examples include: local, state, or national government agencies; legislative offices; law enforcement; legal firms; interest groups; advocacy groups; community organizations; international corporations. The internship can be taken in one semester, over the course of a summer, or can be broken up into two separate semesters. Students choosing the internship are required to meet with the program director (or internship coordinator) in the semester prior to seeking the internship to discuss professional interests and placement options. Internship students are required to keep a directed portfolio of their internship duties and experiences and to write a substantial paper (at least thirty-five pages) at the end of the internship that reflects on their internship experience using the concepts, frameworks, and theories they have studied in the classroom. The specific focus of the paper will be worked out in discussions with the program director (or internship coordinator). On-site internship supervisors will be required to submit an evaluation of the intern to the program director at the end of the internship. 6 credits

**POL 702 Thesis Writing I**

Working under the guidance of their thesis advisor, students choose a research topic, conduct a literature review, develop a research thesis, and choose the appropriate methodology for conducting their research. By the end of the semester they will have produced a research thesis prospectus.

**POL 703 Thesis Writing II**

Students receive 3 credits for writing their master's thesis/project. The thesis (which must be a minimum of fifty pages) must demonstrate that students can develop and carry out an independent research inquiry. They work closely with faculty advisor(s) on the project during the second semester of the second year and present their paper or findings at a graduate colloquium.

**ELECTIVE COURSES.....15 CREDITS****POL 502 The Citizen, the State, and International Politics**

This course explores the nexus between the citizen and policy making in an age of globalization across a range of political systems. It seeks to find out how well this connection is working, and what variables are associated with effective citizen participation. The course also explores the ways in which our notions of democracy and human rights may need to be enlarged in a global era and at both national and transnational movements for democracy, economic justice, and environmental sustainability.

**POL 502 American Citizenship in Global Perspective**

The constitutional foundations, political culture, and the institutions and processes of American government and politics are examined in light of the principles and indicators of representative democracy and in comparison to other democratic systems. The role of the United States in the community of nations and the evolving context of globalization are also analyzed. Selected public policy topics may be covered.

**POL 599 Selected Topics**

Topics not covered by an existing course are offered under this designation.

**POL 602 Critical Theory and Public Policy**

This course is designed to acquaint the student with the approach to knowledge known as "critical theory," as well as to prepare them to carry out real-world public policy analysis. To this end, three themes serve as the focus of study: capitalism, democracy, and globalization. The relationship between all three and public policy serves as the life-blood of the course. The required and suggested readings cross disciplines, from political philosophy to economics to policy and gender studies. The mélange reflects critical theory itself: interdisciplinary from the start.

**POL 604 The Gendered State and Public Policy**

The world is shaped by gendered concepts, practices, and institutions. How we perceive, understand, analyze, and critique the world is profoundly shaped by our understandings of sex-gender scripts, roles, and experiences. The nation-state is no exception. However, liberal tradition presents the citizen

and the nation-state as unsexed. Feminist theory challenges that notion and argues that sex-gender arrangements and structural political arrangements are inextricably linked and, therefore, gendered power structures are an essential, irreducible aspect of the state and public policy.

**POL 605 Labor, Labor Markets, and the Welfare State**

This course examines the role of national and state policies in regulating labor conditions, in creating and defending workplace rights for the employed, and in providing and managing subsistence rights and job training for the unemployed. It also examines the roles of nongovernmental actors who influence government policy, such as economic theorists, employers, business and professional organizations, and associations of self-employed workers. The ways in which labor markets constitute systems of labor disciplines as well as systems for the racial, ethnic, and gendered allocation of differential opportunities for economic well-being are explored, as is the historical relationship between social welfare and labor markets.

**POL 606 Ethnic Conflict and Nationalism**

This course studies the causes and consequences of ethnic conflict and nationalism. Contested definitions of ethnicity and nationalism are examined, as are the case studies of particular conflicts. Topics covered include theories, social bases and ideologies of nationalism, internal and external causes of ethnic strife, strategies for their resolution, and U.S. policy toward nationalist and ethnic conflicts.

**POL 613 Women, Sexual Violence, and Public Policy**

This course provides an overview of sexual violence against women and girls in contemporary society. It defines the scope and reality of sexual violence and examines the processes by which sexual violence operates as a form of social control. The course focuses on the intersection of sexual violence and public policy, with an emphasis on education, law, and health.

**POL 619 Globalization and International Trade:  
The View from the Western Hemisphere**

This course takes an in-depth look at the changing political economy of the Western Hemisphere. Trade arrangements such as NAFTA (North American Free Trade Agreement), Mercosur and the possible creation of an FTAA (Free Trade Association of the Americas) are thoroughly examined as to their pluses and minuses for the countries involved. Investment and trade, labor, and environmental issues are examined in light of the globalization process underway in the twenty-first century's first decade.

**POL 620 Political Socialization, Communication, and Public Policy**

Effective policy making requires an understanding of how political socialization takes place and mastery of the means and techniques of political communication. Policy agendas and the policies themselves must be communicated to and legitimized with the public. This course explores the ways in which such political communication and legitimization operate through a study of the role of language in political communication, the instrumentalities of political communication, and specific case studies.

**POL 621 American Welfare Policy in a  
Global Perspective**

This course provides an in-depth examination of the evolution, contemporary functioning, and future of the American welfare state in comparative perspective. An overview of the major values, concepts, theories, and measurement tools involved in the development and implementation of social policies is provided and the reasons for American exceptionalism are explored. Specific policy arenas, such as poor relief, old age insurance, and health care are examined in depth. The general goal of this course is to deepen students' understanding of the United States's "exceptional" and bifurcated welfare state, and to develop their capacity to participate in the analysis and change of social welfare policies.

**POL 622 Intermestic Policy in the Americas:  
Drugs, Money, and Immigration**

This course looks at Latin America across a spectrum of policy issues that seek to tie the domestic and the international in U.S.-Latin American relations, hence the concept "intermestic." A grounding in Latin America's political and economic development enable us to deal with such issues as immigration, drugs, trade, human rights, democracy, and social justice. Cases include Mexico, Cuba, Colombia, Venezuela, Brazil, Argentina, and Uruguay. The rise of leftist populism is discussed in light of the failure of free market economics to produce growth with equity.

**POL 623 Environmental Politics and Policy**

This course provides a critical evaluation of how governments and international regimes attempt to manage the domestic and global environment. The first part of the course examines the conceptual/paradigmatic context of environmental decision-making and the history of how environmental protection became a public policy issue. The second part of the course examines the domestic and international institutions and processes involved in environmental policy-making. Case studies of specific environmental conflicts illustrate the cultural, political, scientific, institutional, and legal issues that are involved in environmental decision-making, both domestically and globally.

**POL 626 Theory and Practice: Science, Politics, and Globalization**

This course is designed to give the graduate student an opportunity to study many of the issues surrounding the impact of science and technology policy from a theoretical perspective in an international context. Questions driving the course will include: what was the political and social impact of modern science at its origin? What are some of the major political issues surrounding international organizations dedicated to the dissemination of science, health and technology policy? What have been some of the positive and negative social consequences of these policies? These questions and more will be addressed in terms of contemporary issues such as famine and food production, the AIDS crisis in Africa, cultural and religious backlash against Western science in developing countries, and international efforts to protect the environment.

**POL 633 U.S. Security Policy in the Twenty-first Century**

This course studies both the goals and implementation of U.S. national security policy. Contested definitions of national security and contending policy prescriptions are examined, as are the impact of domestic factors and bureaucratic procedures. Topics covered include national security strategy, strategic nuclear policy, limited wars, low-intensity conflict, interventions, terrorism, and foreign economic policy insofar as it bears on national security concerns. Case studies, both historical and contemporary, are used.

**POL 641 International Law and Public Policy**

This course examines the evolution and current status of international law and public policy. In addition to studying the nature and sources of international law and public policy, it explores such topics as: a) treaty formation, performance, and cessation, b) the legal personality of states, organizations, and individuals, c) international jurisdiction, sovereignty, and diplomatic relations, d) arbitration and adjudication, and e) international intervention, human rights, environment, and economy.

**POL 642 Democracy and International Human Rights**

This course studies democratization and human rights, their intellectual and conceptual history, the contemporary debates on self-determination, globalization, intervention, and the role of the U.N. and other multilateral agencies in promoting democratic peace. These ideas are examined through specific case studies, as well as through the evolution of various state rights documents.

**POL 700 Independent Study**

Independent study courses are designed to allow matriculated students to earn credit for extensive readings, research, practica, or other individualized learning projects in a specific area of study. Students may wish to pursue a topic not covered by the curriculum or to pursue an area in greater depth. Students may arrange an independent study in consultation with a faculty member who will serve as the independent study advisor. The proposal must be approved by the advisor, the graduate director and the dean. After completing the proposal and getting the signatures of the advisor and graduate director, the student must submit the proposal to the dean. A letter of approval from the dean constitutes permission for the student to register for the independent study. The completed application must be submitted by the student to the Office of the Registrar no later than the late registration period for the semester in which the independent study is to begin. Upon completion of the independent study, the student must present the completed study or written report/paper to his or her sponsoring faculty member for evaluation. Upon successful completion of the study, the student will receive an appropriate grade or academic credit. 1-6 credits

# Sociology

**Degree:** M.A., Sociology, College of Humanities and Social Sciences

**Graduate Program Director:** Professor Vincent N. Parrillo, Raubinger Hall 430; 973.720.3881; parrillov@wpunj.edu

The M.A. in applied sociology is a highly practical program of studies for individuals in the private and public sectors who want to fast-forward their careers. Because applied diagnostic skills and applied knowledge about diversity in the workplace and society are of great value in virtually every occupational field, this master's program prepares students and gives them a competitive edge in a variety of professional settings, including departments of human resources or research and planning in banking, corporations, education, government, health care, insurance, marketing, as well as in community and other nonprofit organizations. Among the many possible positions available, graduates work as planners, program development specialists, researchers, policy analysts, community outreach coordinators, data analysts, and human resource directors.

For further information, please contact the program director, Professor Vincent N. Parrillo at gradsoc@wpunj.edu

## Admission to the Degree Program

The requirements for matriculated admission are:

1. A baccalaureate degree from an accredited four-year institution of higher learning with a background in a social science, preferably in sociology;
2. A cumulative undergraduate grade point average of not less than 3.00 on a 4.00 scale;
3. A minimum verbal score of 388 on the Miller Analogies Test or a verbal score of at least 450 on the Graduate Record Examination.
4. Two letters of recommendation.
5. A 500-word statement of intent. In the statement of intent the applicant must discuss the reason he or she decided to pursue a degree and/or career in sociology.

## Requirements for the Degree

From the courses below, an advisor will tailor an individualized program of studies to build on each student's strengths and develop the necessary knowledge base to be mastered.

## Curriculum

**Program Requirements ..... 33 credits**

**Core I Courses ..... 6 credits**

SOC 515 Applied Social Statistics ..... 3  
SOC 518 Applied Sociological Theory ..... 3

**Core II Courses (choose two) ..... 6 credits**

SOC 514 Applied Quantitative Methods ..... 3  
SOC 517 Applied Qualitative Methods ..... 3  
SOC 519 GIS Basic Mapping I: Applications and Analysis ..... 3  
SOC 531 Program and Policy Evaluation ..... 3

**CORE III Courses.....6 credits**

SOC 691	Professional Internship I (required) .....	3
	<b>and</b>	
SOC 692	Professional Internship II .....	3
	<b>or</b>	
SOC 698	Research and Thesis.....	3

**Substantive Courses ..... 15 credits**

SOC 510	Cities and Urban Policies .....	3
SOC 520	GIS II: Principles of Geographic Information Science ..	3
SOC 521	Contemporary Issues in the Workplace.....	3
SOC 540	Diversity in America.....	3
SOC 542	Sociology of Intercultural Communication .....	3
SOC 544	Contemporary Immigration to the U.S.....	3
SOC 550	Age and Aging.....	3
SOC 551	Racial Identity Formation .....	3
SOC 553	Health and Social Justice.....	3
SOC 566	Conflict and Conflict Management .....	3
SOC 568	Drugs and Social Policy .....	3
SOC 570	Gender in a Globalizing Society.....	3
SOC 613	Population Studies.....	3
SOC 630	Ethnic and Racial Experiences .....	3
SOC 631	Diversity in American Family Patterns.....	3
SOC 661	Organizations and Social Action.....	3
	Nonsociology-related electives by advisement .....	6

**Certificate Program**

Matriculated and nonmatriculated students may earn a certificate in "Assessment and Evaluation Research Skills" by completing 12 credits from the following: SOC 514, 515, 517, 519, 520, and 531.

**Courses**

Unless otherwise noted, all courses are 3 credits.

**SOC 510 Cities and Urban Policies**

This course explores the evolution of an urban society and the changing spatial distribution of people and social institutions within the urban setting. Consideration is given to the nature and importance of urbanism as a world phenomenon, the complex structure of the modern metropolis, the interdependence of city and suburb, and the effects of urban life in modern U.S. society.

**SOC 514 Applied Quantitative Methods**

This course will introduce to the student an overview of: 1) different perspectives of social inquiry; 2) commonly utilized quantitative research methods and techniques; and, 3) strategies and skills to design, execute, and report empirical social research.

**SOC 515 Applied Social Statistics**

This course will introduce to the student: 1) the basic statistical concepts; 2) skills in questionnaire coding, computer data creation, and data management; 3) commonly utilized methods and computer data analysis techniques; and, 4) the interpretation and reporting of output files of computer data analysis in empirical social research.

**SOC 517 Applied Qualitative Methods**

This course is a survey of qualitative research methods that focuses on how qualitative methodologies can be used by professionals in the workplace. Students will learn how researchers formulate research questions and determine the methodology appropriate to answer them. They will also learn about the ethics involved in conducting research and become certified by IRB at William Paterson University to conduct qualitative research projects they will carry out as part of the requirements of this course.

**SOC 518 Applied Sociological Theory**

The central theme of this course is to introduce the students to various classical and modern theorists. It concentrates on the relationship of these "classical" theories and empirical works to contemporary efforts and programs of research. Students read original sources by Ibn Khaldun, Comte, Spencer, Sumner, Tocqueville, Marx, Durkeim, Weber, Tonnies, Simmel, Pareto, Mead, C.W. Mills, Goffman, Merton, Coser, Dahrendorf, Habermas, and Foucault.

**SOC 519 GIS Basic Mapping I: Applications and Analysis**

This course serves as an introduction to the world of maps - how to use, interpret, and analyze maps to obtain information about a wide variety of topics. Discussions include mental maps, aerial photos, computer-assisted cartography, and Geographical Information Systems (GIS). Laboratory work includes digital map applications and GIS exercises.

**SOC 520 GIS II: Principles of Geographic Information Science**

This course builds on GIS I: Basic Mapping by providing students with practical knowledge of map usage and GIS software. This course covers basic concepts and theories of Geographic Information Science (GIS), as well as provides actual hands-on experience with a Geographic Information Systems (GIS) software package for computer mapping and data analysis. Prerequisite: SOC 519

**SOC 521 Contemporary Issues in the Workplace**

This course examines the structure and functioning of work in the United States, including the separate rights and responsibilities of employers and employees, tensions between management prerogatives and employee protections, the changing composition of the labor force especially workforce diversity, and tensions in human resource policies in both the public and private sectors. Included will be such topics as affirmative action, hiring, retention, and promotion policies, sexual harassment, two income and two career couples, downsizing, and the speed up of work.

**SOC 531 Program and Policy Evaluation**

The course examines different evaluation techniques and applications widely employed to appraise the effectiveness of social intervention programs. Through the application of research design and methodology, students will be introduced to the benefits of scope assessment, impact analysis, cost-effectiveness, and performance measurements among other evaluation techniques. Students will gain an understanding of the social environment while conducting and executing an evaluation research.

**SOC 540      Diversity in America**

This course introduces students to basic concepts, perspectives and theories about multiculturalism. Included are the areas of age, ethnicity, gender, race, and sexual orientation. Emphasis is placed on the long-term existence of multiculturalism in U.S. society, how the social structure often perpetuates inequalities, and the agendas of various multicultural advocates.

**SOC 542      Sociology of Intercultural Communication**

This course explores how differences in cultural and social class backgrounds affect perception and communication through class exercises, discussion, readings, and case studies. Students will learn to enhance their interpersonal skills in interacting with work colleagues and clients/customers/students from diverse backgrounds. They will also gain insights into the complexities and contradictions of nonverbal and verbal communication.

**SOC 544      Contemporary Immigration to the United States**

This course examines the social and demographic characteristics of the post-1965 immigrants to the United States and various policy issues and social problems affecting these "New Immigrants." The course reviews basic theories on migration, demographic patterns of contemporary immigration and policy changes. The main emphasis of the course will be various contemporary debates on immigration, including jobs, national security, bilingualism, citizenship and human rights issues. In addition, the course emphasizes global and comparative perspectives, and focuses on understanding U.S. immigration in relation to immigrants' experiences in other countries.

**SOC 550      Age and Aging**

This course considers issues of the life course in U.S. society and in a global perspective. Analyze how and why systems of age stratification are created and the extent to which structured inequality is created on the basis of age. Using the life course perspective, aging is viewed as a life-long process shaped by the particular history and culture in which individuals are embedded.

**SOC 551      Racial Identity Formation**

This course examines racial identity formation in the United States. In doing so, it looks at the social construction of race throughout U.S. history. In particular, it focuses on 1) how racial definitions have changed since the first U.S. Census racial definitions in 1790; 2) the establishment of whiteness as a norm; 3) how race, as a concept, is becoming more problematized as the multiracial population increases; and 4) the politics of racial identity.

**SOC 553      Health and Social Justice**

This course examines the role of social and economic injustices as root causes of the uneven distribution of disease across population groups according to class, race and gender. Students will be exposed to the research documenting the strong relation between social and economic disparities and health disparities. Students will learn the crucial importance of civic engagement in determining policy directions, and therefore determining the health of the society they inhabit.

**SOC 566      Conflict and Conflict Management**

This course examines conflict between individuals and groups in a wide variety of contexts in the contemporary United States and in other societies. It explores the factors that cause conflict and considers how an understanding of these factors can make it possible to prevent conflict from arising. It serves the various techniques through which people pursue, manage, abandon, and resolve their conflicts, and considers how to predict and explain which of these techniques is used. The course concludes with an examination and assessment of contemporary efforts to foster the peaceful and informal resolution of conflicts through such means as mediation and arbitration programs, neighborhood justice centers, peer intervention programs, the use of ombudsmen, and conflict management training.

**SOC 568      Drugs and Social Policy**

This course uses the topic of drug control policies to examine such sociological themes as race and law in the U.S., marginalization of "the other" in U.S. society, control of disenfranchised populations, the role of accountability in the policy formation process, and social construction.

**SOC 570      Gender in a Globalizing Society**

This course explores issues of gender and gender inequality in the contexts of globalization and global economy. It examines the ways in which systems of social stratification are gendered as power, prestige, and property are unequally distributed on the basis of sex. Students explore ways in which people become gendered, live in gendered worlds, and do gendered work, and how boundaries are redefined and renegotiated. Students also learn about the social construction of sex and gender from cross-cultural perspectives. In addition, the course explores the impact of global economy on gender relations and women's work.

**SOC 599      Selected Topics**

Topics not covered by an existing course are offered as recommended by the department and approved by the dean. Prerequisite: Permission of the graduate director

**SOC 613      Population Studies**

This course provides students with an understanding of how rates of births, deaths, and migration interrelate with institutions in society, such as the family and the economy. In doing so, it examines the causes and consequences of population change and how social scientists can use census data and other social indicators to forecast population trends and their possible repercussions.

**SOC 630      Ethnic and Racial Experiences**

This course explores the experiences of all racial and ethnic groups, from colonial beginnings to the present day. Particular emphasis is placed on the recurring patterns in dominant-minority relations, differential power, and ethnic/racial diversity in U.S. society. The relationship of intercultural relations to American schools is also discussed.



**SOC 661 Organizations and Social Policy**

This course is a survey of organization theory, focusing on the variety of tools with which sociologists and others have approached the difficult task of characterizing and understanding large, complex organizations. It considers different theoretical perspectives, ranging from images of organizations as decision-making systems, to organizations as arenas for conflict over power and status, to organizations as elements in broader social and cultural milieus. This course focuses upon organizations as complex systems embedded within larger social and institutional environments, as well as organizations' abilities to promote and constrain social action.

**SOC 691 Professional Internship I**

Students will carry out a service learning placement in an agency/organization relevant to their area of study. Under the supervision of a faculty mentor and the on-site supervisor, students will engage in applying conceptual training to a practical problem while volunteering in the field. They will be required to submit a proposal for an applied project/deliverable while completing at least 128 contact hours at the placement. Students will be graded on a pass/fail basis.

Prerequisites: 15 graduate sociology credits; 3.0 in core courses and in major; permission of graduate director

**SOC 692 Professional Internship II**

Students will complete the applied project/deliverable for which they developed a proposal in Professional Internship I while carrying out at least 120 contact hours at their placement. They will be supervised by a professional within said agency and will submit the applied project/deliverable to the professional supervisor at the site and to the professor coordinating the internship program. Both the faculty member supervising the internship program and a second reader will evaluate the project/deliverable and determine its grade.

