

# **Undergraduate Bulletin 2001-2002**

## **The College of New Jersey**

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### **Academic Calendar 2001–2002**

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## **Fall 2001**

August 28, Tuesday	Classes Begin
September 3, Monday	Labor Day (no classes)
September 4, Tuesday	Alternate Day Schedule (Monday schedule)
October 16, Tuesday	First Quarter Ends
October 17, Wednesday	Second Quarter Begins
October 22, Monday–October 23, Tuesday	Fall Semester Break
November 21, Wednesday–November 23, Friday	Thanksgiving Break
November 26, Monday	Classes Resume
December 11, Tuesday	Classes End
December 12, Wednesday	Reading Day
December 13, Thursday–December 14, Friday	Exam Period
December 15, Saturday–December 16, Sunday	Reading Days
December 17, Monday–December 18, Tuesday	Exam Period

## **Spring 2002**

January 21, Monday	Classes Begin
January 23, Wednesday	Martin Luther King Celebration
March 8, Friday	Third Quarter Ends
March 11–15	Spring Break
March 18, Monday	Fourth Quarter Begins
May 3, Friday	Classes End
May 4, Saturday–May 5, Sunday	Reading Days
May 6, Monday–May 7, Tuesday	Exam Period
May 8, Wednesday	Reading Day
May 9, Thursday–May 10, Friday	Exam Period
May 17, Friday	Commencement

# **The College of New Jersey**

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## **Mission Statement**

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, The College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

## **Accreditation**

The College of New Jersey is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215/662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education.

In addition, the following undergraduate programs are accredited/approved by specialized, programmatic organizations:

- Programs at the bachelor's and master's level for the preparation of teachers are accredited by the National Council for Accreditation of Teacher Education.
- The program in Education of the Deaf and Hard of Hearing (Elementary) is approved by the Council on the Education of the Deaf.
- The College of New Jersey is an accredited institutional member of the National Association of Schools of Music.
- Programs in the School of Business are accredited by AACSB-The International Association for Management Education.
- The BS programs in Engineering Science are accredited by the Accreditation Board for Engineering and Technology (ABET).
- The BS program in Computer Science is accredited by the Computer Sciences Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
- The BSN in the School of Nursing is accredited by the National League for Nursing and the New Jersey Board of Nursing.
- The BS program in Chemistry is approved by the American Chemical Society.

## **Student Retention**

Of all first-time, full-time, degree-seeking freshmen who entered The College in the fall of 1999, 94 percent returned for a second year in the fall of 2000.

## **Web Address**

[www.tcnj.edu](http://www.tcnj.edu)

# **Degree Programs and Requirements**

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## **Academic Programs**

### **Programs of Study**

#### ***School of Art, Media, and Music***

##### **Bachelor of Arts**

Art Education

##### **Bachelor of Fine Arts**

Fine Arts

Graphic Design

##### **Bachelor of Music**

Music

## ***School of Business***

### **Bachelor of Arts**

Economics

### **Bachelor of Science**

Accountancy

Business Administration (specializations in Finance; General Business; Information Systems Management; International Business; Management; or Marketing)

Economics

## ***School of Culture and Society***

### **Bachelor of Arts**

Communication Studies

English (Journalism and Professional Writing)

History

Philosophy

Political Science

Psychology

Sociology (option in pre-Social Work)

Spanish

Women's and Gender Studies

### **Bachelor of Science**

Law and Justice

## ***School of Education***

### **Bachelor of Science**

Early Childhood Education

Elementary Education

Health and Physical Education

Special Education for the Developmentally Handicapped

### **Baccalaureate/Master of Arts in Teaching**

Education of the Deaf and Hard of Hearing/Elementary Education (non-certification at the baccalaureate level; dual certification at the master's level)

## ***School of Engineering***

### **Bachelor of Science**

Engineering Science

Technology Education

## ***School of Nursing***

### **Bachelor of Science in Nursing**

## ***School of Science***

### **Bachelor of Arts**

Mathematics (Statistics)

### **Bachelor of Science**

Biology

Chemistry

Computer Science

Physics (options in Computational Physics and Earth Science)

## ***Teacher Preparation***

Teacher preparation is available in the fields listed below.

Art  
Biology  
Chemistry  
Early Childhood Education  
Education of the Deaf and Hard of Hearing/Elementary Education (dual certification)  
Elementary Education  
English  
Health and Physical Education  
History  
Mathematics  
Mathematics/Science/Technology  
Music  
Physics  
Secondary Education  
Spanish  
Special Education  
Technology Education

In addition to being admitted to The College and the major, students must formally be accepted into a teacher education program at the end of their sophomore year. As a result of New Jersey State Department of Education code revisions (section 6.11-5.1), a cumulative grade point average (GPA) of at least 2.75 is required for students to successfully complete their teacher education program and be recommended for certification and licensure. To help assure that students at The College of New Jersey meet their requirement by graduation: 1) admission to candidacy in all teacher education programs, following completion of 60 credits, will require a 2.5 minimum GPA and 2) admission to student teaching in all teacher education programs will require a 2.75 minimum GPA. Exceptions involving admission will be considered on an individual basis and granted upon approval of the chair of the department offering the program and the dean of education.

Students in the Schools of Art, Media, and Music; Culture and Society; and Science who are preparing to teach must take an approved academic major as well as the required sequence of teacher preparation courses.

Students majoring in early childhood education, elementary education, and education of the deaf and hard of hearing/elementary education (dual certification program) must complete an approved academic major. To avoid extending their program, they should declare that major early in their freshman year.

**Quality of Teacher Preparation (Title II, Higher Education Act annual report):** The pass rate for teacher education students graduating from TCNJ in 1999–2000 on the Praxis II examination required for initial licensure in New Jersey was 98 percent.

## Minors

African-American Studies  
Art  
Art History  
Biology  
Chemistry  
Classical Studies  
Communication  
Communication Disorders  
Computer Science  
Deaf Studies  
Economics  
English  
History  
Human Resource Management  
International and Area Studies  
International Business  
Journalism  
Law and Justice  
Marketing  
Mathematics  
Media and Communication

Modern Languages (select one: French, German, Italian, Spanish)

Music

Philosophy

Physics

Political Science

Politics, Law, and Philosophy

Professional Writing

Psychology

Public Administration

Religion

Sociology

Statistics

Technology

Women's and Gender Studies

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## The Nature and Role of General Education at The College of New Jersey

An undergraduate education at The College of New Jersey includes intensive instruction in a major program of study and extensive grounding in general education. The major enables students to become familiar with the content and methods of a particular discipline and thus to prepare for related careers, graduate studies, or professional schools. General education promotes learning that is of value to students, whatever careers or advanced degrees they may choose to pursue.