Prerequisite: SOC 691

**SOC 698 Research Thesis**

With the advice and supervision of a graduate faculty member, students are expected to conduct an in-depth analysis of a researchable sociological topic. Students will base their work on the proposal they developed in SOC 691.

Prerequisite: Permission of the graduate director

**SOC 700 Independent Study in Sociology**

With the advice and supervision of a graduate faculty member, students can either pursue an area of sociological interest not covered in one of the courses or pursue in greater depth an area initially covered in another sociology course.

## Department of Languages and Cultures

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**Endorsement Programs in Bilingual/ESL**

**Graduate Program Director:** Professor Bruce Williams, Atrium 245; 973.720.3654, williamsb@wpunj.edu;  
Web site: [www.wpunj.edu/cohss/language/gradprgs.htm](http://www.wpunj.edu/cohss/language/gradprgs.htm)

The Department of Languages and Cultures offers courses in linguistics, language and culture, social psychology of multilingualism/multiculturalism, and language pedagogy leading to New Jersey State Endorsement Certification in Bilingual Education and/or English as a Second Language.

The Department also offers courses leading to the M.Ed. in education with a concentration in bilingual/English as a Second Language in conjunction with the College of Education. Most of the credits for bilingual and/or ESL certifications can be transferred to the master's degree program. For the admission and degree requirements for the master in education degree program with a concentration in bilingual/English as a Second Language, see the College of Education section in this catalog.

**Bilingual Education Endorsement**

This program is designed for certified teachers seeking an endorsement to teach in a bilingual program.

**Admission to the Program**

The requirements for admission are:

1. A bachelor's degree from an accredited college or university;
2. A standard New Jersey teaching certificate or a Certificate of Eligibility with Advanced Standing in a content area;
3. An overall undergraduate grade point average of at least 2.75 on a 4.00 scale.

## Curriculum

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**1. Completion of the Following**

**Required Courses..... 18 credits\***

TBED 540	History and Cultural Roots of Bilinguals in the U.S.A.	3
TBED 542	Multiculturalism and Acculturation .....	3
TBED 641	Methods and Materials in Teaching English to Speakers of Other Languages.....	3
TBED 642	Contrastive Analysis of Native and Target Languages	3
TBED 645	Content Areas in Bilingual Education.....	3
TBED 660	Field Research Internship in Bilingual/Bicultural Education .....	3

**2. Language Proficiency Tests**

Passing scores on the oral proficiency interview and the writing examination for English and the language of instruction conducted by Language Testing International are required in order for students to receive their endorsement certification from the state of New Jersey. Please contact the program director for procedures.

\*The number of credits and the courses required for the bilingual certification may be subject to change.

## Courses

Unless otherwise noted, all courses are 3 credits.

### **TBED 540 History and Cultural Roots of Bilinguals in the United States**

Examines the historical and cultural backgrounds of language minority students including those with limited English proficiency. It also examines the history of bilingual education and the status of bilingual legislation in the United States. The rationale for bilingual education and various types of bilingual/ESL programs are explored.

### **TBED 542 Multiculturalism and Acculturation**

Examines the social and psychological factors affecting students of diverse backgrounds in American schools. The course is designed to sensitize teachers to their students' personal adjustment to a new environment, and how this reorientation affects their acculturation and motivation to learn.

### **TBED 641 Methods and Materials in Teaching English to Speakers of Other Languages**

This course examines the theoretical and practical issues involved in selecting appropriate methods and materials in TESOL. The course also examines current materials to determine content validity, format features and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices.

### **TBED 642 Contrastive Analysis of Native and Target Languages**

Designed to introduce bilingual teachers to language forms and functions as a method of scientific investigation into the interaction between language and behavior of bilingual speakers. The course covers the basic techniques for analyzing phonological and grammatical structures of English and the methods for comparing and contrasting English and the native language of Limited English Proficient (LEP) students. Consult program director before registering for this course.

### **TBED 645 Content Areas in Bilingual Education**

Designed to integrate basic theory and practice of reading and language arts with teaching strategies specifically geared to the needs of language minority students. Examines the rationale for native language literacy instruction and the concept of transfer of reading skills across languages. It also explores effective strategies for teaching other academic contents through the native target languages. Materials and assessment procedures are also discussed.

### **TBED 660 Field Research/Internship in Bilingual/Bicultural Education**

This course is designed to complement the teaching experiences of students by providing them with unique competencies demanded of the teacher of bilingual/bicultural education. Students acquire the necessary skills and knowledge base to function in a bilingual educational setting on an elementary or secondary level.

## English as a Second Language Endorsement

This program is designed for certified teachers seeking an endorsement as a teacher of English as a Second Language.

### Admission to the Program

The requirements for admission are:

1. A bachelor's degree from an accredited college or university.
2. A standard New Jersey teaching certificate or a Certificate of Eligibility with Advanced Standing.
3. An overall undergraduate grade point average of at least 2.75 on a 4.00 scale.

## Curriculum

### 1. Completion of the Following

**Required Courses..... 21 credits\***

TBED 539	General Linguistics .....	3
TBED 542	Multiculturalism and Acculturation .....	3
TBED 607	Applied Linguistics: Second Language Acquisition .....	3
TBED 640	Content Area Instruction and Assessment in English as a Second Language .....	3
TBED 641	Methods and Materials in Teaching English to Speakers of Other Languages.....	3
TBED 643	Structure of American English .....	3
TBED 661	Field Research: Internship in Teaching English as a Second Language .....	3

### 2. Language Proficiency Tests:

Passing scores on the oral proficiency interview and the writing examination in English conducted by Language Testing International are required in order for students to receive their endorsement certification from the state of New Jersey. Please contact the program director for procedures.

\* The number of credits and the courses required for the ESL certification may be subject to change.

## Courses

Unless otherwise noted, all courses are 3 credits.

### **TBED 539 General Linguistics**

A study of the nature of language relevant to teachers involved with other languages and cultures. The course covers the basic techniques for analyzing phonological, morphological, syntactic and semantic structures, and language in its social acquisition and writing systems.

### **TBED 542 Multiculturalism and Acculturation**

Examines the social and psychological factors affecting students of diverse backgrounds in American schools. The course is designed to sensitize teachers to their students' personal adjustment to a new environment and to how this reorientation affects their acculturation and motivation to learn.

**TBED 607     Applied Linguistics: Second Language Acquisition**

Deals with principles of second/foreign language learning and reviews second language acquisition research. It covers contrastive analysis, language transfer, error analysis, and cognitive and affective variables. The role of the teacher in the acquisition process and different teaching approaches are critically discussed.

Prerequisite: TBED 539

**TBED 640     Content Area Instruction and Assessment in English as a Second Language**

This course focuses on designing curriculum that strengthens the teaching of ESL through academic content areas (social studies, science, math, and literature/composition). The course also examines current materials and tests to assess content validity and instructional effectiveness. Students will review, evaluate, design, and develop curriculum that includes approaches, activities, and assessment instruments that promote both subject area knowledge and language acquisition.

**TBED 641     Methods and Materials in Teaching English to Speakers of Other Languages**

Examines the theoretical and practical issues involved in selecting appropriate methods, materials, and assessment instruments. The course also examines current materials and tests to assess content validity, format features, and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices.

**TBED 643     Structure of American English**

This course examines the theoretical and practical issues involved in selecting appropriate methods and materials in TESOL. The course also examines current materials to determine content validity, format features, and instructional effectiveness. Students experience learning a second language using different methods and examine the theoretical rationale for each method in order to select appropriate classroom practices.

**TBED 661     Field Research/Internship in Teaching English as a Second Education**

The course is designed to complement the teaching experiences of students by providing them with unique competencies demanded of the teacher of ESL. Students acquire the necessary skills and knowledge base to function in an elementary or secondary level ESL educational setting.

## Additional Humanities and Social Sciences Courses

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Unless otherwise noted, all courses are 3 credits.

**AFRICAN, AFRICAN AMERICAN, AND CARIBBEAN STUDIES****AACS 506     Nation Building and Modernization in Africa**

The course deals with the various problems affecting the African states in their struggles for independence, the obstacles to nation building and development.

**AACS 599     Selected Topics**

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

Prerequisite: Permission of the chairperson

1–6 credits

**AACS 606     Peoples and Cultures of Africa**

A survey of the various peoples and cultures of Africa, their societies, social structures, value systems, religions, governments and economies. Attention is also given to the interaction of demographic and ecological factors in these societies.

**AACS 618     Third World Social and Political Thought**

Examines the origin and subsequent development of those social and political forces that have tended to influence the course of events in Third World countries. Emphasis is on how the varying ideological tendencies affect the stability of the social and political processes and on the conduct of governmental affairs.

**AACS 621     History of Blacks in America**

Covers such topics as the origins of the African presence in America, the slave trade, plantation slavery and the legacy of the Civil War. Focus is not simply on the experience of slavery but also on efforts of African Americans to reconstruct their freedom since emancipation.

**AACS 622     Contemporary Black America**

A survey of the evolution of black social and political thought in America during the period beginning with the civil rights movement of the 1950s and 1960s up to the present time. The main object is to identify the principal motivating factors in the movement of African Americans toward advancement, to distinguish between the different currents within that movement and to attempt a synthesis of its various currents.

**AACS 624     Social Organization of Justice**

Focuses on how the criminal justice system is organized, how it functions and its impact on poor communities. Attention is given to the role of class, ethnicity and gender in the construction of crime, arrests, and prosecution and sentencing of criminals.

**AACS 700     Independent Study**

As approved and to be arranged.

1–6 credits

**ANTHROPOLOGY****ANTH 599    Selected Topics**

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

**ANTH 601    Theories of Comparative Religion**

Focus is on such major theorists as Spencer, Lang, Malinowski, Durkheim, Mauss, and Freud in an analysis of the important role of religion in traditional societies. A multidisciplinary approach and analysis of conflicting theories are included in this cross-cultural study.

**ANTH 603    Power and Influence in Cultural Perspective**

Analyzes power and influence in cross-cultural perspective, showing the significance of these concepts at every level of socioeconomic development.

**ANTH 604    Ecological Anthropology**

Studies the complex interactions between culture and the environment from a global perspective.

**ANTH 605    Comparative Enculturation**

Designed to study the enculturation of the child, utilizing a cross-cultural perspective. Factors in sociocultural conditioning that make the child's environment meaningful are analyzed. Specific cultures are explored, focusing on such factors as social class, socioeconomic conditions, and stages of the socialization process.

**ANTH 607    Values and Social Change**

Analyzes the ways in which cultural values affect the acceptance or rejection of social change in a given society. The meaning of values and the ways in which various disciplines have approached the study of situations involving social changes in various societies are discussed.

**ANTH 608    Educational Anthropology**

This seminar provides the tools for the application of anthropological principles and methods to education as part of the enculturative process and as an agent for cultural stability and change in both simple and complex societies. Basic anthropological concepts are utilized in the analysis of specific systems of both formal and informal education with a view to acquiring a deeper understanding of the role of education in the socialization of the individual within a specific cultural context.

**ANTH 609    History of Anthropological Theory**

Examines the influence of classical and modern anthropological theorists upon the discipline today. Included are the contributions of Benedict, Mead, Levi-Strauss, Malinowski, Boas, Radcliff-Brown, Maine, and Frazer. Areas of study include comparative law, cultural evolutionism, religion, functionalism, ethnology, and diffusionism.

**ANTH 610    Changing Sex Roles in  
Cross-Cultural Perspectives**

Analyzes the effect of sociocultural influences on the determination of sex roles within specific social settings. Includes cross-cultural data and approaches the subject from many viewpoints. The effects of social change on women's roles and the changing sex emphasis in modern society are discussed from the point of view of society and its requirements.

**ANTH 700    Independent Study**

As approved, and to be arranged.  
1-6 credits

**GEOGRAPHY****GEO 505-506    Field Study Abroad**

Presents a unique opportunity to study, through travel, the political, economic, and cultural aspects of one area of the world. Students, in collaboration with their instructor, are required to submit a project, based on the tour that displays independent investigation. Whenever possible, local resource persons are invited to enhance the program.  
3 credits each

**GEO 599    Selected Topics**

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

**GEO 600    World Resources and Industries**

A function appraisal of the resources and industries of the world. Unlike encyclopedic or descriptive methods, the function method emphasizes analysis, correlation, and appraisal.

**GEO 603    The Middle East**

Geographical analysis of the Middle East emphasizing the interrelationships of the resource base and its interaction with cultural characteristics, external influences, economic, social, and political development.

**GEO 604    The Geographical Foundations of Africa**

Geographical analysis of Africa emphasizes the interrelationships of the resource base and its interaction with cultural characteristics, external influences, and economic, social, and political development.

**GEO 606    Monsoon Asia**

A comprehensive presentation of South and Southeast Asia uses the various methods of geographic analysis. The major focus is humanistic.

**GEO 607    Cultural Geography of the  
Underdeveloped World**

A sophisticated, intellectually challenging overview of the widening discrepancy in life potential; material, social and cultural gaps between the technologically advanced societies of North America, Western Europe, the former Soviet Union, the Far East, and the rest of the world.

**GEO 626 Japan: A Geographic Synthesis**

A utilization of the tools and methods of geographic analysis to effect a comprehensive overview of the Japanese nation in its internal development and its relationship to the rest of the world past, present, and future.

**GEO 650 World Historical Geography**

Using the techniques of geographic analysis, a series of selected representative periods and themes of traditional world history is examined. The import and significance of economic, social, physical, and political geography form the basis of interpretation.

**GEO 700 Independent Study**

As approved, and to be arranged.  
1-6 credits

**PHILOSOPHY**

**PHIL 599 Selected Topics**

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

**PHIL 700 Independent Study**

As approved, and to be arranged.  
1-6 credits

# College of Science and Health

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Certification Program  
Graduate Program Director  
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# Biology

**Degree:** M.S., Biology, College of Science and Health  
**Graduate Program Director:** Professor Robert Chesney,  
 Science Hall 507B; 973.720.3455; chesneyr@wpunj.edu

The program is designed to assist students in attaining a balanced knowledge of advanced biology with an emphasis on critical thinking and independent study and research. Lecture, discussion, laboratory exercises, assigned readings, and reports present the status and importance of current research from current literature.

The objectives of the program are:

1. To provide a solid background for further graduate study toward a doctorate in biology or related fields;
2. To provide teachers with additional experience in the theory and practice of biology;
3. To train biologists to pursue applied fields such as electron microscopy, tissue culture, ecology, pollution control, biotechnology, and others.

Students may choose an emphasis in general biology, physiology, ecology, or biotechnology.

# Biotechnology

**Degree:** M.S., Biotechnology, College of Science and Health

**Graduate Program Director:** Professor Robert Chesney,  
 Science Hall 507B; 973.720.3455; chesneyr@wpunj.edu

Biotechnology is a rapidly growing field that deals with the implementation of the latest technological developments for a variety of applications in industry, medicine, and agriculture. Students receive training and experience in the broad area of molecular biology, including plant and animal tissue culture, gene expression, protein chemistry, and recombinant DNA technology using state-of-the-art instrumentation. Students may also choose from a variety of electives in other areas of biotechnology, such as immunology, electron microscopy, microbial ecology, and virology.

The objectives of the program are:

1. To provide graduate training leading to proficiency in molecular biology, genetic engineering, protein chemistry, instrumentation, and other areas of biotechnology;
2. To train biologists to apply biotechnology to their disciplines;
3. To prepare students to pursue further graduate study in molecular biology or related areas;
4. To retrain biologists for new careers in the rapidly growing area of biotechnology.

## Admission to the Degree Programs

The requirements for admission are:

1. A bachelor's degree from an accredited college or university, preferably with a biology or related major. The applicant should have had at least one course each in general biology and genetics;
2. At least one year each of chemistry, physics, and mathematics (including a semester of calculus). Students who do not fulfill the above two requirements can make up appropriate courses with permission of the graduate committee;
3. A cumulative undergraduate average of at least 2.75 on a scale of 4.00;
4. A satisfactory score on the Graduate Record Examination: general test;
5. Two letters of recommendation from persons acquainted with the applicant's professional ability and potential;
6. Review of all credentials by the graduate committee and a personal interview when possible.

International students must also supply a World Education Service transcript evaluation (or the equivalent) and a satisfactory score on the Test of English as a Foreign Language (TOEFL).

## Requirements for the M.S. in Biology\*

1. Students must complete a minimum of 30 credits of graduate study.
2. Satisfactory completion of a comprehensive examination, which carries no course credit, is required of all students.

## Requirements for the M.S. in Biotechnology\*

1. Students must complete a minimum of 36 credits of graduate study unless they are enrolled in the B.S./M.S. biotechnology program at William Paterson University, in which case the required number of credits for the M.S. degree is 30.
2. Satisfactory completion of a final biotechnology proficiency examination, which carries no course credit, is required of all students. This requirement will be waived upon successful completion of thesis research.

\*Please note that a full-time course load in biology/biotechnology is 8 credits.

## Curriculum M.S. Biology

Program Requirements ..... 30 credits

Option I: Thesis Degree..... 30 credits

Required Courses.....10-13 credits

BIO 533	Research Methods in Biology .....	4
BIO 799	Thesis Research .....	3-6

### One of the following (by advisement)

BIO 710	Seminar in Molecular Biology .....	3
BIO 740	Seminar in Organismic Biology .....	3
BIO 770	Seminar in Ecology .....	3

**Elective Courses\* .....17-20 credits**

Choose from the following:

BIO 503	Advanced Ecology .....	4
BIO 504	Parasitology .....	3
BIO 511	Physiology of Human Reproduction and Fertility.....	3
BIO 513	Microbial Ecology .....	4
BIO 522	Human Physiology .....	3
BIO 524	Molecular Biology .....	3
BIO 527	Endocrinology .....	3
BIO 530	Biotechnology: DNA.....	4
BIO 531	Biotechnology: Cell Culture .....	4
BIO 536	The Neural Basis of Behavior .....	3
BIO 540	Immunology .....	3
BIO 541	Virology .....	3
BIO 542	Aquatic Ecology .....	4
BIO 544	Evolution .....	3
BIO 546/ NUR 546	Advanced Pathophysiology ** .....	3
BIO 560	Pharmacology .....	3
BIO 570	Bioethics and Society .....	3
BIO 575	Population Biology .....	3
BIO 584	Scanning Electron Microscopy .....	4
BIO 585	Transmission Electron Microscopy.....	4
BIO 599	Selected Topics.....	3
BIO 624	Advanced Molecular Biology .....	3
BIO 631	Biotechnology: Gene Expression.....	4
BIO 632	Biotechnology: Proteins.....	4
BIO 700	Graduate Independent Study*** .....	1-4
BIO 701	Graduate Independent Reading*** .....	2
BIO 702	Graduate Independent Reading*** .....	3

\*Up to two 400-level courses may be accepted towards degree with approval of the graduate program director.

\*\*This course is intended for students enrolled in the graduate program in nursing. Biology students may enroll only with the permission of the graduate program director or biology department chairperson.

\*\*\*A maximum of 4 credits from BIO 700, 701, and 702 courses will be accepted toward the master's degree.

**Option II: Non-Thesis Degree .....30 credits****Required Courses.....10 credits**

BIO 533	Research Methods in Biology .....	4
One of the following (by advisement):		
BIO 710	Seminar in Molecular Biology .....	3
BIO 740	Seminar in Organismic Biology .....	3
BIO 770	Seminar in Ecology .....	3

**One of the following:**

BIO 700	Graduate Independent Study.....	3
BIO 701, 702	Graduate Independent Reading .....	2-3

**Elective Courses .....20-21 credits**

Choose from the following:

BIO 503	Advanced Ecology .....	4
BIO 504	Parasitology .....	3
BIO 511	Physiology of Human Reproduction and Fertility.....	3
BIO 513	Microbial Ecology .....	4
BIO 522	Human Physiology .....	3
BIO 524	Molecular Biology .....	3
BIO 527	Endocrinology .....	3
BIO 530	Biotechnology: DNA.....	4
BIO 531	Biotechnology: Cell Culture .....	4
BIO 536	The Neural Basis of Behavior .....	3

BIO 540	Immunology .....	3
BIO 541	Virology .....	3
BIO 542	Aquatic Ecology .....	4
BIO 544	Evolution .....	3
BIO 546/ NUR 546	Advanced Pathophysiology ** .....	3
BIO 560	Pharmacology .....	3
BIO 570	Bioethics and Society .....	3
BIO 575	Population Biology .....	3
BIO 584	Scanning Electron Microscopy .....	4
BIO 585	Transmission Electron Microscopy.....	4
BIO 599	Selected Topics.....	3
BIO 624	Advanced Molecular Biology .....	3
BIO 631	Biotechnology: Gene Expression.....	4
BIO 632	Biotechnology: Proteins.....	4

\*Up to two 400-level courses may be accepted towards degree with approval of graduate coordinator.

\*\*This course is intended for students enrolled in the graduate program in nursing. Biology students may enroll only with the permission of the graduate program director or biology department chairperson.

## Curriculum

### M.S. Biotechnology

**Program Requirements .....36 credits****Required Courses.....22 credits**

BIO 524	Molecular Biology .....	3
BIO 530	Biotechnology: DNA.....	4
BIO 531	Biotechnology: Cell Culture .....	4
BIO 631	Biotechnology: Gene Expression.....	4
BIO 632	Biotechnology: Proteins.....	4
BIO 710	Seminar in Molecular Biology .....	3

**Elective Courses \* .....14 credits**

Choose from the following:

BIO 504	Parasitology .....	3
BIO 511	Physiology of Human Reproduction and Fertility.....	3
BIO 513	Microbial Ecology .....	4
BIO 522	Human Physiology .....	3
BIO 527	Endocrinology .....	3
BIO 533	Research Methods in Biology .....	4
BIO 536	The Neural Basis of Behavior .....	3
BIO 540	Immunology .....	3
BIO 541	Virology .....	3
BIO 544	Evolution .....	3
BIO 560	Pharmacology .....	3
BIO 570	Bioethics and Society .....	3
BIO 584	Scanning Electron Microscopy .....	4
BIO 585	Transmission Electron Microscopy.....	4
BIO 599	Selected Topics** .....	3
BIO 624	Advanced Molecular Biology.....	3
BIO 700	Graduate Independent Study.....	1-4
BIO 701	Graduate Independent Reading .....	2
BIO 702	Graduate Independent Reading .....	3
BIO 799	Thesis Research .....	3-6

\*Up to two 400-level courses may be accepted towards degree with approval of graduate coordinator.

\*\*May be used as a biotechnology elective only if the topic is approved by the graduate program director.



## Courses

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Unless otherwise noted, all courses are 3 credits.

### BIO 503      **Advanced Ecology**

Study the relationship between plants and animals and their relationships to their environments. Involves quantitative evaluation of ecosystem structure and function. Lecture and lab.

Prerequisite: Ecology course or permission of the instructor  
4 credits

### BIO 504      **Parasitology**

Study basic principles of parasitic life with emphasis on relationship between hosts and parasites. Selected living specimens are used. Lecture only.

Prerequisite: Invertebrate zoology or permission of the instructor

### BIO 511      **Physiology of Human Reproduction and Fertility**

This course helps to increase the knowledge and understanding of mammalian reproduction with emphasis on humans. It helps develop the student's ability to make informed and ethical judgments concerning issues of reproductive rights and responsibilities. Current issues such as cloning, *in vitro* fertilization, and the use of fetal tissues for research are discussed. Lecture only.

Prerequisite: Permission of the instructor

### BIO 513      **Microbial Ecology**

Emphasizes the interactions of microorganisms with their abiotic and biotic environment. Topics include inter- and intraspecific interactions among microorganisms, current research in microbial ecology, role of microorganisms in pollution, and their potential in pollution control. Lecture and lab.

Prerequisite: Microbiology or permission of the instructor  
4 credits

### BIO 522      **Human Physiology**

Designed to help develop a clear understanding of the human body; emphasis is on homeostatic principles and processes; the functioning of human body systems and their interrelationships receive major attention. Lecture only.

Prerequisite: Permission of the instructor

### BIO 524      **Molecular Biology**

An introduction to molecular biology with emphasis on nucleic acid structure and function, and the application of gene splicing. Ethical issues associated with genetic engineering are explored. The course is team-taught by members of the biotechnology faculty, who each bring their own expertise to this basic course. Lecture only.

Prerequisite: Genetics course or permission of the instructor

### BIO 527      **Endocrinology**

Study the role of endocrine organs as functional regulators and integrators on all levels of biology organization. Emphasis is placed on the endocrine mechanisms in mammals, including humans. Lecture only.

Prerequisite: Permission of the instructor

### BIO 530      **Biotechnology: DNA**

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

Prerequisite: Genetics course or permission of the instructor  
4 credits

### BIO 531      **Biotechnology: Cell Culture**

Focuses on the theory and practice of cell culture in the biotechnology laboratory. Plant embryo culture and protoplast culture are performed, and cultured plant cells are used in genetic engineering experiments. Primary cell cultures and cell lines from insects and mammals are propagated. Related topics include lab safety, aseptic techniques, growth cycles, cloning of cells, specialized techniques and applications, contamination, organogenesis, and cell transformation. Lecture and lab.

Prerequisite: Matriculation in M.S., biotechnology, or B.S. program, or permission of the instructor  
4 credits

### BIO 533      **Research Methods in Biology**

A thorough examination of the methodologies, procedures, and issues of science, particularly as they apply to biology. Emphasis is on design of research, statistical treatment of data and interpretation of results. Lecture and lab.

Prerequisite: Admission to the graduate program or permission of the instructor  
4 credits

### BIO 536      **The Neural Basis of Behavior**

Approaches topics in brain behavior integration from a biological viewpoint. Lecture material is divided into three segments: 1) general principles of behavior are discussed with emphasis on the differences between natural behaviors and experimental behaviors typically observed in the laboratory; 2) a brief overview of neuroscience is presented with emphasis on understanding how neural circuits are constructed and the role of neurotransmitters in brain function; and, 3) specific behaviors are analyzed with respect to the neural circuitry responsible for their action. Lecture only.

Prerequisite: A neuroscience and a behavior course or permission of the instructor

### BIO 540      **Immunology**

An introductory course designed to provide students with a general knowledge of immunology. The course deals with a wide range of topics within the general categories of antibody structure and function, generation and regulation of the immune response, immunogenetics, and medical immunology. Lecture only.

Prerequisite: Admission to the graduate program or permission of the instructor

**BIO 541      Virology**

A course designed to familiarize students with the biology of viruses. Virology is covered both on a descriptive and an experimental level, including a wide range of topics on bacteriophages, animal and plant viruses, and medical virology. Special attention is paid to the molecular biology of viruses. Lecture only.

Prerequisite: Permission of the instructor

**BIO 542      Aquatic Ecology**

A critical examination of the ecology of fresh water biota with special attention to the physical features of the environment. Surveys are made of streams, ponds, and lakes in the environs. Three all-day field trips are included. Lecture and lab.

Prerequisite: Admission to the graduate program or permission of the instructor

4 credits

**BIO 544      Evolution**

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

Prerequisite: Admission to the graduate program or permission of the instructor

**BIO 546/NUR 546      Advanced Pathophysiology**

This course is an in-depth study of the pathogenesis of major conditions affecting adults. Assessment of complex clinical situations will be analyzed along with laboratory and diagnostic data to provide a rationale for management decisions. Lecture only.

Prerequisites: Bachelor of science in nursing (B.S.N.); one year of anatomy and physiology

**BIO 560      Pharmacology**

Pharmacology is an interdisciplinary subject and prediction of drug action in animals and especially in humans is the ultimate goal in the study of pharmacology. This course introduces students to the study of pharmacology by drawing upon core concepts of anatomy, physiology, and pathology in order to understand the mechanism of drug action in human disease. Lecture only.

Prerequisite: Admission to the graduate program or permission of the instructor

**BIO 570      Bioethics and Society**

Introduces principles of bioethics and how they are applied in the analysis of modern advances in medical, biological and environmental science. The roots of bioethics: history, laws and traditions will be explored. Modern bioethical principles will be studied in relation to the beginning of life, end of life, eugenics, biotechnology, patients' rights, animal rights, research methods, and environmental issues. Lecture only.

Prerequisite: Admission to the graduate program or permission of the instructor

**BIO 575      Population Biology**

Considers population dynamics and the associated changes in gene frequencies, including the principles of the Hardy-Weinberg equilibrium and the assumptions on which it is based.

Lecture only.

Prerequisite: Genetics course or permission of the instructor

**BIO 584      Scanning Electron Microscopy**

Provides an understanding of the theory and functioning of the scanning electron microscope (SEM); students are required to carry out a project as they gain proficiency in the operation of the SEM. Lecture and lab.

Prerequisite: Permission of the instructor

4 credits

**BIO 585      Transmission Electron Microscopy**

Provides an introduction to the principles and practice of transmission electron microscopy, including theory, electron optics, specimen preparation, operation of electron microscope, photography, and related instruments and techniques. Lecture and lab.

Prerequisite: Cell biology or permission of the instructor

4 credits

**BIO 599      Selected Topics**

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

Prerequisite: Permission of the chairperson or graduate program director

1-6 credits

**BIO 624      Advanced Molecular Biology**

Addresses advanced topics in molecular biology, such as molecular biology of development, control of cell proliferation, genetic basis of cancer, evolution of the gene, origins of human cancer, DNA rearrangements and amplification, mutability and repair of DNA, the mitochondrial genome, and genetic engineering. Lecture only.

Prerequisite: BIO 524 or permission of the instructor

**BIO 631      Biotechnology: Gene Expression**

Students study gene expression by analysis of RNA transcripts and gene sequences. Techniques for isolation and characterization of RNA are employed, including poly A selection, Northern transfers, and dot blot analysis. Related topics to be covered include the structure and physical characteristics of RNA transcripts, primary gene structure and sequences, application of automated equipment, laboratory safety, and computer analysis of sequence data. Lecture and lab.

Prerequisites: BIO 524 and 530 or permission of the instructor

4 credits

**BIO 632      Biotechnology: Proteins**

Students are introduced to methods of enzyme extraction, isolation and enzymatic assays. HPLC is employed for protein purification. Protein gel electrophoreses, both one- and two-dimensional, are performed. Western blotting and image analysis techniques are used. Related topics to be covered include post-translational modifications, biochemistry of proteins, related isolation techniques, radio-labeling of peptides, subcellular localization and protein activity. Lecture and lab.

Prerequisites: BIO 524 and 530 or permission of the instructor  
4 credits

**BIO 700      Graduate Independent Study**

Provides students an opportunity for research experience. A faculty sponsor must be selected, and a written proposal submitted to, and approved by, the biology graduate committee prior to registration. Requirements include a written report and an oral examination. Periodic consultation with the instructor/advisor is mandatory.

1-4 credits

**BIO 701      Graduate Independent Reading**

A course involving self-directed reading under the guidance of a faculty member. The faculty advisor and the biology graduate committee prior to registration must approve a proposal. Requirements include a written report and an oral seminar.

2 credits

**BIO 702      Graduate Independent Reading**

A course involving self-directed reading under the guidance of a faculty member. The faculty advisor and the biology graduate committee must approve a proposal prior to registration. Requirements include a written report and an oral presentation.

**BIO 710      Seminar in Molecular Biology**

Students investigate current topics under the broad rubric of molecular biology with emphasis on the social, political and environmental aspects of biotechnology. Each student is expected to give a one-hour seminar. The instructor determines specific subject matter. Lecture only.

Prerequisite: A course in molecular biology or permission of the instructor

**BIO 740      Seminar in Organismic Biology**

An advanced seminar designed to enable students to investigate recent advances in organismic biology. Each student is expected to give a one-hour seminar. The instructor determines specific subject matter. Lecture only.

Prerequisite: A course in organismic biology or permission of the instructor

**BIO 770      Seminar in Ecology**

An advanced seminar designed to enable students to investigate recent advances in ecological research. Each student is expected to give a one-hour seminar. The instructor determines specific subject matter. Lecture only.

Prerequisite: A course in ecology or permission of the instructor

**BIO 799      Thesis Research**

As approved and to be arranged.

3-6 credits

# Communication Disorders

**Degree:** M.S., Communication Disorders, College of Science and Health

**Graduate Program Director:** Professor Jennifer Hsu, Hunziker Wing 11B; 973.720.3352; hsu@wpunj.edu

The mission of the graduate program in communication disorders is to provide students with a comprehensive education that encompasses the theoretical, practical, and ethical aspects of the field of communication sciences and disorders, and to foster research and scholarship in order to contribute to the knowledge of the profession.

The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). As a result, it provides students with the knowledge and skills necessary to pursue ASHA certification upon graduation. It also meets the academic and clinical training requirements for New Jersey State licensure and qualifies students for the speech-language specialist certification from the New Jersey Department of Education. Thus, graduates of the program are qualified to work as speech-language pathologists in schools, medical settings, and private practice.

The on-campus Speech and Hearing Clinic provides services to the community for a range of communication disorders.

## Admission to the Degree Program

The minimum requirements for consideration for admission are:

1. A bachelor's degree from an accredited college or university
2. A cumulative undergraduate grade point average of at least 3.00 on a scale of 4.00
3. A minimum verbal score of 450 on the Graduate Record Examination, or a minimum score of 400 on the Miller Analogies Test.

The program matriculates students both with and without a background in communication disorders.

**Note:** Written permission from the graduate program director and/or the chairperson is required to enroll in courses in the Department of Communication Disorders on a nondegree basis. See admission enrollment policy sections.

## Requirements for the Degree

1. Students must complete a minimum of 48 credits of required graduate course offerings. No more than 6 practicum credits may count toward the 48-credit minimum.
2. Students without any undergraduate preparation in communication disorders will be required to complete **all** of the following prerequisite courses. Students with an undergraduate degree in communication disorders may need to complete some of the following prerequisite courses if they were not part of their undergraduate preparation. The decision will be at the discretion of the graduate program director.

**Prerequisite Courses**

- |          |  |
|----------|--|
| CODS 264 | Phonetics  |
| CODS 361 | Anatomy and Physiology of the<br>Speech and Swallowing Mechanism |
| CODS 366 | Introduction to Language Disorders                               |
| CODS 372 | The Nature and Development of Language*                          |
| CODS 373 | The Science and Measurement of Hearing                           |
| CODS 462 | Auditory Rehabilitation  |
| CODS 465 | Clinical Methods   |
| CODS 466 | Observation Lab  |
3. Students must complete a minimum of 375 hours of clinical practicum in addition to 25 hours of supervised observation. A minimum of 325 hours must be completed at the graduate level. Practicum hours must conform to the client/disorder distribution required by the program. Of the 375 hours, a minimum of 50 clinical hours must be completed at each of two externship sites, which must be a medical setting and public or private school setting.
  4. Students desiring New Jersey certification to teach in public schools must insure that the 375 practicum hours required for the master's degree include 100 hours of work with children.
  5. Students complete a thesis as part of the research sequence and thesis seminar courses.
  6. Satisfactory completion of a comprehensive examination, which carries no course credit, is required of all students prior to graduation.

**Curriculum****Program Requirements .....48 credits minimum****Required Courses.....39 credits**

CODS 506	Fluency Disorders .....	3
CODS 550	Diagnostic Methods in Communication Disorders .....	2
CODS 551	Diagnostic Methods Lab .....	1
CODS 603	Voice Disorders .....	3
CODS 605	Acquired Language Disorders in Adults.....	3
CODS 611	Swallowing and Feeding Disorders .....	4
CODS 621	Language Acquisition.....	3
CODS 622	Neurologically Based Speech Disorders.....	3
CODS 630	Language Disorders in Children: Birth to Five.....	3
CODS 631	Language Disorders in School-Age Children and Adolescents.....	3
CODS 642	Speech Science .....	3
CODS 660	Auditory Processing Disorders .....	2
CODS 680	Research Methods in Communication Disorders.....	2
CODS 681	Thesis Seminar I .....	1
CODS 690	Statistical Principles for Research in Communication Disorders.....	2
CODS 691	Thesis Seminar II.....	1

**Required Clinical Practicum\* .....6 credits**

CODS 651	Diagnostic Practicum in Speech and Language .....	1
CODS 652	Clinical Practicum in Speech-Language Pathology .....	2
CODS 653	Externship Practicum .....	3

\*Graduate Clinical Practicum will be taken as many times as needed in order to earn 375 clinical hours. However, only 6 credits can be applied toward the 48 credits for the degree.

**Electives**

Students must complete three elective courses by selecting from the following:

CODS 503	Articulation and Phonological Disorders* .....	3
CODS 554	Grammatical Structures for Language Analysis** .....	1
CODS 599	Selected Topics.....	1-3
CODS 610	Cleft Palate and Velopharyngeal Disorders .....	1
CODS 612	Communication Disorder Programs in Schools .....	1
CODS 625	Teaching Speech and Language to the Hearing-Impaired .....	1
CODS 670	Counseling in Communication Disorders .....	2
CODS 674	Seminars in Early Intervention.....	1
CODS 675	Acquired Cognitive Disorders .....	1
CODS 676	Autism Spectrum Disorder.....	1

\*Note: this course is required for students without an undergraduate course in articulation disorders.

\*\*Note: this course is required for students without adequate preparation in the nature of language and grammar.

**Courses**

Unless otherwise noted, all courses are 3 credits.

**CODS 503    Articulation and Phonological Disorders**

This course examines both typical and disordered phonetic/phonological development in children, the nature of nonorganic articulation and phonological disorders, their evaluation, and intervention. Issues related to therapy for non-mainstream and non-native speakers of English and to oral motor therapy are addressed. Prerequisite: CODS 264

**CODS 506    Fluency Disorders**

This course covers topics related to fluency and typical fluency development, the nature of fluency disorders, assessment, and intervention. Various theories of the etiology of stuttering are considered. Prevention and early detection of stuttering are also addressed.

**CODS 550    Diagnostic Methods in Communication Disorders**

This course introduces students to the components of the assessment process for children and adults with communication disorders including: planning an assessment, obtaining case history information, interviewing, behavior sampling measures, data collection, interpreting and synthesizing results, counseling, and writing diagnostic reports. The student reviews and critiques a variety of assessment measures, is exposed to psychometric considerations in test design and selection, and presents limitations and design modifications needed in assessing non-mainstream speakers.

To be taken in the same semester as CODS 551  
2 credits

**CODS 551    Diagnostic Methods Lab**

This course provides guided clinical practicum hours in assessment of speech and language disorders in children and adults. Students plan and carry out diagnostic assessments. They also attend pre-assessment planning seminars and post-assessment analysis seminars.

To be taken with CODS 550  
1 credit

**CODS 554 Grammatical Structures for Language Analysis**

This course provides an introduction to English grammar. It describes basic grammatical categories, the structure of noun phrases and verb phrases, as well as types of simple and complex sentences. Inflectional morphology, thematic roles, and narratives are also discussed. Students learn to analyze the form and functions of sentence constituents as well as narratives.

1 credit

**CODS 599 Selected Topics**

Topics not covered by an existing course are offered as recommended by the department and approved by the dean.

Prerequisite: Permission of the department chair

1-6 credits

**CODS 603 Voice Disorders**

This course examines various types of vocal fold pathologies and disorders of resonance, their causes, and acoustic manifestations. Intervention strategies are addressed as are techniques for the evaluation analysis of normal and abnormal vocal fold functioning and resonance.

Prerequisite: CODS 642

**CODS 605 Acquired Language Disorders in Adults**

This course examines the linguistic and cognitive deficits associated with acquired brain dysfunction in adults. The neurological basis of these deficits and their differential diagnosis, classification, and intervention are covered.

**CODS 610 Cleft Palate and Velopharyngeal Disorders**

This course includes the incidence, etiologies, symptoms, diagnostic procedures, and therapeutic techniques involved in providing services for cleft palate in children and adults. Emphasis is on evaluation, decision-making, and medical, surgical, dental, and therapeutic interventions through team collaboration.

Prerequisite: CODS 361

1 credit

**CODS 611 Swallowing and Feeding Disorders**

This course covers assessment and intervention for swallowing disorders. The implementation of clinical examination procedures and interpretation of instrumental diagnostic procedures are addressed. Instructional strategies for both rehabilitation and compensatory feeding are covered.

Prerequisite: CODS 361

4 credits

**CODS 612 Communication Disorders Programs in Schools**

This course examines the organization and development of school-based speech, language, and hearing programs. Both the federal law and the New Jersey rules and regulations pertaining to special education and related services are addressed. The role of the speech-language pathologist on a child-study team is also addressed. The course examines a variety of models for service delivery, including inclusion and collaboration as well as the traditional pullout model.

1 credit

**CODS 621 Language Acquisition**

This course examines theories, stages, developmental sequences, and processes related to first language acquisition during the preschool years. The social, communicative, and cognitive bases of early language are also discussed. Language development in school-age children is briefly surveyed. Issues related to dialects and bilingualism are also considered.

Prerequisite: CODS 372

**CODS 622 Neurologically Based Speech Disorders**

This course examines the neurological bases of acquired and congenital motor speech disorders (dysarthria and apraxia) and the accompanying physiological and acoustic characteristics that result from damage to the central and peripheral nervous system. Principles and procedures for the assessment and remediation of motor speech disorders are covered. Topics related to alternative and augmentative communication systems are discussed.

**CODS 625 Teaching Speech and Language to the Hearing-Impaired**

This course presents diagnostic methods and intervention techniques in the areas of audition, speech, and language for individuals with hearing impairment. It also explores how treatment may vary given differing perspectives on deafness and how decisions are made regarding communication mode and educational setting.

Prerequisites: CODS 363 and 642

1 credit

**CODS 630 Language Disorders in Children: Birth to Five**

This course examines the communication behaviors of at-risk and language disordered infants, toddlers and preschoolers. It describes methods of assessment and intervention strategies appropriate for treating children with language disorders between birth and five years of age.

Prerequisite: CODS 621

**CODS 631 Language Disorders in School-Age Children and Adolescents**

The purpose of this course is to provide information about the assessment and treatment of school-age children and adolescents with language disorders. A variety of assessment methods is explored. Includes information relating to team collaboration with teachers and other professionals. Strategies for providing intervention related to the curriculum are discussed. The connection between language and literacy development is addressed.