The College of New Jersey's general education program is based on the premise that the real measure of success in general education is not what courses students take, but what they learn and retain. To this end, The College has developed a comprehensive set of learning goals and outcomes. Although students may vary considerably in areas of strength and degrees of proficiency, The College expects all of its graduates to achieve at least basic knowledge and proficiency in each of the following 12 goals:

1. To develop the ability to read and listen critically, and to write and speak clearly and effectively in standard English.
  2. To develop quantitative skills and an understanding of important concepts and methods of mathematics.
  3. To develop the ability to collect, analyze, and interpret information and to communicate the results to others.
  4. To develop critical reasoning skills in the use of analogy, deduction, and induction.
  5. To develop the ability to solve widely varied problems.
  6. To develop the ability to make informed judgments concerning ethical values.
  7. To develop an understanding of concepts and methods in the social sciences.
  8. To develop an understanding of important concepts and methods of the sciences.
  9. To develop an understanding of the nature and role of technology and its impact on the environment and society through the study of the development and application of tools, machines, and knowledge for the achievement of practical purposes.
  10. To develop an understanding of the aesthetic and intellectual experience in literature and the arts.
  11. To develop historical consciousness through an understanding of the history of world civilizations, the beliefs and ideals of world cultures, and the evolution of a global civilization.
  12. To develop an understanding of diverse cultures.
- A thirteenth goal is required only of degree candidates in the Schools of Art, Media, and Music; Culture and Society; and Science:
13. To develop the ability to comprehend, speak, read, and write a language other than English.

The courses and requirements in The College's general education program are the principal means of enabling students to achieve these goals. The three parts of this program—Intellectual Skills, the Interdisciplinary Core, and Perspectives on the World—are designed to help provide the following benefits.

**Intellectual Skills** help provide the tools that students need to make the transition from high school to college and from college to lifelong learning. In order to do college-level work, all students need reasonable proficiency in writing, speaking, critical thinking, and mathematics. Degree candidates in the Schools of Art, Media, and Music; Culture and Society; and Science are also asked to achieve skills sufficient to enable them to comprehend, speak, read, and write a language other than English. By the time students graduate, they should be able to use these skills in the practice of their majors, for their own enrichment, and as means of advancement in their chosen professions.

**The Interdisciplinary Core** The title and theme of the core, “Understanding Humanity,” was chosen because of its breadth, challenge, and importance. Like the Psalmist who asked of God, “What is man that thou are mindful of him?” we still puzzle today over our place in the scheme of things. Should we regard ourselves as “the measure of all things,” as “a little lower than the angels,” or as “leaky sacks of amino acids”? What are we to make of our kinship with other animals? How can we achieve greater appreciation of both the diversity and common threads of human experience?

Although the design of the core takes account of recent debates over the canon (the classics), it is not addressed to those debates. The topics and readings in each core course are selected to meet the shared educational needs of the community of learners at The College of New Jersey. We need to be familiar with works and ideas that shaped the complex union of native and immigrant peoples that is this country. As citizens of an increasingly interdependent world, we need knowledge and appreciation of other cultures and civilizations. As human beings, we need a critical understanding of gender issues. All this should be understood through the study of what is timely as well as what is timeless.

**Perspectives on the World** courses provide students with opportunities to expand their knowledge by deepening their acquaintance with the principles and practices of key intellectual and artistic disciplines:

- **Natural and Social Scientific Perspectives.** Since its emergence in the 17th century as a distinct way of investigating the world, scientific method has provided a powerful means for explaining and sometimes predicting natural and social phenomena. Courses approved for this requirement are designed to introduce students to the methods and contents of sciences that study nature, society, and the individual.
- **Humanistic and Artistic Perspectives.** Humanistic and artistic perspectives are as old as the human species and are integral parts of human history. As ways of investigating the world, the arts and humanities stress meanings and values rather than quantifiable data and predictive theories. To increase appreciation of these disciplines, students are asked to supplement the broad learning gained in the Interdisciplinary Core by taking approved courses in greater depth in each of the areas listed below.

Among the most important features of education at The College of New Jersey is the understanding and appreciation of diversity. This emphasis, which is reflected in the Interdisciplinary Core, is reinforced in general education’s diversity distribution, the requirement that at least one course a student selects from Perspectives on the World focus on a non-Western, Native-American, or Third World culture, one course focus on some aspect of Western cultures, and one course focus on gender studies.

To ensure the effectiveness of the general education program, The College of New Jersey must assess the success of its students in achieving the program’s learning goals and outcomes. This requires student cooperation. By accepting admission to The College of New Jersey, a student agrees to help strengthen the quality of his or her education by participating in assessment activities such as written tests, focus groups, and portfolio reviews.

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## Degree Requirements

Students follow the degree requirements of the bulletin in effect when they begin their matriculation at The College. Students changing majors follow the major requirements in effect at the time when the major is changed. Students adding majors follow the requirements documented in the bulletin of their first major. Students returning to The College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

Students entering in academic year 2001–2002 follow the pattern of degree requirements set out below. The requirements for specific majors can be found in the section of this bulletin describing the individual departments. When selecting courses to meet degree requirements, the student should keep the following in mind:

- Most general education courses require students to have met the basic skills requirements either by passing The College of New Jersey Basic Skills Placement Test or by successfully completing the appropriate basic skills courses.
- Courses taken in the student’s major department may be used to meet general education requirements, unless restricted by the major.

- A major may require that specific courses outside the major department be selected for meeting general education requirements. Consult the section of this bulletin describing individual departments to determine these requirements.
- Honors courses so designated may be used to satisfy general education and major requirements.

## **Pattern of Degree Requirements**

### **I. General Education Requirements**

#### A. Intellectual Skills (9-21 cr.)

##### 1. Rhetoric I and II (3-6 cr.)

Students may exempt the first of these courses (without credit) by performing at an appropriate level on an optional assessment process, and they have the option of attempting to earn three credits for the second course through The College's Credit by Examination procedure.

##### 2. Mathematics (6 cr.)

Students may take any two of these courses, provided that they do not take the second part of a two-course sequence without having successfully completed or exempted its prerequisite.

MATH 101/Foundations of Mathematics I

MATH 102/Foundations of Mathematics II

STAT 115/Statistics I

STAT 116/Statistics II

STAT 215/Statistical Inference

MATH 127/Calculus I

MATH 128/Calculus II

IDSC 105/Applying Computing to Mathematical Problem Solving

HONR 280/Creative Computing

##### 3. Foreign Languages (0-9 cr.)

(Required for degree candidates in the Schools of Art, Media, and Music; Culture and Society; and Science.)\* Students may exempt any or all of these courses (without credit) by performing at an appropriate level on an examination, or they may elect to begin a new language. A classical language may be submitted in place of a modern spoken language.

*\*Students who are completing one major in these schools and another major outside of these schools will have to meet this requirement only if their primary major is in these schools. Students with majors in elementary or early childhood education and a subject matter major in one of these schools are considered as having elementary/early childhood education as their primary major.*

#### B. Interdisciplinary Core: Understanding Humanity (6 cr.)

##### 1. IDSC 151/Athens to New York (3 cr.)

##### 2. IDSC 252/Society, Ethics, and Technology (3 cr.)

#### C. Perspectives on the World (26 cr.) \*

##### 1. Natural and Social Scientific Perspectives (14 cr.)

###### a. Natural Sciences (8 cr.)

b. Social Sciences (6 cr.) One "content" course (focusing on information and theories about human behavior and social institutions) and one "process" course (focusing primarily on methods used to obtain information and evaluate theories).

##### 2. Humanistic and Artistic Perspectives (12 cr.)

###### a. Fine or Performing Arts (3 cr.)

With permission of the Department of Music, students not majoring in music may complete this requirement by participating for two semesters in the Chorale or Wind Ensemble or for three semesters in other department ensembles.

###### b. History (3 cr.)

###### c. Literature (3 cr.)

###### d. Philosophy or Religion (3 cr.)

##### 3. Diversity Distribution (to be satisfied within the 26-credit Perspectives on the World requirement).

###### a. At least one course focusing principally on a non-Western, Native-American, or Third World culture (3 cr.).

###### b. At least one course focusing principally on some aspect of Western cultures (3 cr.).

###### c. At least one course qualifying as a course in gender studies (3 cr.).

A course meeting criteria for gender studies as well as criteria for non-Western, Native-American, or Third World culture may satisfy both requirements. Similarly, a course may meet criteria for both gender studies and Western culture.

*\*Approved Courses—Courses meeting Perspectives on the World requirements are listed in the section of this bulletin on College-Wide Programs. Since additions and changes regularly are made to the list, students also should consult the undergraduate schedule of classes available from the Office of Records and Registration prior to registration. A list also can be found at [www.tcnj.edu/~gened/totalist.htm](http://www.tcnj.edu/~gened/totalist.htm).*

## **II. College Seminar**

Students enrolling for their first full-time semester at The College who have previously completed fewer than 30 semester hours of college credit are required to complete a Departmental Seminar or, for open option students, HMRL 099/College Seminar.

## **III. Major Requirements**

Consult the programs outlined in the sections on individual departments. In addition to requirements within the major department, some programs may require “support” courses outside the major department or prescribe specific courses that must be taken to meet general education requirements.

## **IV. Electives**

Not every program provides the opportunity for elective courses. Where electives are available, the number of semester hours will vary according to major.

## **Minimum Semester Hours Needed for Graduation**

No student may graduate with fewer than the required number of semester hours. These do not include courses numbered below 100 (e.g., ENGL 090 or MATH 091). In addition:

- At least 60 semester hours must be earned at a senior college.
- At least 42 semester hours must be earned at The College of New Jersey.
- No more than nine hours of the final 30 semester hours may be earned away from The College of New Jersey.

### **School of Art, Media, and Music—128 cr.**

### **School of Business—120 cr.**

### **School of Culture and Society—120 cr.**

(Secondary education programs require 128 cr.; the dual certification program in education of the deaf and hard of hearing/elementary education requires additional graduate credit.)

### **School of Education—128 cr.**

### **School of Engineering**

Engineering Science—133 cr.

Technological Studies—128 cr.

### **School of Nursing—120 cr.**

### **School of Science**

Biology—128 cr.

Chemistry—128 cr.

Computer Science—128 cr.

Mathematics and Statistics—120cr.; 128 for secondary education program

Physics—128 cr.

## **Additional Graduation Requirements**

In addition to the curricular requirements specified above, students must also meet the following standards and requirements for completion of an undergraduate degree:

- a. Enrollment in a degree-seeking program including formal admission to a major.
- b. Completion of all departmental and basic skills requirements.
- c. Attainment of a cumulative grade point average of at least 2.0 overall and within the major.

- d. Completion of an application for graduation filed in the Office of Records and Registration prior to dates established and published each year.

## **Second or Additional Bachelor's Degrees**

Students who already have earned a bachelor's degree, either from The College of New Jersey or another institution, may apply for a second baccalaureate. They should apply according to the procedures set out for transfer students. The following policies apply to second degree students:

1. Students must earn a minimum of 42 credits in addition to the credits already earned as part of the first bachelor's degree.
2. All requirements for the new major must be completed.
3. This policy does not authorize the granting of two baccalaureate degrees simultaneously, since students have the option of taking a dual major.

# **Academic Rules and Procedures (by alphabetical order)**

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## **Academic Honesty**

All students are expected to adhere to standards of academic honesty in their study at The College. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work which has not been done by him or her; or to give improper aid to another student in the completion of an assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied from, partially copied, or partially paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written or oral.

## **Academic Integrity Policy**

### **I. Policy and Procedures for Disciplinary Action**

As described below, enforcement of the Academic Integrity Policy will depend upon individual faculty members, upon an Academic Integrity Officer for each school (designated by the dean), and upon an All-College Academic Integrity Board. The board will include three students and three faculty members (with three student and three faculty alternates), as well as one staff member from the Office of the Provost/Vice President for Academic Affairs, who will vote only in case of a tie and who will be responsible for all documentation relevant to integrity matters. Responsibilities of faculty members, Academic Integrity Officers, and the All-College Academic Integrity Board are specified below. Records of academic integrity violations will be kept in academic files in the Office of the Provost/Vice President for Academic Affairs.

If a faculty member believes that a student has violated the Academic Integrity Policy, the faculty member will first discuss the matter with the student. Also, the faculty member may choose to discuss the matter with the department chairperson. The faculty member may also determine whether there is any record of academic dishonesty in the student's academic file.

### **II. Unintentional Violations**

If the faculty member is convinced that the lapse was *not intentional*, then he/she need not refer the matter to the Academic Integrity Officer (although that remains an option). The faculty member will decide what consequence(s) seem(s) appropriate and educational. Consequences may include:

1. Allowing the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
  - a) giving a full grade for the assignment, or

- b) giving a diminished grade for the work.  
or
- 2. Assigning a grade of zero or failing to the work.

After the matter has been resolved, the faculty member may choose to send a report to the school's Academic Integrity Officer, although this is not required for unintentional violations. If a report is sent, the student will be given an opportunity to read and sign it.

### **III. Intentional Violations**

If the violation seems intentional, then the faculty member must report the case to the Academic Integrity Officer of the school by which the course is offered. The Academic Integrity Officer will talk with the student and with the faculty member, and will gather any other information relevant to the case. The Academic Integrity Officer will also check whether there is a prior record of academic integrity violation(s) by the student.

The Academic Integrity Officer will then use the gathered information to decide whether to refer the case to the All-College Academic Integrity Board. *An Academic Integrity Board hearing will be mandatory if there is a prior record of intentional integrity violation(s).* However, any case may be referred to the All-College Academic Integrity Board. Thus, there are two possible courses of action when an intentional violation has been reported:

- A. The Academic Integrity Officer considers the evidence and decides on the appropriate consequence(s).

If the Academic Integrity Policy was violated, the Academic Integrity Officer, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below. The Academic Integrity Officer will give the student an opportunity to read the report to be filed in his/her academic folder; the report will describe the violation and the penalty. By signing at the end of the report, the student will indicate either: "I accept this decision," or alternatively, "I wish to appeal to the All-College Academic Integrity Board." If the student accepts the decision, then the matter will not be forwarded to the Academic Integrity Board for a hearing. The student may attach a personal statement to the report.