Prerequisite: CODS 630

**CODS 642 Speech Science**

This course covers the acoustics of speech, including the application of these areas to speech-disordered populations. The content includes a discussion of current technology available for speech analysis and procedures used to perform basic acoustic analysis.

Prerequisite: CODS 264 and 361

**CODS 651 Diagnostic Practicum in Speech and Language**

This course provides clinical practicum hours in the assessment of speech and language in children and adults. Students will plan and carry out diagnostic assessments.

Prerequisite: CODS 550

1 credit

**CODS 652 Clinical Practicum in Speech-Language Pathology**

This course provides clinical practicum hours in the therapeutic management of speech and language disorders.

Prerequisite: CODS 503 or permission of the clinic director

2 credits

**CODS 653 Externship Practicum**

Externship practicum takes place at a facility where services are provided by an agency other than the Department of Communication Disorders at William Paterson. Clinical experience is provided in either an educational setting or at a health care facility.

Prerequisite: approval of the clinic director

**CODS 660 Auditory Processing Disorders**

This course covers the nature and clinical management of auditory processing disorders. The administration and interpretation of tests used in the differential diagnosis of peripheral and central auditory disorders are also addressed.

Prerequisites: CODS 363

2 credits

**CODS 670 Counseling in Communication Disorders**

The role of the speech-language pathologist in counseling individuals with communication disorders and their families is addressed. A primary focus is the development of interviewing and counseling skills across a varying range of types and severity of communication appropriate to age, gender, education and cultural backgrounds of individuals serviced in clinical environments.

**CODS 674 Seminars in Early Intervention**

This course examines the nature of language disorders in children from birth to three years of age. The social, motor, and cognitive aspects of child behavior that place the birth to three-year-old child in need of language intervention are discussed with respect to differential diagnosis, classification, and intervention.

Prerequisites: CODS 621 and CODS 630

1 credit

**CODS 675 Acquired Cognitive Disorders**

This course examines the linguistic and cognitive deficits associated with acquired dementia, traumatic brain injury, and right hemisphere damage in adults and children. The neurological bases of these deficits and their differential diagnosis, classification, and rehabilitation are covered.

Prerequisite: CODS 605

1 credit

**CODS 676 Autism Spectrum Disorder**

This course provides an overview of autism spectrum disorder. It includes information relating to the speech and language characteristics and related characteristics (sensory, cognitive, behavioral) of the disorder. The course describes diagnostic issues, philosophical issues, and intervention techniques. The spectrum of social disorders including pervasive developmental disorder (PDD) and Asperger's syndrome will be discussed.

Prerequisite: CODS 366

1 credit

**CODS 680 Research Methods in Communication Disorders**

This course develops skills for planning a research project, evaluating existing research, and writing a research report. A variety of single subject and group designs are presented. Issues related to validity, reliability, statistical analysis, interpretation, and ethics are examined.

Prerequisite: Math 130 Elementary Statistics or equivalent

2 credits

**CODS 681 Thesis Seminar I**

This seminar guides the student in developing the thesis project under the direction of a faculty member. Students meet in small group seminars and receive individual instruction in planning a research project and writing the literature review and methods and materials sections of their theses.

Prerequisite: Math 130 Elementary Statistics or equivalent

1 credit

**CODS 690 Statistical Principles for Research in Communication Disorders**

This course examines statistical concepts relevant to clinical research in communication sciences and disorders. Students collect data and learn how to perform statistical analyses as well as to read printouts generated by a statistical software package.

Prerequisite: CODS 680

2 credits

**CODS 691 Thesis Seminar II**

This seminar guides the student in completing the thesis project under the direction of a faculty member. Students meet in small group seminars and receive individual instruction in collecting and analyzing data and writing the results and the discussion sections of their theses.

Prerequisite: CODS 680

1 credit

**CODS 700 Independent Study**

Individual research projects under the direction of a faculty member.

Prerequisite: Permission of chairperson

1-6 credits

# Kinesiology

**Degree:** M.S., Exercise and Sport Studies, College of Science and Health

**Graduate Program Director:** Professor Gordon Schmidt, Wightman Gym 125; 973.720.2362; schmidtg@wpunj.edu

The Department of Kinesiology has introduced a 36-credit graduate program leading to the degree of master of science in exercise and sport studies with a choice of a general degree or a concentration in exercise physiology or sport pedagogy. The M.S. (E.S.S.) program aims to develop knowledge through a choice of classes in subject disciplines related to the candidate's area of interest. Students will take: a) three required courses (Introduction to Research, Research Methods and Design, and Seminar in Exercise Science); b) five classes in a specialized concentration and two free electives, or seven classes in the general area; and, c) a choice of an independent research project with submission of a thesis or a practical internship with submission of a substantial concluding report plus comprehensive examination.

The M.S. (E.S.S.) degree is designed to provide extensive training and knowledge for students with an undergraduate degree in kinesiology, physical education, or exercise science; provide an opportunity for students to acquire research skills; and provide further professional training in exercise science and physical education.

## Admission Requirements

1. An undergraduate bachelor's degree from an accredited university with a major in exercise science, human performance, kinesiology, physical education, or the equivalent.
2. A candidate with an undergraduate degree, but not in the exercise science domain, may take this program; however, prerequisite classes will be assigned on an individual basis. Prerequisite courses are BIO 118 Anatomy and Physiology I; PEAC 330 Biomechanics [prerequisite: PHYS110 Physics]; PEAC 255 Special Physical Education; PEAC 350 Physiology of Exercise [prerequisite: CHEM031/131 Chemistry]; and PEAC 353 Psychology of Motor Learning or equivalent course. For students entering the sport pedagogy concentration, they must take PETC 311 Movement Education.
3. Grade Point Average (GPA) greater than or equal to 2.75 on a 4.0 scale from an undergraduate degree. In lieu of this standard, work experience or other factors may be taken into consideration.
4. A minimal Graduate Record Examination (GRE) verbal score of 450 or Miller Analogies Test score of 400. A minimal Graduate Record Examination (GRE) quantitative score of 450 for the exercise physiology concentration. TOEFL scores may be required according to policy.
5. A 250-to-500 word essay by the applicant on his or her suitability for the program.
6. A copy of a teaching certificate, if applicable, and a résumé of any teaching or educational work performed by the applicant.
7. Two professional letters of reference, at least one from a professor or other person who can attest to the applicant's academic abilities.
8. A personal interview may be required before being accepted for matriculation.

## Course Structure

Students in this program can enroll on a full-time or part-time basis. Most students will be taking the degree on a part-time basis and will complete coursework requirements within three years including the thesis. Students take a total of 36 credits: three required classes, a concentration involving five required classes, plus two free electives; or a general degree comprising seven free elective classes, plus complete a thesis or a nonthesis internship.

To graduate, candidates must complete:

1. Thirty credits in ten classes. Each class is equivalent to three credits, unless otherwise stipulated.
2. Six credits of a written thesis, or practicum/internship with a written concluding report.

## Classes and Research Requirements

Students must complete ten classes (30 credits) prior to beginning the thesis or nonthesis internship. Classes are held according to established hours and approved outlines (not all courses will be offered every term).

## Required Classes

All students must take the following classes: EXSC 501 Introduction to Research; EXSC 502 Research Methods and Design; EXSC 503 Seminar in Exercise Science.

## Concentration Classes

Students select five classes from specialized concentrations, plus two from the free electives.

## Free Elective Classes

Students may take seven classes from any concentration or free electives for a M.S. (E.S.S.) degree. With permission of the chair of the department, two graduate classes from outside the department may be used to fulfill the free elective requirement.

## Thesis

The thesis shall be submitted in accordance with the provisions prescribed in the University's Graduate Studies Handbook. The thesis will be supervised by a faculty member assigned by the kinesiology chair. Proposals for thesis topics are subject to the supervisor's approval.

## Nonthesis Internship

Students may take a clinical practicum or internship under the supervision of an assigned faculty member. The practicum is 450 hours working with a sport team, approved fitness center, recognized sporting agency, or appropriate government center.

## Logistics

Classes are offered during regular semesters during scheduled class meeting times during the day and evenings. Courses can be offered during summer subject to University availability and approval. Intensive courses can be offered during intersession periods and vacations. Most of the classes are offered after 4:00 p.m. in order for students to attend on a part-time basis. Substitute classes may be taken with the permission of the kinesiology chair and College of Science and Health dean.

## Examinations

Candidates will be progressively examined in each class through assignments, tests, term papers, presentations, and examinations in accordance with prescribed University policy. The following examination schedule applies to all courses:

1. All required classes (graded);
2. All elective classes (graded);
3. Internally examined thesis (pass/revisions required/fail);
4. Comprehensive examination (pass/fail) for those selecting the internship; and,
5. Internship (graded as pass/fail).

## Curriculum

**Program Requirements .....36 credits minimum**

**Required Courses.....9 credits**

EXSC 501	Introduction to Research.....3
EXSC 502	Research Methods and Design.....3
EXSC 503	Seminar in Exercise Science .....3

**Required Concentration in Exercise Physiology.....15 credits**

EXSC 610	Advanced Physiological Principles of Performance.....3
EXSC 611	Applied Nutrition, Exercise, and Performance .....3
EXSC 612	Cardiovascular Physiology and Metabolic Diseases .....3
EXSC 613	Neuromuscular Physiology.....3
EXSC 614	Physical Activity and Aging.....3

**Required Concentration in Sport Pedagogy.....15 credits**

EXSC 620	Curriculum Trends and Issues in Physical Education..3
EXSC 621	Constructivist Curriculum and Teaching in .....3 Physical Education
EXSC 622	Supervision in Physical Education.....3
EXSC 623	Research on Curriculum and Supervision in.....3 Physical Education
EXSC 624	Human Motor Development.....3

**General and Free Elective Courses.....6 credits**

EXSC 652	Applied Kinesiology and Biomechanics.....3
EXSC 653	Advanced Motor Behavior .....3
EXSC 654	Psychology of Sport and Exercise.....3
EXSC 660	Special Topics.....3
Free Elective from another graduate program ..... 3-6	

**Thesis/Nonthesis.....6 credits**

EXSC 770	Nonthesis – Practicum or Internship with .....6 Comprehensive Exam
EXSC 780	Thesis .....6

## Three-year Sequence of Courses

The M.S. (E.S.S.) degree follows the sequence of classes beginning in the fall term with EXSC 501 Introduction to Research. Students may be admitted on a rolling basis. Students are only matriculated in the fall term.

### Fall

Year One	Credits
EXSC 502	Research Methods and Design.....3
Concentration/Elective course .....3	

### Year Two

Concentration/Elective course .....3	
Concentration/Elective course .....3	

### Year Three

Thesis or Internship .....6	
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## Spring

**Year One Credits**

EXSC 501	Introduction to Research.....3
Concentration/Elective course .....3	

### Year Two

Concentration/Elective course .....3	
Concentration/Elective course .....3	

### Year Three

EXSC 503	Seminar in Exercise Science .....3
Concentration/Elective course .....3	

## Courses

Unless otherwise noted, all courses are 3 credits.

### CORE COURSES

(required of all graduate students in kinesiology)

#### EXSC 501 Introduction to Research

Introduction to research involves the understanding of and the conceptualization of research techniques and how they can be effectively implemented. Topics include qualitative and quantitative research fundamentals, research purposes and problems, hypothesis testing methods, data collection and analysis techniques, and reading research literature.

#### EXSC 502 Research Methods and Design

This course explores intermediate concepts and methods of qualitative and quantitative research. Course emphasis is placed on conceiving and designing a research project. Tools and techniques used in the analysis and interpretation of data and qualitative and quantitative analysis.

#### EXSC 503 Seminar in Exercise Science

This course covers current topics related to the field of specialization. The course will vary according to student need and graduate advisor's identification of topics in the exercise sciences pertinent to the field of study. The seminar will deal with current issues in the appropriate topical area and other relevant issues related to exercise science. Discussions and structured reading assignments in physical education, exercise science, and sport studies.

### EXERCISE PHYSIOLOGY REQUIRED COURSES

#### EXSC 610 Advanced Physiological Principles of Performance

This course examines in depth the concepts involving the physiological adaptations of man to the stress of exercise. Focusing primarily on the biochemical, muscular, cardiovascular, circulatory, nutritional, and pulmonary aspects of influencing athletic performance, this course will utilize laboratory exercises to explore various physiological principles. Responses, mechanisms and physiological adaptation to human performance are included.



**EXSC 611 Applied Nutrition, Exercise, and Performance**

This course examines the nutritional aspects of physical and athletic performance. Focusing on the proper nutrition as a component in total physical training, this course will investigate the effect nutrition plays in influencing athletic ability resulting in significant performance gains. Laboratory exercises will obtain dietary information, carbohydrate, fat and protein metabolism information and the regulation of metabolism.

**EXSC 612 Cardiovascular Physiology and Metabolic Diseases**

Cardiovascular physiology is concerned with the electrical activity, hemodynamics and control of the heart, and circulation and how these are affected by physical training. Metabolic diseases are conditions that affect the internal systems of the body and exhibit themselves through cardiovascular diseases. The laboratory exercises will include various measurement and evaluation aspects of the cardiovascular system.

**EXSC 613 Neuromuscular Physiology**

This course provides specialized training in the field of neurophysiology. Laboratory and theoretical aspects are integrated through the applications of physiological principles of exercise from a perspective of the coach, teacher, trainer, or sports-skill specialist.

**EXSC 614 Physical Activity and Aging**

This course examines the effects of physical activity on the process of aging. Focusing on the physiological and neuromuscular bases of physical activity, this course explores the aging process. It also covers the important conceptions of nutrition, drugs and medications, the psychological and social components of aging and exercise programming.

**SPORT PEDAGOGY REQUIRED COURSES****EXSC 620 Curriculum Trends and Issues in Physical Education**

This course will address selected topics that affect physical education and sport curriculum, such as marginality, character education, health and obesity, competition, assessment, equity, and social context of curriculum. A project on a physical education issue in the work-place is required.

**EXSC 621 Constructivist Curriculum and Teaching in Physical Education**

Focused on developing teaching skills in a contemporary curriculum trend in physical education, with an emphasis in integrating practice and theory of a number of instructional models such as tactical games teaching, creative dance, curriculum gymnastics, sports education, physical activity, and lifestyle health concepts. Strategies for building learning communities through small group teaching are emphasized in a supportive structure for change through peer support and networking among the course participants. This course has a practical emphasis and includes a school-based project.

**EXSC 622 Supervision in Physical Education**

This course will focus on the professional model of individual and collaborative supervision. The course will utilize an open systems framework to present the topics. An overview of the relevant theory and research in supervision and administration as it relates to supervisory practice in physical education will be discussed. The course will provide a detailed analysis of supervisory problems that occur in practice, and afford the students the opportunity to learn how to identify and solve these problems by utilizing ethical administrative and best supervisory practices.

**EXSC 623 Research on Curriculum and Supervision in Physical Education**

The purpose of this course is to engage in an in-depth study of the research on teaching and the application of research-based knowledge to the teaching of physical education. The course is designed for graduate students to study the process and implementation of the research on teaching. This includes the study of the historical background, common research paradigms, selected published research reports, and application of research to teaching.

**EXSC 624 Human Motor Development**

A study of the process of motor development and motor behavior across the lifespan. Observation and analytical skills will be developed in the locomotor, non-locomotor and manipulative skill sequences. Relationships among growth, maturation, motor performance and the person's context will be discussed. Developmental considerations will be discussed with respect to planning and directing movement experiences for individual across the lifespan. Individual and gender differences will be identified and applied to movement settings. The service-learning experience consists of weekly instruction in a community based early childhood motor skill program or a senior recreation center. Academic concepts learned in class will be applied and utilized in the service-learning setting.

**GENERAL OR FREE ELECTIVES****EXSC 652 Applied Kinesiology and Biomechanics**

This course examines the principles of physics as applied to human movement. Special emphasis will be placed on examining and applying anatomical and mechanical principles to human locomotion and selected movement skills. The quantitative and qualitative approach to movement analysis will be utilized. Theory and application of biomechanical principles of exercise.

**EXSC 653 Advanced Motor Behavior**

A study of the neural mechanisms underlying the control of our movements. There will be both a micro and macro evaluation of the hierarchical levels that contribute to the neural control of movements. Theory and application – motor skill acquisition and neural control of movement, skill analysis, and practice.

**EXSC 654 Applied Psychology of Sport and Exercise**

This course will present an overview of the applications of selected psychological theories and concepts to the sport and exercise experience. More specifically, the student will gain an understanding of how psychological factors affect sport and exercise performance and how participation in sport and exercise affects psychological well-being.

**EXSC 660 Special Topics**

This course comprises related sport studies or exercise science topics offered by special permission and when visiting scholars are available to teach.

**SPECIAL CREDITS****EXSC 700 Independent Study**

Concentrated, individual pursuit of a topic approved and overseen by an assigned faculty member.

**EXSC 770 Internship**

Under the supervision of a faculty member, participants experience clinical application with a recognized sporting or health agency.

**EXSC 780 Thesis**

Supervised research involving the establishment of a research question, review of literature, properly conducted research, collection of data, analysis, and written submission.

# Nursing

**Degree:** M.S.N., Nursing, College of Science and Health  
**Graduate Program Director:** Professor Kem Louie,  
 Hunziker Wing 240; 973.720.3215; louiek@wpunj.edu

The master of science degree in nursing prepares students to function as advanced practice nurses, educators, or administrators in community-based care. Through coursework and clinical practice, the individual develops expertise in community-based nursing, leadership, and research. Graduates are prepared to function in a variety of community-based settings. The program has been accredited from 2005 to 2015 by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036, telephone: 202.887.6791.

The objectives of the program are to prepare graduates to:

1. Synthesize advanced knowledge from nursing and related disciplines as the basis for advanced nursing practice, education, and/or management;
2. Provide care for ethnically and culturally diverse populations in health and illness utilizing theoretical frameworks that incorporate individuals, groups, families, and communities;
3. Conceptualize theory-based nursing problems and identify best practices using research evidence;
4. Utilize computers and other technologies to manage, evaluate, and investigate health-care problems;
5. Provide leadership in fostering and managing continuity of care in complex health problems independently and in collaboration with other health care providers;
6. Evaluate the quality of nursing intervention, education, and management in dealing with community-based populations using theoretical models, scientific methods, and ethical and legal principles;
7. Initiate collaborative and consultative relationships to influence health policy and improve health care;
8. Utilize educational strategies that employ instructional theories and principles in the teaching of patients/clients, families, groups, and other health-care providers;
9. Develop the requisite knowledge and skills to pursue doctoral study in nursing.

## Admission to the Degree Program

The minimum requirements for admission are:

1. B.S. degree (B.S.N. preferred) and license as registered nurse in New Jersey;\*
2. Undergraduate GPA of 3.0;
3. Satisfactory total score on Graduate Record Exam or Miller Analogies Test;
4. One year's work experience in community-based or related nursing;
5. Undergraduate prerequisite courses:
  - a. statistics
  - b. nursing research
  - c. physical assessment;
6. Two professional letters of reference;
7. Essay that includes professional experience, particularly as it relates to community-based nursing and future career plans.

\*Applicants who hold a baccalaureate degree in a field other than nursing need to make an appointment with the director of the graduate nursing program.

## Requirements for the Degree

Students must complete 36 credits of study for the education track, 36 credits for the administration track, and 40 credits for the advanced practice track.

## Curriculum

### Core Courses .....21 credits

NUR 500	Theoretical Foundations for Nursing.....	3
NUR 508	Role of the Advanced Practice Nurse.....	3
NUR 570	Health Legislation and Social Policy.....	3
NUR 602	Research Strategies.....	3
NUR 604	Advanced Nursing Practicum I.....	4
NUR 703	Thesis Seminar.....	1
NUR 705	Advanced Nursing Role Practicum.....	4

### Advanced Practice Track .....19 credits

NUR 546/ BIO 546	Advanced Pathophysiology .....	3
NUR 600	Advanced Health Assessment .....	3
NUR 601	Pharmacology .....	3
NUR 611	Advanced Nursing I.....	3
NUR 612	Advanced Nursing II.....	3
NUR 701	Advanced Nursing Practicum II.....	4

### Education Track .....15 credits

NUR 546/ BIO 546	Advanced Pathophysiology .....	3
NUR 605	Curriculum Development.....	3
NUR 606	Classroom Teaching Strategies.....	3
NUR 650	Educational Technologies in Nursing .....	3
NUR 706	Clinical Teaching Strategies .....	3
NUR 546, NUR 600, or NUR 601 directed elective (choose one) .....		3

### Administrative Track.....15 credits

NUR 607	Principles of Nursing Administration.....	3
NUR 608	Financial Management of Community Agencies .....	3
	Approved Elective .....	3
	Approved Elective .....	3
	Directed Elective .....	3

### Nurse Faculty Scholars Track.....28 credits

NUR 546/ BIO 546	Advanced Pathophysiology .....	3
NUR 600	Advanced Health Assessment .....	3
NUR 601	Pharmacology .....	3
NUR 605	Curriculum Development.....	3
NUR 606	Classroom Teaching Strategies.....	3
NUR 611	Advanced Nursing I.....	3
NUR 612	Advanced Nursing II.....	3
NUR 701	Advanced Nursing Practicum II.....	4
NUR 706	Clinical Teaching Strategies .....	3

## Courses

Unless otherwise noted, all courses are 3 credits.

### NUR 500 Theoretical Foundations for Nursing

Focuses on theory development and criteria for evaluating theories. Emphasis is on prominent nursing theories and their application to community-based nursing. Includes an exploration of contemporary issues in theory development and the relationship between theory and research in nursing as a practice discipline.

Prerequisite: Matriculation into master's program or permission of graduate program director

### NUR 508 Role of the Advanced Practice Nurse

Provides a knowledge base for advanced nursing practice in community-based settings. Examines the concepts of community within the context of the health care delivery system and the nursing role in influencing changes. Clinical, managerial, and collaborative aspects of the role related to caring for adult clients in the community are discussed. The impact of health policy, economics, socio-political, ethical/legal issues, and research on current practice and health care delivery in the community are emphasized.

Prerequisite: Matriculation into the master's program or permission of the graduate program director

### NUR 520 Spiritual Dimensions of Health Care

Nursing practice is rooted in the care of the whole person. Nurses are present with patients during childbirth, illness, trauma, pain, suffering, and death. As intimate witnesses to such existential crises, nurses have an opportunity to assist people to find meaning in these events, transcend them, and grow as a result. To understand another's spirituality, the nurse must have an awareness of her own. In addition, ministering to spiritual needs requires an individual approach, which takes into consideration the client's culture, religious beliefs, values, and attitudes. This course is an attempt to explore the many dimensions of spirituality as it affects people and their health.

Prerequisite: Permission of the graduate program director

### NUR 521 Women's Health and Adaptation Nursing

This course is a nursing elective that focuses on selected issues related to women's health within Roy's Adaptation framework. Students gain the opportunity to deepen their knowledge base in this specific area of nursing practice.

Prerequisite: Permission of graduate program director

### NUR 536 Holistic Health Practice

This course introduces historical, cultural, professional, practical, and ethical dimensions of holistic health practice as it impacts on the client, the professional and society. Beginning skills are developed in the practice of selected interventions.

Prerequisite: Permission of graduate program director

**NUR 546/ BIO 546      Advanced Pathophysiology**

An in-depth study of the pathogenesis of major conditions affecting adults. Assessment of complex clinical situations will be analyzed along with laboratory and diagnostic data to provide a rationale for management decisions.

Prerequisites: One year of anatomy and physiology; and permission of the graduate program director

**NUR 570      Health Legislation and Social Policy**

Explores the political process and development of social policy. Specific legislation that has had an impact on health care delivery is examined in detail with application to community-based nursing. Emphasis is on the role of the community-based nurse as a politically active client advocate.

Prerequisite: Matriculation or permission of the graduate program director

**NUR 600      Advanced Health Assessment**

Allows the student to perfect the cognitive and psychomotor skills required to perform a health and physical assessment on the adult.

Prerequisite: Matriculation into master's program or permission of graduate program director

**NUR 601      Pharmacology**

Provides students with information that will enable them to apply clinical pharmacotherapeutics to care of their clients. Standard and new drugs; drug-delivery systems in pharmacotherapy; age- and illness-related modifications; and drug and food interactions are emphasized. The role of the advanced practice nurse and legal regulatory aspects of drug administration and prescription are explored.

Prerequisite: BIO/NUR 546

**NUR 602      Research Strategies**

Provides graduate students with skills for critically evaluating and participating in nursing research. All phases of the research process for quantitative and qualitative designs are incorporated. Emphasis is placed on the relationship among theory, practice, and research. Ethical implications of research are considered. Students develop a thesis proposal with application to their area of clinical interest.

Prerequisite: NUR 500

**NUR 604      Advanced Nursing Practicum I**

Provides opportunity for advanced nursing practice in the delivery of community-based/home health care. Theory and research are synthesized and nursing informatics applied in the delivery of primary health care as well as acute and long-term care in the community. Interdisciplinary collaboration is emphasized. Practicum arrangements are made with community agencies. Clinical practicum requires a minimum of 190 supervised hours. Seminars, two-and-one-half hours every other week, enable students to integrate learning.

Prerequisites: NUR 508 (or as co-requisite)

Advanced Practice track: BIO/NUR 546, NUR 600, NUR 601 and either NUR 611 or NUR 612

Education track: NUR 606 or NUR 605

Administration track: NUR 607

4 credits

**NUR 605      Curriculum Development**

Curriculum development in nursing is reviewed based upon an overview of internal and external forces affecting changes in health care, the nursing profession, and education. The process of curriculum development is discussed, integrating these concepts. Theoretical bases of curricula are discussed, as are outcomes and evaluation methods. Application is made to academic and practice settings.

Prerequisite: NUR 500

**NUR 606      Classroom Teaching Strategies**

Explores learning theories, learning styles, and literacy and multicultural issues in teaching. Teaching methodologies and evaluation of learning are included. Application is made to teaching clients in the community, in service education, and undergraduate teaching.

Prerequisite: Permission of the graduate program director

**NUR 607      Principles of Nursing Administration**

Current leadership and management theory and strategy are used to examine issues within a multidisciplinary healthcare environment. Focus is on the critical study of the concept of leadership. Emphasis is placed on the development of leadership in self and others, ethical and legal issues, communication, change strategies, conflict management, and team building.

Prerequisite: NUR 508

**NUR 608      Financial Management of Community Agencies**

Provides students with beginning expertise in fiscal management so that clinically innovative programs can be proposed and implemented. Content reflects current changes in the health care delivery system, including a review of management decisions related to the allocation of financial resources in the not-for-profit sector, as well as a study of cost problems with emphasis on profit planning. Includes computer applications of budgeting using electronic spreadsheets.

Prerequisite: NUR 508

**NUR 611      Advanced Nursing I**

Required for the advanced clinical practice track. Emphasis is on management of selected acute/chronic health care problems of the adult. HEENT (head, ears, eyes, nose, throat), hematological, cardiac, respiratory, endocrine, gastrointestinal, musculoskeletal, neurological and immune system health care problems will be discussed. Development of advanced nursing and interdisciplinary plans of care based on research evidence, legal, political, and ethical considerations, and the use of information technology are addressed.

Prerequisites: NUR 600 and NUR 601

**NUR 612      Advanced Nursing II**

Required for the advanced clinical practice track. Emphasis is on management of selected acute/chronic health care problems of adolescent, adult, and elderly clients. Dermatological, genitourinary, mental health and emergency problems are discussed, along with women's health. Special emphasis will be on the management of the adolescent and elderly client. Development of advanced nursing and interdisciplinary plans of care using research evidence, critical thinking, legal, political and ethical considerations are emphasized. The efficacy of alternative and complementary therapies is explored. This is the second and final course in a series of two advanced nursing clinical management courses.

Prerequisites: NUR 600, NUR 601

**NUR 650      Educational Technologies in Nursing**

Introduces the student to the use of the computer and Internet, simulation, and various interactive strategies appropriate for teaching and learning in the healthcare arena. Consider the role of nursing languages, data security and information privacy within the computerized Patient Record system. Strategies will evolve as technology evolves but currently includes blogging, video conferencing, simulation, etc.

Prerequisite: NUR 605

**NUR 701      Advanced Nursing Practicum II**

Required for the advanced clinical practice track. Students are expected to initiate health promotion, assess, make clinical decisions, and manage care in consultation with appropriate health care providers. Preceptorships are arranged in varied community-based settings. Clinical practicum requires 190 supervised hours. Seminars, two-and-one-half hours every other week, enable students to integrate learning.

Prerequisites: NUR 604 and NUR 611/612 (or as co-requisite)  
4 credits

**NUR 703      Thesis Seminar**

Guides the student through development and completion of a research study or comparable project.

Prerequisite: NUR 602 and approval of graduate program director (NUR 703 is one of two capstone courses in the graduate program)  
1 credit

**NUR 704      Independent Study**

Individual research of clinical project under the direction of a faculty member.

Prerequisite: Permission of the graduate program director  
1-3 credits

**NUR 705      Advanced Nursing Role Practicum**

The role of advanced prepared nurse/advanced practice nurse, clinical educator, or administrator is addressed. The practicum provides students with experience in their functional roles within community-based nursing. For the advanced practice track, direct patient care with a focus on roles as educator, researcher, consultant, collaborator, advocate, and leader are provided. Clinical practicum requires 120 supervised hours. Seminars, two-and-one-half hours every other week, enable students to integrate learning.

Prerequisites: NUR 604

Advanced Practice track: NUR 701, NUR 611, NUR 612

Education track: NUR 605 and 606

Administration track: NUR 607 and NUR 608

Permission of graduate program director required  
4 credits

**NUR 706      Clinical Teaching Strategies**

Explores teaching, learning, and evaluation methodologies relevant to teaching and learning in a clinical nursing setting. Application is made to teaching undergraduate, graduate nursing students, and licensed nurses.

Prerequisite: NUR 606

# Post-Master's Adult Nurse Practitioner Certification Program

**Program Director:** Professor Kem Louie, Graduate Program in Nursing, Hunziker Wing 240; 973.720.3215; louiek@wpunj.edu

## The Program

The program is designed for professional registered nurses who have previously earned a master's degree with a major in nursing and who now want to become certified as adult nurse practitioners. The Department of Nursing currently offers a community-based master's degree in nursing with an advanced practice (AP) track. Students in the certificate program complete the necessary theory and practicum course requirements in this track to be eligible to apply for the adult nurse practitioner certification examination (American Academy of Nurse Practitioners or American Nurses Credentialing Center).

## Admission Requirements

1. Completion of application to the graduate program and fee.
2. Submission of official transcript of a M.S.N. degree in nursing.
3. Copy of current New Jersey RN license.
4. Interview with the graduate nursing program director.

The current M.S.N. in the AP track requires 40 credits. Students in the certificate program must complete a minimum of 30 credits. Students are required to complete a minimum of 500 supervised clinical hours.

## Program Requirements

NUR 508	Role of the Advanced Practice Nurse.....	3 credits
NUR 546/ BIO 546	Advanced Pathophysiology .....	3
NUR 600	Advanced Health Assessment .....	3
NUR 601	Pharmacology .....	3
NUR 604	Advanced Nursing Practicum I .....	4
NUR 611	Advanced Nursing I .....	3
NUR 612	Advanced Nursing II .....	3
NUR 701	Advanced Nursing Practicum II .....	4
NUR 705	Advanced Nursing Role Practicum .....	4

Students in the certificate program attend classes with current master's students. Upon completion of the required coursework, the certificate student is eligible to sit for the national certification examination and, upon passing, to apply for an advanced practice nursing license in the state of New Jersey.

# Post-Master's Nurse Educator Certification Program

**Program Director:** Professor Kem Louie, Graduate Program in Nursing, Hunziker Wing 240; 973.720.3215; louiek@wpunj.edu

## The Program

The program is designed for professional registered nurses who have previously earned a master's degree with a major in nursing and who now want to become certified as nurse educators. There exists a national and state-wide nursing faculty shortage. The rewards of being a qualified nurse educator are personal satisfaction of educating future registered nurses, prestige, and contribution to nursing scholarship.

Students in the certificate program will need to complete a minimum of 12 credits.

## Admission Requirements

1. Completion of application to the graduate program and fee.
2. Submission of official transcript of a M.S.N. degree in nursing.
3. Copy of current New Jersey RN license.
4. Interview with the graduate nursing program director.

## Program Requirements

<b>Requirements.....</b>	<b>12</b>
NUR 605 Curriculum Development.....	3
NUR 606 Classroom Teaching Strategies.....	3
NUR 650 Educational Technologies in Nursing .....	3
NUR 706 Clinical Teaching Strategies .....	3

Students in the certificate program will attend classes with current graduate students. The certificate program can be completed in one year taking two courses per semester.

Students in the certificate program will complete the necessary course requirements in this track in order to be eligible to sit for the Certified Nurse Educator (CEN) certification exam, offered by the National League of Nursing (NLN) after two years of full-time employment in the academic faculty role.

## Professional Accreditations/ Certifications/ Memberships

## Professional Accreditations and Certifications

American Speech-Language-Hearing Association  
 Association to Advance Collegiate Schools of Business  
 Commission on Accreditation of Allied Health Education Programs  
 Commission on Collegiate Nursing Education  
 Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)  
 Council for Accreditation of Counseling and Related Educational Programs  
 Educational Standards Board  
 Middle States Association of Colleges and Secondary Schools  
 National Association of Schools of Music  
 Professional Services Board  
 National Association of Music Merchants Affiliated Music Business Institutions  
 National Council for Accreditation of Teacher Education  
 Society for Public Health Education/American Association for the Advancement of Health Education Baccalaureate Program Approval Committee

## Memberships

American Association of Colleges of Nursing  
 American Association of Collegiate Registrars and Admissions Officers  
 American Association of Museums  
 American Assembly of Collegiate Schools of Business  
 American Association of Colleges for Teacher Education  
 American Association of Higher Education  
 American Association of State Colleges and Universities  
 American Association of University Women  
 American Conference of Academic Deans  
 American Council of Arts  
 American Council on Education  
 American Historical Association  
 American Library Association  
 American Math Society  
 American Prospect Research Association  
 American Symphony Orchestra League  
 American Society of Composers, Authors and Publishers (ASCAP)  
 Arts Council of Essex  
 Association for School, College and University Staffing  
 Association for Student Judicial Affairs  
 Association for the Study of Higher Education  
 Association for Women in Mathematics (AWM)  
 Association of College and University Museums and Galleries  
 Association of College and University Offices, Inc.  
 Association of Communication Administrators  
 Association of Colleges and University Auditors  
 Association of Governing Boards of Universities and Colleges  
 Association of Performing Arts Presenters  
 Association of Supervision and Curriculum Developers  
 Association of University Technology Managers  
 Association for Institutional Research  
 Box Office Management International  
 College Art Association

College and University Personnel Association  
 College Board  
 College Placement Council  
 Collegiate Athletic Administrators of New Jersey  
 Collegiate Athletic Association of New Jersey  
 Collegiate Track Conference  
 Commerce and Industry Association of New Jersey  
 Consortium for Student Retention and Data Exchange  
 Council for the Advancement and Support of Education  
 Council for Undergraduate Research  
 Council of Colleges of Arts and Sciences  
 Council of Graduate Programs  
 Eastern Association of Student Financial Aid Administrators  
 Eastern College Athletic Association  
 Global Studies Consortium  
 Greater Paterson Chamber of Commerce  
 Hispanic Association of Higher Education of New Jersey  
 Institute of Internal Auditors  
 Institute of Mathematical Statistics  
 InterAmerica Organization for Higher Education  
 Intercollegiate Broadcasting System  
 International Communication Association  
 International Council of Fine Arts Deans  
 Mathematical Association of America  
 Metropolitan Athletic Director Association  
 Metropolitan New York College Placement Officers Association  
 Metropolitan Swimming Conference  
 Middle States Association of Colleges and Schools  
 Mid-Atlantic Association of Museums  
 Mid-Atlantic Association of Colleges and Employers  
 Morris County Chamber of Commerce  
 National Academic Advising Association  
 National Alliance for Action  
 National Association for the Advancement of Colored People  
 National Association of College and University Business Officers  
 National Association of College Admissions Counselors  
 National Association of Colleges and University Attorneys  
 National Association of Chiefs of Police  
 National Association of College Broadcasters  
 National Association of Education Buyers  
 National Association of Graduate Admissions Professionals  
 National Association of Foreign Student Affairs: Association of International Education  
 National Association of Schools of Music  
 National Association of Student Employment Administrators  
 National Association of Student Financial Aid Administrators  
 National Association of Student Personnel Administrators  
 National Athletic Trainers Association  
 National Collegiate Athletic Association  
 National Collegiate Honors Council  
 National Council for Accreditation of Teacher Education  
 National Council of University Research Administrators  
 National Intramural Recreational Sport Association  
 National Society of Fund Raising Executives  
 National Student Exchange  
 National University Continuing Education Association  
 National Wildlife Federation  
 New Jersey Affirmative Action Officer's Council



New Jersey Association for Affirmative Action in Higher Education  
New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing  
New Jersey Association of College Admissions Counselors  
New Jersey Association of Colleges of Teacher Education  
New Jersey Association of Financial Aid Administrators  
New Jersey Association of Colleges and Universities  
New Jersey Association of Student Financial Aid Administrators  
New Jersey Athletic Conference  
New Jersey College and University Coalition of Women's Educators  
New Jersey College Basketball Coaches Association  
New Jersey Marine Science Consortium  
New Jersey Association of Colleges and Employers  
New Jersey State College Chief Student Affairs Officer  
New Jersey State College Governing Boards Association  
North American Association of Summer Sessions  
North Jersey Regional Chamber of Commerce  
Professional Administration System Associations  
Project 30 Alliance  
Public Relations Society of America  
Society for College and University Planning  
Sonneck Society of American Music  
Speech Communications Association  
Tri-County Chamber of Commerce

# William Paterson University

Campus Facilities

Services

Directories

# Campus Facilities

William Paterson University is situated on more than 370 rolling acres and provides a unique environment for living and learning. The main campus is at the junction of Wayne Township and the boroughs of Haledon and North Haledon. The other University sites, all within close proximity to the main campus, are 1600 Valley Road, the Power Art Center, and the Allan and Michele Gorab Alumni House. The major buildings that house and support the programs offered by the University's five colleges include the following:

**Admissions Hall**, located on Hamburg Turnpike adjacent to Hobart Hall, houses the Office of Admissions.

**Allan and Michele Gorab Alumni House**, located on Oldham Pond at Harmon Place, houses the Alumni Relations Office and the John Rosengren Laboratories. The Alumni Office hosts meetings and events for graduates, while the laboratories serve as a research station for the Department of Biology.

**The Atrium**, conveniently reached via entries 3 and 4 on Pompton Road, contains the office of the Dean of the College of Humanities and Social Sciences and the following departments: African, African American, and Caribbean Studies; English; History; Languages and Cultures; Philosophy; and a number of computer classrooms. The first floor houses offices of Instruction and Research Technology, public access computer labs, writing center, language labs, and a multimedia auditorium.

The state-of-the-art **Ballroom**, part of the **University Commons** complex, connects Wayne Hall to the John Victor Machuga Student Center and overlooks the Quad. The main Ballroom accommodates large-scale events and has four breakout rooms on its ground level for use by groups from on- and off-campus that are participating in conferences and other activities.

**Ben Shahn Center for the Visual Arts** features an extensive art gallery; a central, two-story, glass-walled and domed courtyard; several smaller art galleries; studios; a number of classrooms; and a filmmaking laboratory. The Center for Computer Art and Animation houses an advanced IRIS computer lab. The Center was named for Ben Shahn (1898-1969), a well-known New Jersey painter, muralist, and graphic artist.

**The Bookstore** is located on the lower level of the Machuga Student Center and is open when the University is in session. Regular hours are Monday through Friday, 8:30 a.m. to 10:00 p.m.; and Saturday, 10:00 a.m. to 1:00 p.m. The Convenience Store hours are Monday through Thursday, 8:30 a.m. to 10:00 p.m.

**Caldwell Plaza**, a formal space on the lower campus, is surrounded by the Ben Shahn Center for the Visual Arts, Science Hall, the Machuga Student Center, and the Towers.

**Century Hall**, a 280-bed residence hall, is a four-story, suite-style building, which is wired for Internet access and is completely barrier-free to provide for wheelchair accessibility.

**The Coach House** contains the Department of Computer Science, dedicated lab space, and computer workstations available to students for classroom assignments.

**College Hall** houses the offices of the Vice President for Administration and Finance and the following departments: Budget; Business Services; Purchasing; Payroll; the Bursar; Information Systems; Telecommunications; the Registrar; Human Resources; the Office of Employment Equity and Diversity; Marketing and Public Relations; and the Office of Institutional Research and Assessment. College Hall is located at 358 Hamburg Turnpike, off College Road near St. Joseph's Wayne Hospital.

**Heritage Hall**, perched on a hilltop with views of Manhattan and the campus, provides, along with Pioneer Hall, apartment-style living for 530 students; the residence is air-conditioned and complete with furnishings and appliances.

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

**Hillside Hall**, set amidst tall hardwoods, is an air-conditioned and furnished residence hall that houses 254 students. Hillside Hall is located on College Road overlooking the Wightman athletic complex and adjacent to the Towers residential facility.

**Hobart Hall**, located on the south side of Pompton Road and accessible by a pedestrian footbridge, contains the following departments: Communication; WCRN-AM and WPSC-FM, the campus radio stations, and WPC-TV, the University's cable television center; telecommunication facilities for interactive teleconferences; electronic journalism labs; film production and screening facilities; a cable distribution center; an interactive television classroom; and a number of academic classrooms.

**Hobart Manor** is one of the two original structures on campus (the other is the Coach House). A national historic site, it was once the home of the family of Garret Hobart, the twenty-fourth vice president of the United States. The Manor houses the offices of the President and Institutional Advancement. Hobart Manor is conveniently reached via entry gate 2 on Pompton Road.

**Hunziker Hall** houses the Black Box Theater, the Department of Women's Studies, offices and practice rooms for the Department of Music, and a number of classrooms.

**Hunziker Wing** contains the following departments: Nursing, Community Health, and Communication Disorders, as well as classrooms. The Child Development Center and Speech and Hearing Clinic are also located in the Wing, as well as the Office of Tests and Measurements. Additionally, the Center for Academic Support is located on the third floor and provides tutoring and workshops for individuals seeking assistance in coursework and basic skills.