If the Academic Integrity Officer decides that no violation occurred, then no report will be filed.

**OR** (*Note: An All-College Academic Integrity Board hearing is mandatory if the student has a prior record of integrity violation(s).*)

- B. The Academic Integrity Officer refers the case to the All-College Academic Integrity Board for a hearing.

The board (with attendance of five members required for a quorum) will meet as soon as possible with the student in question.

The faculty member who reported the violation will be required to attend the hearing.

If the board decides that there has been a violation, board members, after consultation with the faculty member, will determine the appropriate sanction(s) from the list of options below, with severity determined by the nature of the violation and by whether a prior record exists. The board will prepare a report, describing the violation and the penalty for the student's academic folder. The student will be given an opportunity to read and sign the report, and may attach a personal statement to the report.

If the board decides that no violation occurred, then no report will be filed.

### **IV. Disciplinary Options for Academic Integrity Officers and Board**

An Academic Integrity Officer or Academic Integrity Board shall choose among the following disciplinary options:

For an **unintentional** violation:

- 1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
  - a) give a full grade for the assignment, or
  - b) give a diminished grade for the assignment.

or

- 2. Assign a grade of zero or failing to the work.

For an **intentional** violation:

- 1. Allow the student to redo all or part of the work, if doing this would give him/her beneficial experience, and
    - a) give a full grade for the assignment, or
    - b) give a diminished grade for the assignment.
- or
- 2. Assign a grade of zero or failing to the work.
- or
- 3. Record a grade of F for the course. Furthermore, the student may not withdraw from registration in the class.
- or
- 4. Record a disciplinary F for the course; this F shall permanently contribute to calculation of the grade point average (although not explicitly labeled disciplinary on the transcript).
- or
- 5. Suspend the student for the rest of the semester.
- or

6. Suspend the student for the rest of the semester and for the following semester. The board will determine whether credits earned at another institution during these semesters may be transferred for TCNJ credit.  
or
7. Dismiss the student from The College.

## **V. Appeals of Academic Integrity Decisions**

Appeals may be directed as follows:

- Any decision by a faculty member may be appealed to the Academic Integrity Officer, who will hear the case.
- Any decision by the Academic Integrity Officer may be appealed to the All-College Academic Integrity Board, which will hear the case.
- Any decision by the All-College Academic Integrity Board may be appealed to the All-College Disciplinary Board. Appeals of All-College Integrity Board decisions are heard by the All-College Disciplinary Board at its discretion.
- All decisions of the All-College Disciplinary Board are final.

## **VI. Integrity Statement**

Students entering The College of New Jersey will receive a brochure explaining The College's commitment to academic integrity and the current policy and procedures for dealing with academic integrity violations. They will be required to submit a signed copy of the following integrity statement:

*I have received The College of New Jersey brochure on academic integrity, and I understand and agree to abide by the complete policy on academic integrity and procedures for discipline of academic integrity violation as stated in their entirety in the student handbook.*

## **Academic Load**

Students taking a minimum of 12 semester hours/credits per semester are considered to be full-time students. This definition of full-time study applies to the fall and spring semesters and to the summer session. The normal academic load is 15 semester hours, although a student may carry up to 18 semester hours without special permission. Permission to carry beyond 18 semester hours may be given by the department chairs to sophomores, juniors, and seniors with at least a 3.3 GPA. No student may take more than 21 semester hours in a semester.

Students may take a maximum of nine semester hours during the regular summer session. Additional credit may be earned for work taken during the pre-session provided this does not overlap the regular summer session.

## **Academic Standing**

(See section on Dismissal and Academic Standing.)

## **The Americans with Disabilities Act (ADA) Policy**

The College of New Jersey is committed to ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The College prohibits discrimination against any student, employee, or applicant on the basis of physical or mental disability, or perceived disability. The College will provide reasonable and appropriate accommodations to enable employees and students to participate in the life of the campus community. Individuals with disabilities are responsible for reporting and supplying documentation verifying their disability. Requests for accommodations must be initiated through the Office for Differing Abilities Services. Appeals related to the provision of reasonable accommodations by The College may be directed to the Office for Differing Abilities Services or the Office of Equal Opportunity and Affirmative Action.

## **Attendance**

### **College Attendance Policy**

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present on time and prepared to participate when scheduled class sessions begin.

At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities.

Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

### ***Student Absences***

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence. **The instructor should provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons, including physical disabilities.** For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor.

The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations. Students have the responsibility of notifying the instructors in advance of expected absences.

In cases of absence for a week or more, students are to notify their instructors immediately. If they are unable to do so they may contact the Office of Records and Registration. The Office of Records and Registration will notify the instructor of the student's absence. The notification is not an excuse but simply a service provided by the Office of Records and Registration. Notifications cannot be acted upon if received after an absence. In every instance the student has the responsibility to initiate arrangements for make-up work.

### **Auditing Courses**

Auditors are students who attend a course but receive no academic credit. They pay normal tuition and fees, and the individual instructor determines the degree of class participation. In order to audit a course, students must obtain permission from the Office of Records and Registration **prior** to the last day of Add/Drop each semester. Because only a limited number of auditors can be accommodated, only students with bona fide reasons will be allowed to audit. Once the decision has been made to audit a course, a student may not request a letter grade, nor may a student receive credit on The College of New Jersey examinations.

### **Changes in Enrollment**

#### ***Adding and Dropping Courses***

Registered students may make adjustments to their schedules from the day they initially register until the end of the first week of classes. The College's Schedule of Classes and the Records and Registration Web site document specific semester dates. Schedule changes should be made using The College's electronic registration system. In cases where a class enrollment is at its designated maximum, the student must have written permission from the department chairperson to enroll in the class.

#### ***Withdrawing from a Course***

Students may withdraw from a course up to the end of the ninth week of the fall and spring semesters. The College's Schedule of Classes and the Records and Registration Web site document specific dates for each semester and for summer school. To withdraw, a student must file the appropriate form in the Office of Records and Registration. Students withdrawing from courses within the withdrawal period will automatically receive a grade of W, which has no effect on the student's grade point average. **It is the student's responsibility to withdraw officially from a course. Failure to withdraw formally may result in failing grades and dismissal.**

#### ***Withdrawing from The College***

Students who withdraw from The College before the midpoint of the semester will be given a grade of WD in all courses. Withdrawal after that will result in the instructors' assigning the grades of WP or WU (which do not affect a student's GPA), or WF (which is calculated as an F in a student's GPA). A student may not withdraw from The College in the last three weeks of a semester.

To withdraw officially, a student should initiate the withdrawal process in the Office of Student Life. **It is the student's responsibility to withdraw officially from The College.** Failure to withdraw formally may result in failing grades, dismissal, and additional financial obligations.

Dates for the end of each semester's withdrawal period are listed in *The College's Schedule of Classes* and on the Office of Records and Registration Web site.

## **Class Level Definitions**

Class level is determined by the student's number of earned hours. Only undergraduate degree candidates will be assigned a class level. Class levels are used to determine student eligibility for many college activities and procedures (i.e., registration priority, parking privileges, on-campus housing). Class levels are as follows:

<b>Level</b>	<b>Earned Hours</b>
Entering Freshman	0
Freshman	.5–29.5
Sophomore	30–59.5
Junior	60–89.5
Senior	90+

## **Credit by Examination**

### ***Advanced Placement***

Credit may be awarded based on student achievement on many of the CEEB Advanced Placement tests. A schedule of Advanced Placement Equivalencies may be found on the Records and Registration Web site or students may consult the Office of Records and Registration for information on acceptable tests and their scores.

### ***CLEP***

Credit may be awarded for a limited number of the College Level Examination Program (CLEP) tests. Consult the Office of Records and Registration for information on acceptable tests and their scores.

All of the policies concerning CLEP credit will be applied to evaluating the CLEP credit awarded to transfer students who had received CLEP credit from their previous institution.

### ***CPEP***

Transfer credit is awarded for CPEP (New York State Regents Program) according to the recommendations of the appropriate department.

### ***International Baccalaureate***

College credit may be awarded to students completing International Baccalaureate Programs. Programs will be reviewed on a case-by-case basis.

### ***Military Service and DANTES***

Credit may be awarded for U.S. military service schools and for DANTES subject standardized examinations. Credit for service school courses is given according to the recommendations of the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Credit for DANTES college-level tests is given if equivalent courses are offered by The College and if a passing score recommended by the American Council on Education has been received.

### ***The College of New Jersey Examinations***

Currently enrolled students wishing to earn credit through The College's own examination process need the permission of the chairperson of the department in which the examination is being given. Forms for these examinations are available either through the academic departments or through the Office of Academic Affairs. Having once enrolled in a course, whether for a regular grade, a pass/fail grade, or an audit grade, a student may not elect to take the course on a credit-by-examination basis. The fees for the examinations are based on the number of credit hours to be awarded per examination:\*

- |             |  |
|-------------|--|
| 3 credits   | \$40 (plus extra \$20 for out-of-state students) |
| 4–6 credits | \$55 (plus extra \$20 for out-of-state students) |

6+ credits      \$75 (plus extra \$20 for out-of-state students)

\*Costs reflect 2000–2001 rates and are subject to change at any time.

## Cross-Listed Courses

A single course may be listed with different prefixes, numbers, and titles under more than one department. These courses will be so noted in this bulletin and in the Schedule of Classes. For the purposes of satisfying any requirement, these courses shall be treated as equivalent (except that departments or programs required by accrediting agencies to offer specifically titled courses may reserve the right to refuse to offer credit to students taking cross-listed courses under the alternative prefix and title). Under whichever prefix and title the course has been taken, it may be counted only once by a student in meeting graduation requirements.

## Discrimination and Sexual Harassment Policy

The College of New Jersey seeks to maintain a positive learning and work environment for its students and employees. Such an environment can only exist if all members of the campus community treat each other with respect. The College, therefore, prohibits illegal discrimination, including harassment, based on another person's status. Status refers to race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, disability, nationality or liability for service in the Armed Forces of the United States. Discrimination in terms, conditions or privileges of employment or discrimination in academic enrollment, assignment, grade or the conferral of any academic or college-related benefit violates college policy.

It is the responsibility of all faculty, staff, and students to strive to create a campus community free of all forms of discrimination. This policy therefore applies to all employees and students.

Anyone who encounters discrimination is urged to report incidents to the equal opportunity and affirmative action office as soon as possible.

## Dismissal and Academic Standing

### Academic Standing and Probation

A student's academic standing at The College is determined by his or her grade point average (based only on courses taken at The College of New Jersey) and the total of quality hours attempted at The College plus credits transferred from other institutions. If a student has a cumulative grade point average of 2.0 or above, he or she is considered as being in good academic standing. A student whose cumulative grade point average falls below 2.0 but who meets the following retention standards is considered to be on academic probation but will be allowed to continue at The College:

Minimum	
Total TCNJ Minimum Quality Hours Plus Transfer Credit	Cumulative GPA at TCNJ Required to Avoid Dismissal
7-14 semester hours	1.0
15-33 semester hours	1.6
34-56 semester hours	1.8
over 56	2.0

### Dismissal from The College

At the end of each spring semester, all students below the minimum retention standards are placed on The College's Intent to Dismiss List. Dismissal may take place without a student's receiving any previous academic warning; and a student may be dismissed whose cumulative grade point average was above 2.0 in the previous semester. However, a student must have attended The College of New Jersey for two semesters before being subject to dismissal. Students placed on the Intent to Dismiss List have several opportunities to secure their removal from the list prior to final dismissal which is posted in August. Those options are outlined in the student's Letter of Intent to Dismiss.

Every student has the right to appeal an academic dismissal, and an appeal application is sent to the student along with the Letter of Intent to Dismiss. The appeal application and all supporting documents must be submitted by the deadline date prescribed in the Letter of Intent to Dismiss. A student who receives a Letter of Intent to Dismiss at the end of the spring semester is permitted to attend The College of New Jersey summer session immediately after dismissal. If the grades earned during that summer session raise the student's cumulative grade point average to within the retention standards, the pending dismissal is rescinded.

Students who have been academically dismissed from The College of New Jersey may not be readmitted to The College until after a minimum of two semesters (not including summer session) have elapsed. See the section on Re-Admission and Re-Entry to The College.

## ***Dismissal from the Major***

A student who does not meet the departmental retention standards may be dismissed from his or her major. That student remains enrolled in The College but must immediately seek admission to another major. Appeals of department dismissal may be made to the appropriate academic dean. See section on Departmental/Program Entrance, Retention, and Exit Standards.

## **Enrollment at Other Colleges (for currently enrolled TCNJ students)**

Students currently enrolled at The College of New Jersey should receive permission from the Office of Records and Registration in order to take courses at another college or university. Advanced approval guarantees that the course(s), if successfully completed, will be accepted for transfer credit. Students must request that an official transcript of their work be sent to the Office of Records and Registration so that transfer credit may be awarded. Grades awarded for work at other schools are not calculated in the student's grade point average at The College of New Jersey.

Work transferred to The College must have a minimum grade of C. Transfer work normally is applied either in the semester following the semester of its completion or in the first semester a student enters or returns to The College. Exceptions may be made for graduating students.

## **Final Examinations**

Each course will have a comprehensive, integrative course evaluation in the final week of the semester. For three-credit courses, these will entail two-hour examination periods. In most cases there will be a written final examination, although there may be departmentally approved alternative experiences. Students should have no more than two evaluations in any given day.