**The David and Lorraine Cheng Library**, conveniently reached via entry 4 on Pompton Road, is a two-and-one-half story building, with group study rooms, several reading rooms, an auditorium, video and listening rooms, two classrooms, and several computing labs. Wireless access to the campus network is available on the first and second floors. For more information, see Library in the services section of this catalog.

**Matelson Hall** is an air-conditioned, furnished, residence hall, which houses 150 students.

**Morrison Hall** currently houses the Center for Student Services; Counseling Services; the Office of Enrollment Management; Equal Opportunity Fund Program; and the Education Enrichment Center. Morrison Hall is conveniently reached via entry 2 on Pompton Road and the use of the visitor's parking facilities adjacent to the building.

**Pioneer Hall**, a student residence hall, is described under Heritage Hall.

**Power Art Center**, located off Hamburg Turnpike and near College Hall, is an extensive facility that accommodates an array of studio arts. It houses the Office of the Dean of the College of the Arts and Communication, the Department of Art, as well as faculty offices and studios for three-dimensional design, photography, sculpture, ceramics, printmaking, wood working, and painting.

**The Department of Public Safety** houses the University Police Department and the Parking Violations Bureau. The University Police building is accessible via entry 1 on Pompton Road. Call 973.720.2300 for emergencies.

**Raubinger Hall** contains the following offices: Provost and Vice President for Academic Affairs; Graduate Admissions; Financial Aid; First-Year Experience; Center for International Education; the Departments of Political Science and Sociology; and classrooms and educational technology laboratories. It will soon be renovated to consolidate and house the academic support services.

**The Rec Center**, serving as the focal point for physical recreational activities, is available for use by University students, faculty, and staff with a current/valid school ID. It contains a large multipurpose area that can accommodate 4,000 spectators at concerts or exhibitions, or can be divided into three courts for basketball and volleyball; four racquetball/handball (one equipped for wallyball) courts; a multipurpose room equipped with dance barre and mirrors; a weight/exercise room equipped with free weights, Nautilus equipment, lifecycles, rowing machines, Nordic Track Pro, Lifesteps, treadmills, and Gravitron; saunas and whirlpools; and a TicketMaster outlet.

Construction continues on a significant expansion and renovation of **Science Hall** to provide students and faculty with state-of-the-art classrooms and research facilities. The project includes a 65,000-square-foot addition, as well as an upgrade of the existing facility. Work on the project will be conducted in two phases. Completion of the new addition is on target for 2010, to be followed by renovation of the existing Science Building by 2012. The addition will contain state-of-the-art laboratories designed to support studies and research in areas such as biology, biotechnology, molecular research, physics, tissue culture, physical, analytical and organic chemistry, physiology, environmental science and ecology, and instrumentation. The renovation of the existing building will include new classrooms, computer labs, and greenhouses. The expansion and renovation will feature wireless technology, and the entire space is configured to allow for collaboration between faculty and students.

**Shea Center for Performing Arts** features a 922-seat theater and the Shea Center Box Office; the offices of the Department of Music and individual band, orchestra, and choral practice rooms; classrooms; a small recital hall; and a new recording studio. Shea Center is conveniently reached via entry gates 2 and 3 on Pompton Road.

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

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

**1600 Valley Road** is a 150,000-square-foot building, located on fifty acres one-and-a-half miles from the main campus on a wooded lot bordering the High Mountain Preserve and overlooking a pond. This building is the home of the Cotsakos College of Business—including the Global Financial Services Institute and the Russ Berrie Institute for Professional Sales, the College of Education, and the Center for Continuing and Professional Education.

**Wayne Hall** houses the primary food service facilities for resident students. As part of the recent expansion and renovation project transforming the University campus, Wayne Hall features a new facade, new dining service and storage rooms, as well as a new University club.

**White Hall**, air-conditioned and complete with furnishings, provides residence opportunities for graduate and special-interest students. The Office of Residence Life is located here.

**Wightman Field** is a light-equipped athletic complex with fields for baseball, field hockey, football, soccer, and softball. Eight tennis courts, a perma-track, locker facilities, food concession, and restrooms are also available for both athletic and intramural activities.

**Wightman Memorial Gymnasium** contains the faculty and department staff offices of the Department of Exercise and Movement Sciences. It also houses a gym, dance studio, athletic training and exercise physiology labs, a competition-sized swimming pool, classrooms, and weight room.

**Zanfino Plaza** is an open forum located between Wayne Hall, Wightman Gym, the Machuga Student Center, and the Library.

## Services

William Paterson University provides a number of services and facilities as part of the University program. Among those of particular interest to graduate students are the following.

### Alumni Association

Every student who earns a degree from William Paterson University is automatically a member of the Alumni Association. The association maintains contact with alumni; informs alumni about University developments; produces "Spotlight," the alumni section of *WP*, the Magazine of William Paterson University; and coordinates alumni events, such as Homecoming Weekend and reunions. The Alumni Association also sponsors the Athletic Hall of Fame, Distinguished Alumni Awards, Faculty Service Award, and the Outstanding Senior Award; awards dozens of scholarships each year; and promotes the interests of the University.

Alumni are invited to use many University conveniences that were available to them as students. Alumni are encouraged to attend athletic events and use recreational facilities; they also have library-borrowing privileges, may attend student events, and have access to the Student Center, along with much more.

The Alumni Association is financed through an annual fund drive, which solicits contributions from all alumni. The association's spring phonathon is one of the annual fund drive activities. Any inquiries may be directed to the Office of Alumni Relations at 973.720.2175.

### Campus Ministry

In recognition of the various religious backgrounds that form the University community, the Interfaith Council has been formed to address the needs of students, faculty, and staff. The council members are the advisors to the Student Government Association's chartered religious clubs: Catholic Campus Ministry, Christian Fellowship, and the Jewish Students Association. All three groups may be contacted on campus at the Student Center. The Catholic Campus Ministry Center is located next to entry 1 and is open to members of the William Paterson community. The telephone number is 973.720.6184.

### Campus Safety

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

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

### University Police

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

### Security Officers

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

### Traffic and Parking Control Officers

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

### Student Patrol Program

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

### Violations Bureau

The University provides parking guidelines, vehicle registration, and identification procedures. The Violations Bureau administers the vehicle records, administrative actions, and judicial processes for parking violations and fines.

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

### Blue Light Emergency Phone Stations

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

### Amber Light Vehicles

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

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

### In the Event of Emergency

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

The University provides a multi-mode emergency notification system for students, faculty, and staff. The University strongly suggests registration and participation in that program. Members of the University community are urged to utilize the information available on the University police Web site to become familiar with measures intended to aid them in an emergency.

### Career Development and Gloria S. Williams Advisement Center

The Career Development and Gloria S. Williams Advisement Center, located on the third floor of the Machuga Student Center, provides graduate students with guidance in career decision-making and job search assistance. The following is an overview of the Center's services:

- Personalized career guidance: Professional counselors are available during day and evening hours for individual appointments with all students regarding decision-making, mapping a career path, and vocational testing.
- Workshops: Each semester, job readiness and career planning workshops are offered, covering a wide range of topics, including choosing a major, career decisions for the undecided, exploring careers in a major, planning for graduate school, resumé writing, interview techniques, and job search strategies.
- Job search assistance: Staff are available to critique student resumes, prepare students for interviews, and discuss the job search process and current job market conditions.
- Technology: The Center offers students access to the department's computer lab and utilizes Web-based technology to support such major search functions as resumé preparation and referrals. All employment listings, recruitment activities, programs, information, and links to appropriate Web sites are posted on the Center's home page for review and retrieval. Students utilize eRecruiting, a Web-based job search tool, for full-time, part-time, internship, and campus employment listings.
- Recruitment, job fairs, and information sessions: Students can participate in several programs to meet and discuss career-related information and job opportunities with area employers.
- Community Service/Job Location and Development Program: A counselor assists students in securing community service jobs and part-time, summer, and temporary off-campus employment. Primary emphasis is on development of career-related positions.

The Center's hours are Mondays from 8:30 a.m. to 7:00 p.m. and Tuesday through Friday from 8:30 a.m. to 5:00 p.m. For more information, call 973.720.2281 or 973.720.2727, or go online at [www.wpunj.edu/career/](http://www.wpunj.edu/career/).

## Center for Student Services

The Center for Student Services enhances the William Paterson academic experience by providing complimentary student services dealing with student accounts, academic records, and financial aid. Located in Morrison Hall 101, the Center:

- Accepts cash/check/credit card payments for tuition/fees, room charges, meal plans, acceptance/housing deposits, challenge exams, and parking/library fines;
- Advises students of the status of pending grants, loans, refunds, etc.;
- Assists students in understanding billing charges;
- Assists students in the arrangement of payment plans;
- Processes requests for official University transcript release;
- Processes student enrollment verifications for insurance, employment, and student loan purposes;
- Processes changes in name, address, etc.; and,
- Assists students in completing the FERPA release, then processes it accordingly.

The Center's hours are Monday and Thursday from 8:30 a.m. to 6:00 p.m., and Tuesday, Wednesday, and Friday from 8:30 a.m. to 4:30 p.m. It can be reached by phoning 973.720.3945, faxing 973.720.2095, or e-mailing [studentservices@wpunj.edu](mailto:studentservices@wpunj.edu).

## Child Development Center

The William Paterson Child Development Center, located in Hunziker Wing, Room 35, provides an affordable and balanced preschool program for children and grandchildren of University students, staff, faculty, and alumni. The center, licensed by the State of New Jersey and accredited by the National Association for the Education of Young Children (NAEYC), is open to children who are toilet-trained and between the ages of two-and-a-half and six. Registered students may use the center for as many hours per week as needed, regardless of class schedule, from 7:45 a.m. to 5:00 p.m., Monday through Friday.

The daily schedule of activities, preplanned and spontaneous, are child-inspired. They include language, prereading and premath skills, and the introduction of social studies, science, music, and art in a developmentally appropriate, integrative setting. Please visit the Center or call the director at 973.720.2529 for fees and further information.

## College of Education Clinic Services

As part of its graduate master's degree program, the College of Education provides after-school diagnostic and remediation services for children and their families in the region who are having academic difficulties. Three clinic services are available at 1600 Valley Road. The Reading Clinic and the Center for Math Success meet regularly on Wednesdays and can be contacted through the Department of Elementary and Early Childhood Education. The Math Clinic meets for ten sessions on Thursdays during the spring semester. For more information, contact Dr. Rochelle Goldberg Kaplan by calling 973.720.2597 or e-mailing [kaplanr@wpunj.edu](mailto:kaplanr@wpunj.edu). The Learning Disabilities Clinic meets on Tuesdays by appointment and can be contacted through the Department of Special Education and Counseling.

## Counseling, Health, and Wellness Center

The mission of the Counseling, Health, and Wellness Center is to provide clinical, educational, and outreach services to William Paterson University students. The Center assists students in achieving success in their academic experience and their personal and professional goals throughout life by offering personal counseling and health care services. The Center also enhances physical and emotional health, with a focus on education, insight, and empowerment of individuals and the William Paterson University campus community.

### Counseling Center

Located in Morrison Hall 115, the Counseling Center's staff members facilitate students' personal, social, and intellectual growth, as well as adjustment to, and engagement within, the University community. They also help students identify and work through personal barriers, normal developmental issues and stressors, and clinical problems that may impede academic success.

Typical problems for which students come to the Counseling Center include academic stress, time management, issues with self-esteem, difficulties with family or friends, depression, anxiety, harmful habits, and anger management. The Center's hours are Monday from 8:30 a.m. to 7:00 p.m. and Tuesday through Friday from 8:30 a.m. to 4:30 p.m. For more information, call 973.720.2257.

### Health and Wellness Center

Health and Wellness Center staff members provide care for students who are ill or injured. Through health-related counseling and education, the Health and Wellness Center, located in Science Hall 104, supports students' efforts to maintain their physical and emotional well-being and make informed decisions that promote personal wellness and lifelong health.

The Health and Wellness Center offers a variety of services such as: care for illness and injury, on-site, low-cost pharmacy, physical exams, skin testing for tuberculosis, immunizations, women's and men's health services, nutritional counseling, referrals to a specialist, emergency care, or laboratory testing when necessary.

The Center's hours are Monday through Wednesday and Friday from 8:30 a.m. to 4:30 p.m., and Thursday from 8:30 a.m. to 6:30 p.m. For more information, call 973.720.2360. For emergency care or assistance on nights or weekends, call University Police at extension 2301 from any campus phone.

### Confidentiality

All communication between a student and the Counseling, Health, and Wellness Center staff is strictly confidential. A student's counseling or health record is NOT a part of his or her academic record. No information about a student's visit to the Counseling, Health, and Wellness Center will be released within the University or to anyone without the student's prior written approval. The only circumstance requiring such disclosure is when, in the Counseling, Health, and Wellness Center's judgment, the student's life, or the life of another person is at risk without such disclosure.

## Insurance

It is mandatory in the State of New Jersey that all full-time students carry medical insurance. Students will be charged for full-year insurance in the fall semester. A student with private medical insurance who wishes to waive the University's insurance fee must come to the Bursar's office within 30 days of the start of the semester to fill out a medical insurance waiver. All students, regardless of insurance coverage, may use the services of the Counseling, Health, and Wellness Center. For further questions regarding insurance charges, please contact the Bursar's office at 973.720.2234.

## Proof of Immunization

The State of New Jersey has enacted legislation that requires students enrolled at William Paterson to provide proof of immunization against measles, mumps, and rubella (MMR), as well as a measles booster. The State of New Jersey mandates documentation of an MMR vaccination after the first birthday and a measles (rubella) booster after 1990 for University attendance. If documentation is unavailable, lab testing may be done to verify immunity. The vaccine to prevent bacterial meningitis is required for all students living in the residence halls.

The following documents are accepted as evidence of a student's immunization history, provided the specific immunization and the exact date of each immunization administered are listed:

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

## Exemptions

- Any student born before January 1, 1957, is exempt from documenting immunization records.
- If immunization conflicts with religious beliefs, it is necessary for the student to file a statement to this effect accompanied by a letter from an official representative of his or her religion explaining the basis of the religious conflict.
- If a student has a medical contraindication to the vaccine, he or she must provide a written statement from a licensed physician. The statement must include the reason and specific period of time the vaccine is contraindicated.
- All students are required to submit the University Health Form, which includes a completed health record and current immunization information. Immunizations for tetanus, hepatitis B, meningitis, and a test for tuberculosis are highly recommended for all University students.

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

## Disability Services

The mission of the Office of Disability Services, located in Morrison Hall 101, is to assist students with documented disabilities by ensuring that reasonable accommodations and services are provided that guarantee equal access to all programs, activities, and related benefits of the University's educational programs.

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

Disability Services is committed to providing access for all students with disabilities to educational programs, activities and related benefits of the educational programs, in accordance with the ADA, Section 504, and applicable state law. It is the responsibility of the student to identify him/herself and request assistance from Disability Services.

Complete guidelines for the type of documentation required are available upon request. Eligibility must be established before services can be provided. To register for services, students must set up an initial/intake appointment, and fill out the intake form and return it with documentation to review for appropriate reasonable accommodations.

The Office of Disability Services works with each student on a case-by-case basis to determine appropriate and reasonable accommodations based on the documentation and individualized needs of the student.

For more information, contact the office at 973.720.2853 or e-mail at [disability@wpunj.edu](mailto:disability@wpunj.edu). Information is also available on the Web at [www.wpunj.edu/studentservices/disability](http://www.wpunj.edu/studentservices/disability).

## Instruction and Research Technology

The University provides a wide range of technology services for students. Support for technology in education and learning is provided by Instruction and Research Technology (IRT) in labs on the main campus and at 1600 Valley Road. Supported software at all locations includes word processing, spreadsheets, databases, graphics programs, and Internet tools.

IRT provides support for students and faculty in the use of technology for learning and in research via the Student Technology Consulting (STC) Program ([wpunj.edu/stc/](http://wpunj.edu/stc/)). STCs are hired to help students and faculty in the public access labs. A special team of STCs provides workshops to all students in software programs in Atrium 121 and Valley Road 1040. Atrium 121 STCs provide assistance to students and faculty with scanning and multimedia applications. Additionally, IRT runs the campus course management system, Blackboard, which is used in many courses, both traditional and online.

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



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

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

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

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

### Office of International Students and Scholars

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

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

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

### Library

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

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

The Graduate Research Center, a quiet study area, is comprised of twenty study carrels available to graduate students on a first-come, first-served basis. An Electronic Resource Center, a 110-seat auditorium, two mediated classrooms for library user education, and thirteen group study rooms provide a variety of spaces for research, team projects, and independent study. Wireless access to the University network is available throughout the Library and laptops may be borrowed from Media Services for use within the Library.

The Library is open seven days a week during the fall and spring semesters with modified hours during the summer session. Hours are posted on the Web at [www.wpunj.edu/library](http://www.wpunj.edu/library).

### Parking

Student parking is available in various lots distributed throughout the campus. Students are asked to respect the areas reserved for faculty, staff, and visitors. Violations of parking and traffic regulations may result in a University fine, a municipal summons, and towing. Please refer to the Student Handbook or the University Police Web site for specific information regarding parking regulations. The University enforces all applicable laws relating to the operation of a motor vehicle.

### Public Transportation

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

The Shuttle Bus System connects the various parking areas with the academic and recreational areas of the campus. The shuttle route helps students avoid the hassle of looking for a parking space and, at the same time, allows them to enjoy a relaxing ride and tour of the campus as they head toward class. The system, known as the Pioneer Shuttle, operates free-of-charge to all students, faculty, staff, and guests.

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

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

### Student Information and Referral Center

In an effort to better serve both day and evening students, the University has established a centrally located Student Information and Referral Center on the first floor of the University Commons. The Center has been designed to offer general University information, answer questions most commonly asked by students, and provide referral to the campus office that can directly address individual student needs.

The Student Information and Referral Center is supported by University administrative staff and students. Staff members are available to meet with students on an individual basis, address concerns, provide direction, and help in resolving problems. In cases where referral to another office is necessary, they provide advance guidance and direction, and assist in making appointments. The Center also serves as a drop-off/pick-up site for many of the forms and printed materials used by students.

Center hours are Monday through Friday, 9:00 a.m. to 7:00 p.m., and Saturday, 9:00 a.m. to 2:00 p.m. The telephone number is 973.720.2292.

### **Veterans, Reservists, New Jersey National Guard Members, and Dependent Services**

William Paterson University offers assistance for veteran and dependent students in obtaining monthly educational benefits from the Veterans Administration. Students applying for benefits for the first time or transferring to William Paterson University must contact the Office of the Registrar, College Hall, 973.720.2423, to complete the necessary forms. All students receiving veterans' benefits must report to the Office of the Registrar, College Hall, each semester or summer session to verify course load, graduation date, and academic program. The V.A. requires each person receiving V.A. benefits to acknowledge and agree to all rules and regulations governing veteran eligibility at William Paterson. Veterans of the Iraq and Afghanistan wars may be eligible for additional tuition benefits. Call the Registrar's Office at 973.720.2423 for information.

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

### **Women's Center**

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

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

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**Heejung An**, Assistant Professor, Elementary and Early Childhood Education. B.S., Ewha Woman's University; M.A., New York University; Ed.D., Teachers College, Columbia University. Appointed September 2005.

**Barbara Andrew**, Associate Professor, Philosophy. B.A., Vassar College; M.A., Ph.D., State University of New York at Stony Brook. Appointed September 2002.

**Alejandro Anreus**, Associate Professor, Art. B.A., Kean College; M.A., Ph.D., City University of New York. Appointed September 2001.

**Abdolmaboud Ansari**, Professor, Sociology. B.A., Teacher's College, Iran; M.A., Tehran University; Ph.D., New School for Social Research. Appointed March 1986.

**Eliana Antoniou**, Associate Professor, Mathematics. B.A., The College of New Jersey; M.S., Ph.D., New Jersey Institute of Technology and Rutgers University. Appointed January 2002.

**Rachel Anzaldo**, Coordinator, Office of Testing. B.A., William Paterson College. Appointed September 1997.

**Kelli Jean Asada**, Assistant Professor, Communication. B.A., M.A., University of Hawaii at Manoa; Ph.D., Michigan State University. Appointed September 2006.

**Jane Austin**, Assistant Professor, Psychology. B.A., Plymouth State College; M.Ed., Harvard Graduate School of Education; Ph.D., New York University. Appointed September 2004.

**A. Elsie Baires**, Associate Director, Admissions. B.A., Montclair State College. Appointed March 1988.

**Jane Bambrick**, Librarian, Cheng Library. B.A., College Misericordia; M.L.S., Rutgers University. Appointed October 1970.

**Colleen Barbarito**, Assistant Professor, Nursing. B.S., William Paterson College; M.S., M.S.N., Seton Hall University; Ed.D., Teachers College, Columbia University. Appointed September 1984.

**Tobias J. Barboza**, Head Athletic Trainer. B.S., Springfield College; M.Ed., University of Virginia. Appointed August 1974.

**Connie Gleim Bareford**, Professor, Nursing. B.A., B.S.N., State University of New York at Binghamton; M.A., Ph.D., New York University. Appointed September 1987.