## **Grading**

### ***Additive Credit***

Additive credit is given for certain courses which may be required of a student but are not counted toward graduation. These courses may be graded either Pass/Unsatisfactory or with a letter grade, but in either case are not included in a student's GPA or in the determination of the dean's list or graduation with honors. Courses given for additive credit are considered credit-bearing for the purposes of financial aid, tuition, and the determination of full-time student status. Courses carrying additive credit are so marked in this bulletin and have a course number below 100.

### ***Calculating the Grade Point Average***

A student's grade point average (GPA) is based only on courses taken at The College of New Jersey. These include courses taken during The College's summer session and credits earned through the National Student Exchange program. Not included in the calculation of the grade point average are: courses below the 100 level; courses taken on a Pass/Unsatisfactory basis; audited courses; courses transferred from other institutions; and credits earned through international exchange/study abroad programs.

The grade point average is calculated by dividing a student's total quality points by his or her total quality hours. Quality points are calculated by multiplying the number of credits for a course by the weight of the grade (see grading system above) earned in that course. For example, a student earning a B in a four-credit course would receive 12 quality points (four credits multiplied by a grade weight of three). Quality hours are the sum of credits a student attempts (regardless of whether the courses are passed) at TCNJ in courses graded A through F (including WF) at the 100 level or above.

At the end of each semester, students may access their grades showing a cumulative grade point average as well as a grade point average for that semester. Grades are available on The College's electronic and telephone student systems.

## **Grading System**

Grade	Weight	Description
A	4.00	
A-	3.67	
B+	3.33	
B	3.00	

B-	2.67	
C+	2.33	
C	2.00	
C-	1.67	
D+	1.33	
D	1.00	
F	0.00	
P*	Not calculated	Passed
U*	Not calculated	Unsatisfactory
INC	Not calculated	Incomplete work
W	Not calculated	Withdrew from course before midpoint of semester

\*Used only for courses graded on a Pass/Unsatisfactory basis.

Grade	Weight	Description
WD	Not calculated	Withdrew from college before midpoint of semester
WF	0.00	Withdrew from college, failing**
WP	Not calculated	Withdrew from college, passing**
WU*	Not calculated	Withdrew from college, unsatisfactory**
CR	Not calculated	Requirement met by examination
AU	Not calculated	Audit
IP	Not calculated	In progress

\*\*For withdrawals from college after the midpoint of the semester.

### ***Incomplete Grades***

Incomplete grades are given only when a student is unable to complete a course because of illness or other serious problems. Incompletes are not given when through negligence or procrastination students fail to turn in work or take examinations. A student who misses a final examination must contact the instructor within 24 hours of the examination. If the absence is excusable, the student will be given an incomplete or otherwise graded accordingly. If the absence is not excusable or the student does not contact the instructor, an incomplete grade will not be awarded, but rather the examination will be considered as failed and the student graded accordingly. To give an incomplete grade, the instructor should file an Incomplete Grade Form with the Office of Records and Registration. This form will indicate the reason for giving the incomplete, the requirements the student must meet in order to complete the course, and the deadline for completion. If no deadline is given, the date of March 15 is used for courses taken in the fall semester and October 15 for courses taken in the spring semester or summer session. Work which is still incomplete at the time of the deadline will be assigned a grade of F. **It is the student's responsibility to contact the faculty member about completing course work and meeting the deadline.**

### ***Pass/Unsatisfactory***

Degree candidates with a cumulative GPA of 2.0 or above and who have completed at least 25 semester hours are permitted to take one free elective in a semester on a Pass/Unsatisfactory basis. Neither the grade P nor U affects a student's GPA, but courses completed with a P are included among the credits applied toward graduation. Courses taken Pass/Unsatisfactory cannot be used to fulfill a student's requirements for a major, minor, or general education. Courses taken P/U do not apply to the minimum number of credits needed to be on the dean's list or to graduate with honors. A maximum of 12 credits may be earned with the P/U option. The P/U option is not available during the summer session.

Students apply for the P/U option at the Office of Records and Registration and should not inform their instructors that they are using this grading option. During the first four weeks of the semester (or first two weeks of the quarter), students may change from graded to ungraded status or return to graded status; no changes may be made after this period. At the end of the semester, instructors submit regular letter grades, and these grades are converted into either P or U by the Office of Records and Registration. Grades of A through D are considered passing; F is unsatisfactory.

## **Honors** **Dean's List**

All degree candidates who complete 12 or more credits (other than additive credits) in a semester with assigned letter grades and who have earned a 3.5 GPA that semester are eligible to be included in that semester's dean's list. Pass (P) is not an assigned letter grade and may not be used toward meeting the requirements for the dean's list.

### **Graduation with Honors**

To be eligible to graduate with honors, a student must have earned at least 60 semester hours credit at The College of New Jersey. These credits may not include courses taken on a Pass/Unsatisfactory basis or additive credit or credits earned through The College's credit-by-examination process. Honors are awarded based on the cumulative grade point average as follows:

- |             |                                       |
|-------------|---------------------------------------|
| 3.450–3.649 | with honors (cum laude)               |
| 3.650–3.849 | with high honors (magna cum laude)    |
| 3.850 +     | with highest honors (summa cum laude) |

Students graduating with honors will be sent an Honors Certificate after graduation when final cumulative GPAs have been computed and verified.

## **Honors Program** **College Honors Program**

The Honors Program is open to entering freshmen and as well as currently enrolled students. Minimum requirements for entering freshmen are **either** a combined SAT score of 1350 or graduation in the top five percent of the high school class. Transfer students need a minimum 3.4 average from their previous institutions.

Satisfactory completion of the Honors Program is indicated on graduates' transcripts and Honors Certificates. Additional information about the Honors Program can be found in this bulletin in the section on College-Wide Programs.

### **Departmental Honors Program**

Students achieving academic distinction in their major may be invited by their department to participate in departmental honors. Departmental honors consist of six to 12 semester hours of advanced honors course work in the major. A senior research project— independent research under the guidance of a faculty specialist—is required as part of the departmental program. Most departmental honors programs involve juniors and seniors. Requirements for participating departments are included in the program listings for individual departments.

Up to nine semester hours of departmental honors may be double counted in The College's Honors Program. Satisfactory completion of departmental honors is listed on a graduate's transcript and Honors Certificate.

## **Immunization Requirement**

State law requires that students enrolled in New Jersey institutions of higher education present a valid record of immunization against certain preventable diseases. Proof of immunization is needed for enrollment at The College, and records of these immunizations are maintained at the student health center.

## **Independent Study**

Independent study should be used for individual pursuit of topics within or beyond a student's major field of study which transcend the regularly available curriculum. It normally will involve research, primary source reading, or field work.

Degree candidates who have completed at least 56 credits are eligible for independent study. At least 15 of the credits must have been completed at The College of New Jersey. A minimum grade point average of 2.5 is required, subject to waiver by the department chair. A student may enroll in no more than six credits of independent study in a given semester. A department may limit the number of independent study credits which a student is permitted to complete within that department's programs.

An independent study contract/enrollment form must be prepared by the student, approved by the faculty sponsor and the department chairperson, and submitted to the Office of Records and Registration at the time the student registers for the course. Registration for independent study will be accepted only through the first week of the semester.

## **Internships**

The primary purpose of an internship is the development of occupational or professional competence in an actual work setting after theory education has been completed. Enrollment is limited to upper-division students with a major or minor in a program and at least a 2.5 GPA in that program. Additional prerequisites and requirements may be established by individual departments. As part of the internship, a substantial written assignment (or portfolio) requiring research and/or creative work is required.

Students may take a second internship in the same program only in situations where they will be able to apply essentially different knowledge, methods, or skills than those applied in the prior internship. This limitation does not, however, apply to a second internship in a different program such as a second major or a minor.

A minimum of 50 on-the-job hours is required for each hour of credit. Students may apply no more than 12 internship credits toward a degree, and each internship normally carries no more than six credits except in specific cases where a department requires a single 12-credit internship. A maximum of 18 credit hours, including the internship, may be taken during the semester of the internship. Internships may be offered on either a graded or pass/fail basis.

Each student seeking to enroll in an internship must, together with a faculty supervisor, develop a proposal indicating:

- The number of credit hours from any previous internship, the semester it was taken, and the firm or agency where the internship was done.
- How credits are to be earned and what on-the-job activities will be required of the intern.
- The specific knowledge, methods, and skills that will be developed within the context of the internship.
- The method of evaluating the internship to be used by the faculty supervisor.
- The firm or agency where the internship will be done.
- The professional person at the firm or agency who will supervise the student during the internship.
- The extent to which there will be on-site visits by a supervising faculty member.

Once the proposal has been approved by the department chair, it must be submitted to the Office of Records and Registration by the end of the first week of the semester in which the internship is to be completed.

## **Majors**

Also see section on Departmental/Program Entrance, Retention, and Exit Standards.

### ***Declaring a Major***

Students are admitted to The College with a specified major or may choose to enter as Open Option students. Open Option students must declare a major no later than the end of their freshman year.

Any student has the right to apply and be considered for admission into an academic major. Students should understand, however, that certain majors may not be able to accept them because of high student demand.

Individual departments establish the criteria by which they determine whether they accept a student already at The College who is seeking a change of major or is an Open Option student seeking to declare a major. Students should contact individual departments about the criteria and deadlines they use in considering students requesting a change of major.

Students seeking to change a major should begin the process as early as possible in the semester in which they wish to change their major. This will help to ensure that students will meet any departmental deadlines. It also will provide time for the new major (if approved) to be effective for the next registration and a new program evaluation to be completed.

Students may download a Change of Major Form from the Office of Records and Registration Web site or pick up a copy at the office in Green Hall. Students should also print a copy of their TCNJ transcript from TESS and take it with a completed Change of Major Form and other required information to a meeting with the chair of the department into which the change is requested. With this information and discussion with the student, chairs will make determinations as to whether major changes are approved. When students are admitted to a major, they should be provided with a statement of degree requirements. At the time the department approves a student's internal admission, the department chair will indicate on the Change of Major Form the bulletin year under which the change is effective. Normally, the student is expected to follow the requirements for the year in which the change of major takes effect. Approved changes of major will be effective on the date they are received by the Office of Records and Registration and will be recorded as of that date.

## ***Second Majors***

Students may elect to take a second major. However, no more than two majors may be elected and normally no more than one major within a department. To elect a second major, a student must apply to and be accepted by the department of the second major. The process is similar to that of changing a major, though the form vehicle is the Application for Second Major Form. Course scheduling may make it difficult to complete some majors simultaneously. Completion of a second major may take more than the minimum number of credits required for a degree, and it may prolong the period of study at The College of New Jersey.

Students completing a second major will receive only one degree. The first major, as indicated by the student, will determine which degree will be granted (BA, BS, etc.). However, all students majoring in elementary education or early childhood education take an additional academic major (see Department of Elementary/Early Childhood Education) and receive the BS degree. The bulletin in effect for the first major also applies to the second major.

The second major may be dropped at any time. However, the election of a second major or the switching of the first and second majors must be done prior to the semester of graduation. A second major cannot be completed after graduation.

## ***Minors***

A minor consists of a minimum of 18 semester hours in a specified field other than one's major program as prescribed by the minor department. Students are encouraged, but not required, to pursue a minor in order to add an additional dimension to their studies. However, The College cannot guarantee that a student will be able to complete a minor because of limited space availability in certain courses and because of complexities of scheduling.

Only six semester hours taken as part of a student's major may also be counted toward the student's minor. However, "support" courses in another department which are required by the student's major may be counted toward the minor. All minors except those which are interdisciplinary must include at least six semester hours of upper division (i.e., 300- or 400-level) courses. At least half of the minor must be completed at The College of New Jersey or through a prior approved course exchange program.

To complete a minor, students must declare in the department offering the minor and follow the course of study set out in the appropriate department section of the bulletin for the year in which they declare that minor. Students should declare a minor as soon as possible but no later than the semester prior to graduation. A minor cannot be completed after graduation.

## ***Non-Degree Study***

The College offers a limited opportunity for students to take undergraduate courses on a non-degree basis. This option is not available to students who attended another school (either high school or college) within the past three years and who are not able to meet the admission standards of The College. Non-degree students normally are required to apply for admission into a degree program before completing 30 semester hours of course work at The College of New Jersey. However, those who are taking courses for personal reasons may be permitted to exceed this limit if they formally notify the academic affairs office of their intention not to pursue a degree. When non-degree students apply for entry into a degree program, they follow the application procedures for transfer students and must meet the same grade point average requirements.

## ***Obligations***

Obligations to The College (e.g., tuition, fees, outstanding library books, parking fines) which have not been fulfilled may result in a student's being prohibited from registering for courses or in the withholding of a student's transcript. Delinquent loans (federal, state, or college) also may result in the withholding of the student's transcript.

## **Program Entrance, Retention, and Exit Standards**

Every major program at The College has set standards for allowing students to remain in their major program, to transfer within The College from one major program to another, and to graduate from a major program. The following are the college-wide standards for program entrance, retention, and exit. Students should contact the departmental chairperson or adviser for information about the specific standards used by an individual program.

- All programs have a specific requirement for student retention in their respective majors, consisting of a designated performance standard in at least one and no more than three “critical content” courses that represent the essential nature of the discipline and upon which advanced courses are based.
- All programs have a minimum specific entrance requirement for students seeking to transfer into that major, consisting of a designated performance standard in at least one and no more than three “foundation” courses that are predictive of success in the major. Students who successfully complete the foundation course(s) have fulfilled the entrance requirement for the major.
- Except in cases where explicit grade point average (GPA) standards are mandated for national or state accreditation or certification, programs have an exit/graduation standard of a GPA of 2.0 in courses required within their respective majors. This may include courses required for the major but offered outside the major department. However, programs may set an additional graduation/exit standard requiring a minimum grade of C– in some or all courses required in the major.