**Andrew Barnes**, Interim Associate Dean, College of Humanities and Social Sciences; Associate Professor, English. B.S., University of Indianapolis; M.A., New York University; Ph.D., State University of New York at Stony Brook. Appointed September 2003.

## Faculty and Professional Staff

**Diane Ackerman**, Information Systems Analyst, Enrollment Management. B.A., William Paterson College. Appointed January 1979.

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**Jamsheed Akrami**, Professor, Communication. M.A., Ed.D., Teachers College, Columbia University. Appointed September 1995.

**Nadine Aktan**, Instructor, Nursing. B.S., M.S., Rutgers University College of Nursing. Appointed September 2005.

**Anita Barrow**, Associate Professor, Anthropology. B.A., University of Pittsburgh; M.A., Ph.D., University of California at Berkeley. Appointed September 1984.

**Zoya Barry**, Assistant Director, Financial Aid. B.S., William Paterson College. Appointed February 1999.

**Richard Bartone**, Associate Professor, Communication. B.F.A., M.A., Ph.D., New York University. Appointed September 1989.

**Sam Basu**, Dean, Cotsakos College of Business; Professor, Economics, Finance, and Global Business. B.Tech., Indian Institute of Technology, Kharagpur, India; M.B.A., University of Saskatchewan, Canada; Ph.D., University of Texas, Houston. Appointed August 2006.

**Mary P. Baumgartner**, Professor, Sociology. B.A., M.A., M.Phil., Ph.D., Yale University. Appointed September 1993.

**Jerry Beal**, Assistant Professor, Communication. B.A., Brandeis University; M.F.A., Brooklyn College, City University of New York. Appointed September 2001.

**Martin Becker**, Associate Professor, Environmental Science. B.S., Rutgers University; Ph.D., City University of New York. Appointed September 2006.

**Svea Becker**, Associate Professor, Kinesiology. B.S., Fairleigh Dickinson University; M.A., Teachers College, Columbia University; Teaching Certificate in Labanotation, Dance Notation Bureau. Appointed September 1968.

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**Robert Bennett**, Associate Vice President for Capital Planning, Design, and Construction. B.A., Howard University; M.S., Columbia University. Appointed September 2001.

**Robert Benno**, Professor, Biology. B.S., M.S., Tulane University; Ph.D., University of Iowa. Appointed September 1982.

**Judy Bernstein**, Associate Professor, Languages and Cultures. B.A., State University of New York at Albany; M.A., Hunter College; Ph.D., Graduate Center, City University of New York. Appointed September 2001.

**Julie Beshore-Bliss**, Professor, Nursing. B.S., University of Northern Colorado; M.A., M.Ed., Ed.D., Teachers College, Columbia University. Appointed September 1989.

**Stephen Betts**, Associate Professor, Marketing and Management. B.S., M.S., Ph.D., New Jersey Institute of Technology. Appointed September 2001.

**Vishwa Bhat**, Associate Professor, Communication Disorders. B.S., M.S., University of Mysore; Ph.D., University of Texas. Appointed October 1989.

**Robert Bing**, Professor, Accounting and Law. A.B., Rutgers University; J.D., Georgetown University. Appointed September 1974.

**Elizabeth Birge**, Associate Professor, Communication. B.A., Elms College; M.A., Syracuse University. Appointed September 1998.

**Richard Blonna**, Professor, Public Health. B.S., William Paterson College; M.A., Seton Hall University; Ed.D., Temple University. Appointed September 1986.

**Leonard Bogdon**, Director, Information Systems. B.S., King's College; M.P.A., Rutgers University. Appointed October 1981.

**Stephen Bolyai**, Vice President for Administration and Finance. B.A., Northeastern University; M.B.A., Fairleigh Dickinson University. Appointed February 1988.

**Jonathan Bone**, Assistant Professor, History. B.A., DePaul University; M.A., Ph.D., University of Chicago. Appointed September 2001.

**Sherle Boone**, Professor, Psychology. B.A., North Carolina Central University; Ed.M., Ed.D., Rutgers University. Appointed September 1975.

**David Borkowski**, Assistant Professor, English. B.A., Boston University; M.A., Queens College; Ph.D., City University of New York. Appointed September 2001.

**Michael R. Boroznoff**, Assistant Registrar. B.A., William Paterson College. Appointed September 1976.

**Suzanne Bowles**, Associate Professor, History. B.A., Syracuse University; M.A., Rutgers University; M.T.S., Drew University Theological School; Ph.D., Syracuse University. Appointed January 1999.

**Lisa R. Brenenson**, Assistant Registrar. B.A., Brooklyn College. Appointed July 1993.

**Heather Brocious**, Director, Sports Information. B.A., St. John Fisher College; M.A., Kent State University. Appointed September 2006.

**Judith Broome**, Assistant Professor, English. B.A., Rutgers University; M.A., City University of New York; M.A., Ph.D., University of Miami. Appointed September 2006.

**James Andrew Brown**, Associate Professor, Art. B.F.A., Calvin College; M.F.A., Western Michigan University. Appointed September 1982.

**Lorra Brown**, Assistant Professor, Communication. B.A., Mansfield University of Pennsylvania; M.A., Fairleigh Dickinson University. Appointed September 2006.

**Stephen L. Bryant**, Professor, Music. B.M., Oberlin College; M.Ed., Cambridge College; M.M., University of Michigan. Appointed September 1989.

**Marina Budhos**, Assistant Professor, English. B.A., Cornell University; M.A., Brown University. Appointed September 2004.

**Edward Burns**, Professor, English. B.A., Brooklyn College, City University of New York; Ph.D., City University of New York. Appointed September 1989.

**Joseph Caffarelli**, Director, Residence Life. B.A., M.A., Montclair State College. Appointed February 1990.

**Francis F. Cai**, Professor, Economics, Finance, and Global Business. B.S., School of Electrical Engineering, Shanghai Jiao Tong University; M.S., Management School, Shanghai Jiao Tong University; Ph.D., City University of New York. Appointed September 1993.

**Peter Caiazzo**, Assistant Director, Financial Learning Center. B.S., Boston College. Appointed June 2003.

**Denise M. Callanan**, Instructor, Nursing. B.S.N., William Paterson College; M.S.N., Rutgers University. Appointed September 1995.

**Jennifer Callanan**, Instructor, Environmental Science. B.S., M.S., Montclair State University. Appointed September 2008.

**Giuliana Campanelli-Andreopoulos**, Professor, Economics, Finance, and Global Business. B.A., University of Bologna, Italy; M.Ph., Ph.D., Trinity College, Cambridge, England. Appointed September 2001.

**Grace Carcich**, Instructor, Nursing. B.S.N., M.S.N., William Paterson University. Appointed 2009.

**Eusebio Castro**, Assistant Budget Director, Business Services. B.A., Lehman College; M.B.A., New York Institute of Technology. Appointed February 1996.

**Mathilda Catarina**, Associate Professor, Special Education and Counseling. B.A., M.S., Brooklyn College, City University of New York; Ph.D., Fordham University. Appointed September 1995.

**Anthony Cavotto**, Director, Hospitality Services, Machuga Student Center. B.A., M.B.A., William Paterson College. Appointed September 1976.

**Ramzi Chabayta**, Assistant Director, Human Resources. B.S., Youngstown State University; M.B.A., William Paterson University. Appointed September 1995.

**Maya Chadda**, Professor, Political Science. B.A., Bombay University; M.A., New York University; Ph.D., New School for Social Research. Appointed September 1977.

**Jyoti Champanerkar**, Assistant Professor, Mathematics. B.A., Bombay University; M.S., Ph.D., New Jersey Institute of Technology. Appointed September 2008.

**Bhanu Chauhan**, Professor, Chemistry. B.S., M.S., Kanpur University, India; Ph.D., University of Montpellier, France. Appointed September 2007.

**Haiyang Chen**, Professor, Economics, Finance, and Global Business; Director, Global Financial Services Institute. B.S., University of International Business and Economics, Beijing, China; M.A., Ph.D., Kent State University. Appointed September 2002.

**Zhigiang Chen**, Professor, Mathematics. B.S., Fudan University, PRC; M.S., Shanghai Jiao Tong University, Shanghai; Ph.D., University of Connecticut. Appointed September 1994.

**Li Hsiang S. Cheo**, Professor, Computer Science. B.S., National Cheng Kung University; M.S., University of California at Berkeley; Ph.D., New York University. Appointed September 1972.

**Robert H. Chesney**, Professor, Biology. B.A., Ph.D., University of Virginia. Appointed September 1985.

**Joanne M. Cho**, Associate Professor, History. B.A., University of California; M.A., Ph.D., University of Chicago. Appointed September 1995.

**Song Chung**, Professor, Physics. B.S., M.S., Ph.D., University of Guelph, Canada. Appointed September 2001.

**Anne Ciliberti**, Director, Cheng Library. B.A., Hamilton College; M.S., Ph.D., Rutgers University. Appointed May 1992.

**Philip E. Cioffari**, Professor, English. B.A., St. John's University; M.A., Ph.D., New York University. Appointed February 1966.

**Ted Clancy**, Director, Audio Operations, College of the Arts and Communication. Appointed September 1988.

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**Sheila Collins**, Professor, Political Science. B.A., Carleton College; M.A., Columbia University; Ph.D., The Union Institute. Appointed September 1990.

**Steven Colon**, Assistant Director, Educational Opportunity Fund Program. B.A., Brown University; J.D., Temple University School of Law. Appointed June 2006.

**Kathleen A. Connolly**, Associate Professor, Nursing. B.S., Georgetown University; M.Ed., Teachers College, Columbia University. Appointed September 1975.

**Zhiyuan Cong**, Professor, Art. B.F.A., M.F.A., Nanjing College of Arts, Nanjing, PRC; M.F.A., Indiana University. Appointed September 1994.

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**Vicki Lynn Coyle**, Assistant Professor (half time), Nursing. B.S., Trenton State College; M.S.N., Rutgers University. Appointed January 1990.

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**Margaret Culmone**, Assistant to the Director of the Galleries, College of the Arts and Communication. B.A., M.A., William Paterson College. Appointed September 1994.

**Joanne Cunningham**, Assistant Professor, Anthropology. B.A., M.A., Ed.D., Rutgers University. Appointed September 1992.

**Yingcong Dai**, Associate Professor, History. B.A., M.A., Nanjing University; Ph.D., University of Washington. Appointed September 1998.

**Carol D'Allara**, Assistant Director, Recreational Services. B.A., Lehman College, City University of New York; M.Ed., Utah State University. Appointed September 1988.

**Donita D'Amico**, Associate Professor, Nursing. B.S., William Paterson College; Ed.M., Teachers College, Columbia University. Appointed September 1977.

**Kim Daniel-Robinson**, Director, First-Year Experience. B.A., Montclair State University; M.A., Ph.D., Fordham University. Appointed August 2002.

**Paula Danzinger**, Associate Professor, Special Education and Counseling. B.S., John Carroll University; M.Ed., Ph.D., Cleveland State University. Appointed September 1998.

**Joel Craig Davis**, Assistant Professor, Music. B.M., M.M., The Eastman School of Music; D.M.A., The Juilliard School. Appointed September 1997.

**Wartyna Davis**, Professor, Political Science. B.A., M.A., University of Alabama; Ph.D., Florida State University. Appointed September 1998.

**Janet Davis-Dukes**, Executive Director, Academic Development. B.A., Montclair State University; M.A., Seton Hall University. Appointed July 2001.

**Alice Deakins**, Professor, English. B.A., Whitman College; M.A., University of Washington; Ph.D., Columbia University. Appointed September 1988.

**Lukas Dean**, Instructor, Economics, Finance, and Global Business. B.S., M.S., Brigham Young University. Appointed September 2008.

**Patrick DeDeo**, Director, External Relations. B.S., St. John's University; M.P.A., M.S.J., Seton Hall University. Appointed December 2005.

**Octavio de la Suaree**, Professor, Languages and Cultures. B.A., University of Miami; M.A., Ph.D., City University of New York. Appointed September 1973.

**Angela DeLaura**, Professor, Art. B.F.A., William Paterson College; M.F.A., Rochester Institute of Technology. Appointed September 1995.

**Sandra S. Deller**, Vice President, Institutional Advancement. B.A., Xavier University. Appointed January 2004.

**Jonnine DeLoatch**, Director, Education Enrichment Center. B.A., William Paterson College; M.P.A., New York University. Appointed November 1997.

**David Demsey**, Professor, Music. B.S., University of Maine; M.M., The Juilliard School; D.M.A., Eastman School of Music. Appointed September 1992.

**Karen Demsey**, Associate Professor, Music. B.M., University of Maine; M.Ed., Eastman School of Music; D.M.A., Rutgers University. Appointed September 1997.

**Thomas DePietro**, Associate Director, Information Systems. B.S., William Paterson University. Appointed November 1992.

**Richard DeRosa**, Associate Professor, Music. B.S., Jersey City State College; M.M., Manhattan School of Music. Appointed January 1999.

**Danielle Desroches**, Professor, Biology. B.A., Hunter College, City University of New York; M.A., Ph.D., City University of New York. Appointed September 1981.

**Sandra DeYoung**, Dean, College of Science and Health; Professor, Nursing. B.S.N., Fairleigh Dickinson University; M.A., Ed.M., Ed.D., Teachers College, Columbia University. Appointed September 1985.

**Jeanne D'Haem**, Assistant Professor, Special Education and Counseling. B.A., University of Michigan; M.A., Eastern Michigan University; Ph.D., New York University. Appointed September 2004.

**Bruce Diamond**, Associate Professor, Psychology. B.A., Ohio State University; M.Ed., Smith College; Ph.D., University of Manchester. Appointed September 1999.

**Francisco Díaz**, Assistant Vice President for Campus Life. B.A., M.A., William Paterson University. Appointed August 2001.

**Christine S. Diehl**, Senior Writer/Editor, Marketing and Public Relations. B.A., Rutgers University. Appointed January 2002.

**Susan Dinan**, Director, Honors College; Associate Professor, History. B.A., University of Washington; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Wisconsin. Appointed July 2005.

**Jennifer DiNoia**, Assistant Professor, Sociology. B.A., Ramapo College; M.S., Ph.D., Columbia University. Appointed September 2008.

**Alison Dobrick**, Assistant Professor, Elementary and Early Childhood Education. B.A., Brandeis University; M.Ed., M.Ed., Ph.D., Florida Atlantic University. Appointed September 2008.

**Claire Donaghy**, Associate Professor, Nursing. B.S.N., Long Island University at Brooklyn; M.S.N., University of Texas at Austin; Ph.D., Rutgers University. Appointed September 2006.

**Mildred I. Dougherty**, Professor, Elementary and Early Childhood Education. B.Ed., University of Alberta; M.A., William Paterson College; Ed.D., Rutgers University. Appointed September 1968.

**Joanna Doyle**, Sponsored Programs Accounting Manager. B.A., William Paterson University. Appointed March 2003.

**Barbara Duffy**, Instructor, Nursing. B.S.N., William Paterson University; M.S.N., Seton Hall University. Appointed September 2006.

**William Duffy**, Librarian, Cheng Library. A.B., M.A., Seton Hall University; M.L.S., Rutgers University. Appointed March 1980.

**Larry Duncan**, Accountant, Business Services. B.A., Lincoln University. Appointed August 1978.

**Scott Dunlap**, Director, Campus Bookstore. B.A., New Jersey City University. Appointed July 2002.

**Nancy Einreinhofer**, Gallery Director. B.A., M.A., William Paterson College; Ph.D., Leicester University, U.K. Appointed September 1980.

**Justina Ekeocha**, Assistant Professor, Psychology. B.A., Rutgers University; M.A., Ph.D., State University of New York at Stony Brook. Appointed September 2004.

**Elizabeth C. Ekmekjian**, Associate Professor, Accounting and Law. B.A., Upsala College; J.D., Seton Hall University School of Law; L.L.M., New York University. Appointed September 1999.

**Vilma Elliott**, Assistant Director, Educational Opportunity Fund Program. B.A., M.A., Hunter College. Appointed October 1991.

**Hopeton Mark Ellis**, Associate Professor, Sociology. B.A., Montclair State University; M.A., Ph.D., Northwestern University. Appointed September 1996.

**Nadia Esposito**, Graphic Designer, Marketing and Public Relations. B.A., William Paterson University. Appointed August 1997.

**Diane Falk-Romaine**, Professor, Music. B.A., Montclair State College; M.A., Columbia University; Ed.D., Teachers College, Columbia University. Appointed September 1992.

**Brian Fanning**, Associate Director, Information Systems. B.A., Rutgers College. Appointed 1998.

**Leslie Nobler Farber**, Associate Professor, Art. B.F.A., University of Michigan School of Art; M.A., New York Institute of Technology; M.F.A., Hunter College. Appointed September 1986.

**Ming Fay**, Professor, Art. B.F.A., Kansas City Art Institute; M.F.A., University of California at Santa Barbara. Appointed September 1985.

**Jacob Felson**, Instructor, Sociology. B.A., University of Chicago; M.A., Pennsylvania State University. Appointed September 2007.

**Donna Jean Cedia Fengya**, Associate Professor, Mathematics. B.S., M.A., Montclair State College; Ph.D., Rutgers University. Appointed September 2001.

**Dorothy Feola**, Associate Dean, College of Education; Professor, Educational Leadership and Professional Studies. B.A., City University of New York; M.S., Ph.D., Fordham University. Appointed September 1997.

**Paula Fernandez**, Assistant Professor, Sociology. B.A., M.A., Ph.D., Florida International University. Appointed September 2005.

**Sandra Ferrarella**, Assistant Director, Admissions; Head Volleyball Coach. B.S., William Paterson College. Appointed September 1975.

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**Michael Figueroa**, Assistant Professor, Kinesiology. B.A., Hunter College, City University of New York; M.S., Brooklyn College, City University of New York; Ed.M., Ed.D., Teachers College, Columbia University. Appointed September 2008.

**Terence R. Finnegan**, Professor, History. B.A., M.A., Marquette University; Ph.D., University of Illinois at Urbana-Champaign. Appointed September 1993.

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**Ismael Flores-Marti**, Assistant Professor, Kinesiology. B.A., University of Puerto Rico at Cayey; M.S., Inter-American University, Puerto Rico. Appointed September 2002.

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**Marie-Louise Friquegnon**, Professor, Philosophy. B.A., Barnard College; M.A., Ph.D., New York University. Appointed September 1969.

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**Kathleen Korgen**, Professor, Sociology. B.A., College of the Holy Cross; Ph.D., Boston College. Appointed September 1998.

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**Jeffrey Kresky**, Professor, Music. B.A., Columbia College; M.F.A., Ph.D., Princeton University. Appointed September 1973.

**Neil Kressel**, Professor, Psychology. B.A., M.A., Brandeis University; M.A., Ph.D., Harvard University. Appointed September 1985.

**Cyril Ku**, Associate Professor, Computer Science. B.S., Utah State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Northwestern University. Appointed September 2002.

**Barbara Kurek**, Assistant Director, Financial Analysis. B.A., William Paterson College. Appointed September 1978.

**Barbara Kushner**, Assistant Controller, Business Services. B.S., William Paterson University. Appointed June 2001.

**Sung Y. La**, Professor, Physics. B.S., West Virginia Wesleyan College; M.A., University of Connecticut; Ph.D., University of Connecticut. Appointed September 1968.

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**Jean Levitan**, Professor, Public Health. B.A., Case Western Reserve University; M.A., Ph.D., New York University. Appointed September 1978.

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**Paul Von Dohlen**, Assistant Professor, Mathematics. B.S., M.S., Columbia University; Ph.D., Stevens Institute of Technology. Appointed September 2008.

**Kurt Wagner**, Assistant Director, Cheng Library. B.A., Fort Lewis College; M.L.S., University of Arizona; M.A., William Paterson University. Appointed September 1994.

**Victoria Heenan Wagner**, Librarian, Cheng Library. B.A., Dickinson College; M.A., University of Birmingham, England; M.L.S., Rutgers University. Appointed September 1998.

**Miryam Wahrman**, Professor, Biology. B.A., Hunter College, City University of New York; Ph.D., Cornell University. Appointed September 1984.

**Carey Waldburger**, Associate Professor, Biology. B.S., M.S., University of Wisconsin; Ph.D., University of Southern California. Appointed September 2004.

**Kevin Walsh**, Assistant Professor, Educational Leadership and Professional Studies. B.A., M.A., Montclair State University; Ed.S., Ed.D., Seton Hall University. Appointed September 2007.

**Gabe Tiande Wang**, Professor, Sociology. B.A., Yunnan University; M.S., Ph.D., Brigham Young University. Appointed September 1996.

**Mahmoud Watad**, Associate Professor, Marketing and Management. B.S., Tel Aviv University; M.S., Hebrew University; M.P.A., University of Texas at Austin; Ph.D., New York University. Appointed September 2005.

**Hideo Watanabe**, Assistant Professor, Languages and Cultures. B.A., Meiji Gakuin University, Japan; M.A., Keio University, Japan; M.A., Ph.D., University of Pittsburgh. Appointed September 2001.

**Roland Watts**, Associate Vice President for Student Development. B.A., Richmond College; M.A., Cambridge College. Appointed July 1986.

**Christopher Weaver**, Assistant Professor, English. B.A., University of Rochester; Ph.D., State University of New York at Stony Brook. Appointed September 1999.

**Edward B. Weil**, Provost and Senior Vice President for Academic Affairs; Professor, Anthropology. B.A., Queens College; M.A., Ph.D., State University of New York at Buffalo. Appointed March 2006.

**Linnea Weiland**, Associate Professor, Elementary and Early Childhood Education. B.A., Vassar College; M.S., University of Chicago; Ph.D., New York University. Appointed September 2004.

**Nancy Weiner**, Librarian, Cheng Library. B.A., Montclair State University; M.L.S., Rutgers University; M.A., William Paterson University. Appointed September 2002.

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**David Weisberg**, Associate Professor, Music. B.A., M.A., Ph.D., Rutgers University. Appointed September 2001.

**Burton Weltman**, Associate Professor, Elementary and Early Childhood Education. B.A., University of Wisconsin; M.A., Rutgers University; J.D., Seton Hall Law School; Ed.D., Rutgers University. Appointed September 1997.

**Rachel Wetzsteon**, Associate Professor, English. B.A., Yale University; M.A., Johns Hopkins University; M.A., M.Ph., Ph.D., Columbia University. Appointed September 2001.

**Patricia Whiteman**, Associate Director, Residence Life. B.A., M.Ed., Elmira College. Appointed October 1987.

**Hilary Wilder**, Associate Professor, Educational Leadership and Professional Studies. B.A., Douglass College, Rutgers University; M.S., New Jersey Institute of Technology; Ed.M., Harvard Graduate School of Education; Ed.D., Teachers College, Columbia University. Appointed September 2002.

**Bruce Williams**, Professor, Languages and Cultures. B.A., M.A., University of Pennsylvania; M.A., Ph.D., University of California at Los Angeles. Appointed September 1993.

**Chriss Williams**, Assistant Professor, Communication. B.S., Montclair State University; M.F.A., New York University. Appointed September 2000.

**Jacqueline Williams**, Associate Professor, Professional Sales. B.S., Drexel University; M.B.A., University of Delaware; Ph.D., Florida State University. Appointed September 2007.

**Margaret M. Williams**, Assistant Professor, Art. B.A., New York University; Ph.D., Columbia University. Appointed September 2007.

**Martin Williams**, Director, Sponsored Programs. B.A., Montclair State College; M.A., New York University. Appointed February 1995.

**Patricia Williams**, Assistant Director, Employment Equity and Diversity. B.A., William Paterson College. Appointed September 1998.

**Pamela Winslow**, Budget Director, Business Services. B.A., Rutgers University; M.B.A., Fairleigh Dickinson University. Appointed August 1994.

**Martha Witt**, Assistant Professor, English. B.A., Connecticut College; University of Puerto Rico; M.A., Johns Hopkins University; M.F.A., New York University; Ed.D., Teachers College, Columbia University. Appointed September 2008.

**Robert Wolk**, Librarian, Cheng Library. B.A., M.A., Brooklyn College; M.L.S., Pratt Institute; M.A., Cooperstown Graduate Program, City University of New York at Oneonta. Appointed December 1989.

**Stanley W. Wollock**, Professor, Elementary and Early Childhood Education. B.S., Kutztown University; M.Ed., Western Maryland College; Ed.D., New York University. Appointed September 1962.

**Hannah Wong**, Assistant Professor, Accounting and Law. Diploma, Hong Kong Baptist College; M.B.A., State University of New York at Buffalo; Ph.D., University of California, Los Angeles. Appointed September 2008.

**Brian Woods**, Head Soccer Coach, Athletics. B.A., Trenton State College. Appointed August 1996.

**Lianzan Xu**, Professor, Accounting and Law. M.A., Xiamen (Amoy) University, PRC; M.B.A., Indiana University of Pennsylvania; Ph.D., University of Kentucky. Appointed September 1996.

**Yuanmeng Xu**, Assistant Director, China Initiatives, Global Financial Services Institute. B.A., Beijing Institute of Technology; M.B.A., William Paterson University. Appointed August 2008.

**Keumsil Kim Yoon**, Professor, Languages and Cultures. B.A., Ewha University; M.A., Ph.D., Université de la Sorbonne Nouvelle, Paris. Appointed October 1985.

**Jane Zeff**, Director, Institutional Research and Assessment. B.A., Hunter College, City University of New York; Ph.D., University of Massachusetts at Amherst. Appointed February 2004.

**Melkamu Zeleke**, Professor, Mathematics. B.Sc., M.Sc., Addis Ababa University; Ph.D., Temple University. Appointed September 1998.

**Neici Zeller**, Instructor, History. B.A., Yale University; M.A., University of Illinois at Chicago. Appointed September 2008.

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**He Zhang**, Associate Professor, Art. B.A., Xinjiang University; M.A., Academy of Arts of China; M.A., University of Cincinnati; Ph.D., University of Texas. Appointed September 1998.

## Emeritus Faculty

### Ellsworth Abare

Associate Professor of Special Education and Counseling, Emeritus

### Hugh Aitken

Professor of Music, Emeritus

### Laura Aitken

Professor of Curriculum and Instruction, Emeritus

**Sidney Berman**

Associate Professor of Communication, Emeritus

**Joseph Brandes**

Professor of History, Emeritus

**Grace Brown**Associate Professor of Reading and Language Arts,  
Emeritus**Sally Burk**

Assistant Professor in the Library, Emeritus

**Alpha Caliandro**

Associate Professor of Early Childhood Education, Emeritus

**Robert Callahan**

Professor of Biology, Emeritus

**Robert Capella**

Professor of Biological Sciences, Emeritus

**Vito Caporale**

Associate Professor of History, Emeritus

**Jerome P. Chamberlain**

Associate Professor of Communication, Emeritus

**Paul Chao**

Professor of Sociology, Emeritus

**Mary Jane Cheesman**

Assistant Professor of Physical Education, Emeritus

**Sanford Clarke**

Professor of Secondary Education, Emeritus

**Jesse Cooper**

Librarian, Emeritus

**Sam Cooper**Professor of School Personnel Services and Social  
Work, Emeritus**Nicholas D'Ambrosio**Associate Professor of Curriculum and Instruction,  
Emeritus**Elizabeth DeGroot**

Professor of English, Emeritus

**John Drabble**

Professor of History, Emeritus

**Ana Eapen**

Professor of Economics, Emeritus

**Melvin Edelstein**

Professor of History, Emeritus

**Herbert Lee Ellis**

Professor of History, Emeritus

**Leona Emrich**

Professor of Biological Sciences, Emeritus

**Joan Feeley**

Professor of Curriculum and Instruction, Emeritus

**Catarina Feldmann**

Professor of English, Emeritus Posthumous

**Ruth Fern**

Associate Professor of Secondary Education, Emeritus

**Louise Fonken**

Associate Professor of Physical Education, Emeritus

**Donato Fornuto**

Professor of Music, Emeritus

**Anna Freund**

Associate Professor of Communication, Emeritus

**John Fulton**

Associate Professor of English, Emeritus

**Molly Geller**Associate Professor of Elementary Education,  
Emeritus**Timothy Gerne**

Professor of Curriculum and Instruction, Emeritus

**Adam Geyer**

Professor of Secondary Education, Emeritus

**Robert Goldberg**

Director of Library, Emeritus

**John Gower**

Professor of Educational Administration, Emeritus

**Virgie Granger**

Associate Professor of English, Emeritus

**Barbara Grant**

Professor of Curriculum and Instruction, Emeritus

**Judith Green**

Professor of Psychology, Emeritus

**Reginald Grier**

Associate Professor of Accounting and Law, Emeritus

**Carole Gruber**

Professor of History, Emeritus

**Marietta Gruenert**

Professor of Special Education, Emeritus

**Martin Hahn**

Professor of Biology, Emeritus

**Sally Hand**

Professor of English, Emeritus

**Catherine Hartman**

Associate Professor of Secondary Education, Emeritus

**Harold Hartman**

Professor of Educational Administration, Emeritus

**Wathina Hill**

Professor of Speech Pathology, Emeritus

**Leo Hilton**Professor of Urban Education and Community  
Affairs, Emeritus**James Houston**

Professor of Psychology, Emeritus

**Patricia Huber**Associate Professor, Exercise and Movement Sciences,  
Emeritus**Ann Hudis**

Associate Professor of Community Health, Emeritus

**Lenore Hummel**

Professor of Special Education, Emeritus

**Ching Yeh Hu**

Professor of Biology, Emeritus

**Seymour C. Hyman**

President Emeritus and Professor of Chemistry, Emeritus

**Thomas Jable**

Professor of Exercise and Movement Sciences, Emeritus

**Herbert Jackson**Assistant Professor of Communication, Emeritus  
Posthumous**Kenneth Job**

Professor of Elementary Education, Emeritus

**Angelo Juffras**

Professor of Philosophy, Emeritus

**Mark Karp**

Professor of Reading and Language Arts, Emeritus

**Milton Kessler**

Associate Professor of Secondary Education, Emeritus

**Ruth Klein**

Professor, Special Education and Counseling  
Emeritus

**Martin Krivin**

Professor of Music, Emeritus

**Robert Kloss**

Professor of English, Emeritus

**Robert Latherow**

Professor of Music, Emeritus

**Martin Laurence**

Professor of Economics and Finance, Emeritus

**Kathleen Leicht**

Assistant Professor of Special Education, Emeritus

**Howard Leighton**

Professor of Art, Emeritus

**Adele Lenrow**

Associate Professor of Communication, Emeritus

**Robert Leppert**

Professor of Theatre, Emeritus

**Dun Li**

Professor of History, Emeritus

**Helen Maciorowski**

Associate Professor of Nursing, Emeritus

**Anthony Maltese**

Professor of Communication, Emeritus

**Roseanne Martorella**

Professor of Sociology, Emeritus

**Susan McNamara**

Professor of English, Emeritus

**John McRae**

Professor of English, Emeritus

**Ashot Merijanjan**

Professor of Chemistry and Physics, Emeritus

**Raymond Miller**

Associate Professor of History, Emeritus

**Harriet Modemann**

Librarian, Emeritus

**Harold Moldenke**

Professor of Science, Emeritus

**Virginia Mollenkott**

Professor of English, Emeritus

**Marguerite Moreno**

Professor of Early Childhood Education, Emeritus

**Robert Nemoff**

Professor of Psychology, Emeritus

**Richard Nickson**

Professor of English, Emeritus

**Margaret O'Connor**

Associate Professor of Music, Emeritus

**Susan G. Radner**

Professor of English, Emeritus

**Herbert Raymond**

Associate Professor of Art, Emeritus

**Soon Man Rhim**

Professor of Sociology, Emeritus

**Elizabeth Rinaldi**

Associate Professor of Elementary Education,  
Emeritus

**Terence Ripmaster**

Professor of History, Emeritus

**Louis Rivela**

Professor of Chemistry, Emeritus

**Leonard Rosenberg**

Professor of Political Science, Emeritus

**John Rosengren**

Professor of Biology, Emeritus

**Paula Rothenberg**

Professor of Philosophy, Emeritus

**James Ruban**

Associate Professor of Art, Emeritus

**William Rubio**

Professor of Foreign Languages, Emeritus

**John Runden**

Professor of English, Emeritus

**Barbara S. Sandberg**

Professor of Communication, Emeritus

**Alvin Shinn**

Professor of Biology, Emeritus

**Toby Silverman**

Professor of Psychology, Emeritus

**Peter Spiridon**

Vice President of Administration and Finance, Emeritus

**Louis Stoia**

Professor of Special Education, Emeritus

**Daniel Sugarman**

Professor of Psychology, Emeritus

**Myron Swack**

Professor of Special Education, Emeritus

**Marguerite Tiffany**

Associate Professor of Art, Emeritus

**Francis Tomedy**

Professor of Psychology, Emeritus

**Gabriel Vitalone**

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**Jane Voos**

Professor of Biology, Emeritus

**Edith Wallace**

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**Lina Walter**

Professor of Elementary Education, Emeritus

**Reinhold Walter**

Professor of Mathematics, Emeritus

**Aaron Weinstein**

Assistant Professor of Accounting and Law, Emeritus

**David R. Weisbrot**

Professor of Biology, Emeritus

**Jean Werth**

Professor of Biology, Emeritus

**Doris White**

Professor of Curriculum and Instruction, Emeritus

**Edward Willis**

Professor of History, Emeritus

**Mildred Wittick**

Professor of Reading and Language Arts, Emeritus

**Lois Wolf**

Associate Professor of Political Science, Emeritus  
Posthumous

**Felix Yertzley**

Professor of Physics, Emeritus

**Marie Yevak**

Professor of School Personnel Services and  
Social Work, Emeritus

**Jackson Young**

Professor of Speech, Emeritus

**William Younie**

Professor of Special Education and Counseling,  
Emeritus

**Jonas Zweig**

Associate Professor of Secondary Education, Emeritus



## How to Reach William Paterson University

### \*FROM ROUTE 23:

Take Alps Road exit (Wayne). (From Route 23 North: exit directly onto Alps Road. From Route 23 South: proceed to stop sign; make a right onto Alps Road.) Proceed approximately 2 miles to the traffic light at intersection of Alps and Ratzer Roads. Turn extreme right onto Ratzer and proceed approximately 2 miles to the traffic light at the intersection of Ratzer Road and Hamburg Turnpike. After crossing intersection, Ratzer becomes Pompton Road. Proceed about 200 yards. University entry gates 4 through 1 are on left along Pompton Road.

### FROM NORTHERN NEW JERSEY VIA GARDEN STATE PARKWAY:

Take the Garden State Parkway South to exit 159, Route 80 West. Proceed to Route 23 North. \*See directions from Route 23.

**FROM NEW YORK CITY VIA GEORGE WASHINGTON BRIDGE OR LINCOLN TUNNEL, OR FROM EASTERN NEW JERSEY:** Take either Route 46 West, 80 West or 3 West. Proceed to Route 23 North. \*See directions from Route 23.

### FROM SOUTHERN AND CENTRAL NEW JERSEY VIA

**GARDEN STATE PARKWAY:** Take Garden State Parkway North to Exit 153B (on left), marked Route 3 and 46, West Paterson. Take Route 3 to Route 46 West. Proceed to Route 23 North. \*See directions from Route 23.

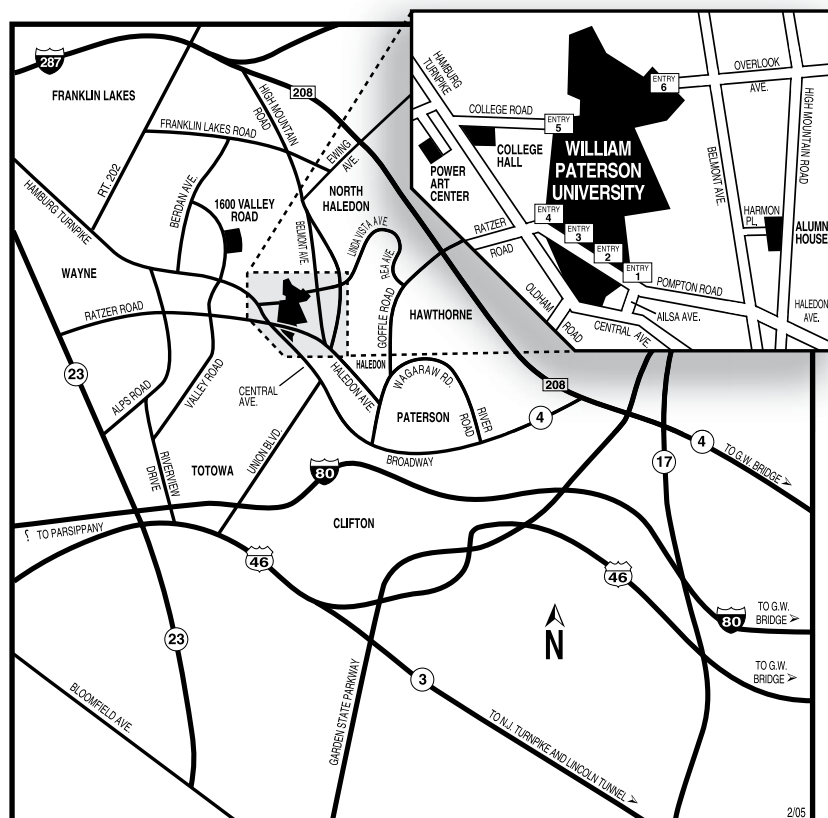
### FROM WESTERN NEW JERSEY:

Take Route 46 East to Route 23 North. Or, take Route 80 East to Exit 54 (Minisink Road). Turn right to access Route 46 West. Proceed to Route 23 North. \*See directions from Route 23.

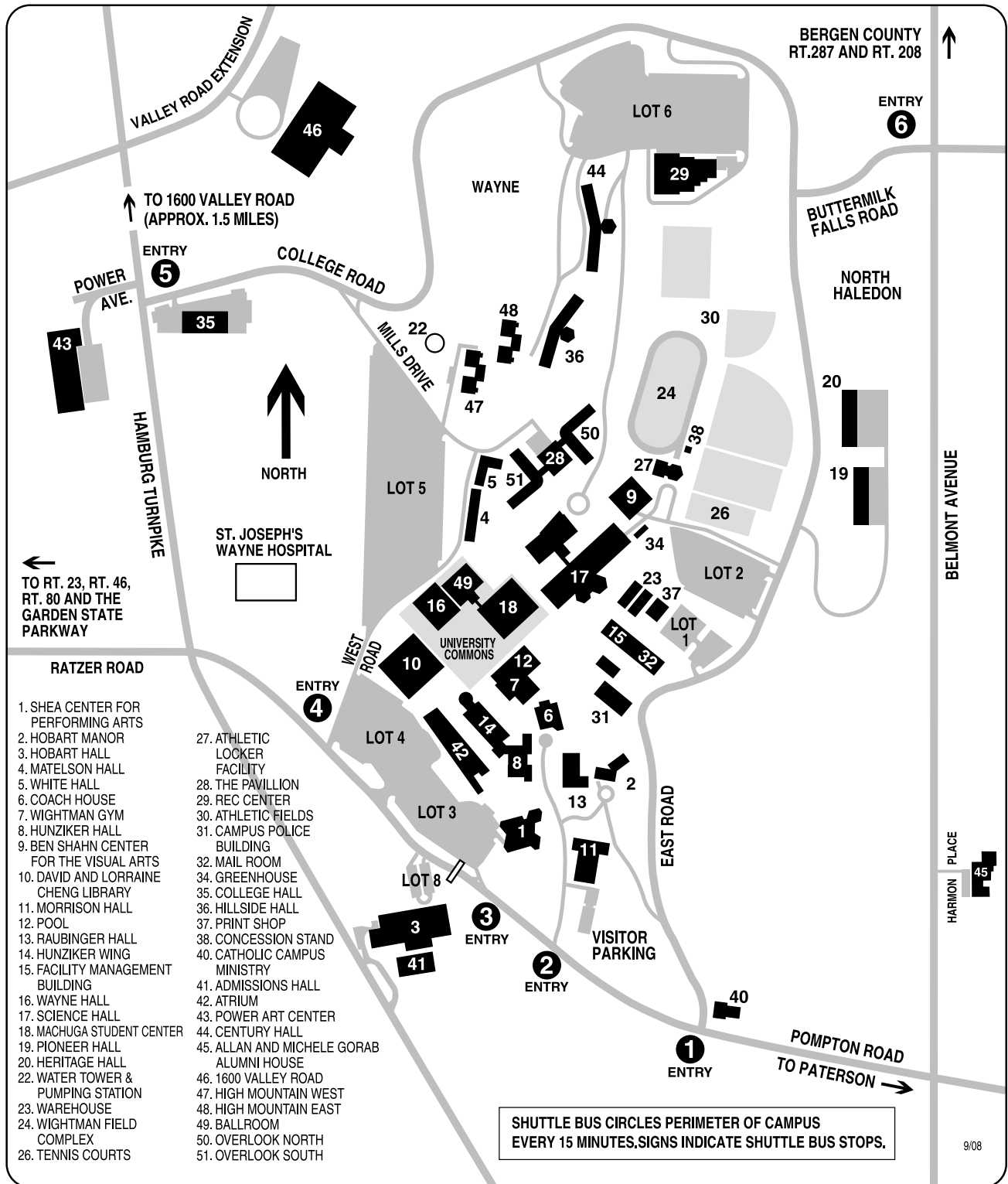
### FROM ROUTE 208:

Take Ewing Ave./Franklin Lakes exit. (From 208 North: proceed to stop sign, make a left onto Ewing. From 208 South: proceed to stop sign, make a right onto Ewing.) Proceed to end of Ewing Avenue. Turn left onto High Mountain Road. Continue approximately one mile to fork. Take right fork onto Belmont Avenue and proceed approximately two miles to second traffic light. Turn right onto Pompton Road. Proceed up hill approximately one-half mile. University entry gates 1 through 4 are on right along Pompton Road.

**PUBLIC TRANSPORTATION:** Public transportation to the University is available from surrounding areas. NJ Transit buses 746 and 744 run directly to the University. For further information on bus service, call 1.800.772.2222.



# Campus Map



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