## **Re-Admission and Re-Entry to The College**

Students who have discontinued their attendance at The College for any reason must submit an application for re-admission or re-entry to the Office of Admissions. Students who have voluntarily not enrolled at The College for two consecutive semesters (excluding summer session) are considered as having discontinued their attendance at The College and must apply for re-entry. Students who were academically dismissed from The College may not apply for re-admission until two full semesters have elapsed. All re-entering and re-admitted students must be accepted into a major and meet the degree requirements that are in effect at the time of their return to The College.

## **Registration**

Students will select their courses for the next semester in conjunction with their advisers during the announced registration period each semester. After obtaining their advisers’ approvals they will enroll in their courses according to a schedule and procedures announced by the Office of Records and Registration. Registration for the fall semester generally takes place in April, and registration for spring semester in November.

Following course enrollment, students will be sent a bill for their tuition and fees. When the bill is returned to and processed by the Office of Student Accounts, registration is completed. **All students who intend to be registered must pay their bills in full. Failure to pay the bill by the stated deadline will cause the student’s schedule to be deleted, and the student will not be considered registered. It is the student’s responsibility to determine that payment has reached and been processed by The College. Students should check the status of their accounts on The Electronic Student Services (TESS) at <http://tess.tcnj.edu>. Students should check their account status prior to the beginning of each semester.** Summer rules are different; see *Schedule of Classes*.

Each semester, there is opportunity for registered students to adjust their schedules by adding and/or dropping courses. Dates and procedures for this activity are published in the master schedule of classes each semester. Adds and drops must be completed before the end of the first week of classes.

Late registration occurs just prior to the beginning of classes each semester. Students who either did not previously register or who did not complete their registration by attending to their bills may enroll in courses during this period. Late registration and payment fees will be assessed to previously enrolled students who register late. Students should understand that there is limited course availability during final registration. The dates for which late fees apply are published in *The Schedule of Classes* each semester. Students will not be permitted to register after the late registration period.

## **Repeating Courses**

A student may repeat any course once. If a student desires to take a course more than twice, permission must be obtained from the chair of the department in which the student is majoring *and* the chair of the department offering the course. Students who fail to secure the proper permission will be dropped from the course by the Office of Records and Registration. When a course is repeated, only the highest grade is counted in the grade point average\* and toward meeting graduation requirements, although all grades earned will appear on a transcript. Grades are not automatically recalculated. Students must petition for grade recalculation in the Office of Records and Registration.

*\*Except in the School of Engineering where the most current grade is the one counted in the grade point average.*

## **Residence Requirement**

To receive a bachelor's degree, a student must complete a minimum of 42 semester hours at The College of New Jersey. In the senior year (i.e., the student's final 30 semester hours), a maximum of nine semester hours may be taken at another college. Academic departments may require that a specific number of major courses or credits be taken at The College of New Jersey. Academic departments also may require the student to validate major courses taken at another school.

Within the major, exceptions to the residence requirement within the final 30 semester hours may be made by the department chair with the concurrence of the appropriate dean; outside the major, exceptions may be made by The Office of the Provost/Vice President for Academic Affairs with the concurrence of the appropriate dean. Regardless of exceptions granted with respect to the final 30 semester hours, there are no exceptions to the overall minimum of 42 semester hours required to earn a bachelor's degree at The College of New Jersey.

## **Student Complaint Appeal Procedure**

I. Each department in the Schools of Art, Media, and Music; Culture and Society; Education; Engineering; and Science may establish its own complaint procedure and committee, preferably with student members. Appeals in the Schools of Business and Nursing shall go directly to their respective school committee.

II. Each school shall establish a procedure and committee for appeal of complaints, and a procedure for selecting faculty for an appeals panel, following these guidelines:

A. At least six faculty members shall be elected to the panel for a term of two academic years. Three of these members are to be drawn by lot for each appeal. For each appeal, one faculty member from the department involved also shall sit on the committee. If one member of the panel is already from that department, no additional member need be involved. A faculty member involved in the appeal shall not sit on the committee hearing that appeal.

B. The SGA Executive Board shall choose at least six students for each of the school panels. From each panel, three are to be drawn by lot for each appeal. For each appeal, if possible, one student from the department involved shall also sit on the committee hearing that appeal. If one member of the panel is already from that department, no additional member need be involved. A student involved in the appeal shall not sit on the committee hearing that appeal.

C. The procedure for appeals shall be posted on bulletin boards in each school and department and on relevant Web pages accessible to students and faculty members. Copies shall be sent to: the Student Affairs and Faculty Affairs Councils of the Faculty Senate, the bargaining unit, the provost/VPAA, the dean of student life, the SGA Executive Board, and the appropriate dean.

III. The order of steps to be taken by a student having a complaint against a faculty member shall be as follows. If either party is not satisfied with the decision at any step, appeal may be made to the next step.

- A. Discussion with the faculty member.
- B. Discussion with the chairperson of the department.
- C. Appeal to the departmental complaint committee, if any.
- D. Appeal to the school complaint committee.
- E. Appeal to the dean of the school.
- F. Appeal to the provost/vice president for academic affairs or chief academic officer.
- G. Appeal to the president of The College.

IV. The complaint and the proposed solution from step B onward shall be provided in writing to all parties involved, to the chairperson, and to the next group or person appealed to. Minutes shall be kept at each step and signed by all present. Hearings at each step shall be held within 30 days after the request for hearing. In steps B through G, both parties to the complaint shall have the right to be present, to present testimony, and to respond to testimony by the other party.

V. The statute of limitations on filing student appeals shall be one semester following the end of the semester in which the incident occurred.

## **Student Records Policy**

### ***Release of Transcripts and Disclosure of Educational Records***

In order to comply with federal regulations, The College of New Jersey has adopted institutional policies and procedures to be followed with regard to the disclosure of information from the education records of current and former students. The student record policy of TCNJ conforms to the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380). Copies of Public Law 93-380 may be found in the Office of Records and Registration. This policy gives a student the right to inspect his or her educational record within a reasonable length of time, to ask for interpretations, and to request that any inaccuracies be corrected.

Copies of the student's official transcript are released only on the written request of the student and only after all obligations to The College, financial and otherwise, have been fulfilled. Requests for transcripts should be made to the Office of Records and Registration. There is no charge for this service. Transcripts are issued within one week of receipt of the written request, except during the beginning and ending weeks of each semester, when more processing time may be required. Transcripts received from other schools are the property of The College and are not copied or released.

Grades and personally identifiable financial information cannot be released to parents, guardians, or other interested parties without the specific permission of the student. Forms are available in the Office of Records and Registration and must be completed every semester for which a student wishes to release grades to third parties. If parents/guardians have the student's full name, date of birth, PIN and Social Security numbers, TCNJ officials will assume that students have provided permission to obtain financial information (including tuition, fees, room and board account balances, financial aid, and Gold Card information).

With the exception of directory information, TCNJ does not permit access to or the release of education records without the written consent of the student. Records release exceptions will be made to the following: (a) to TCNJ officials, including faculty and administrators who require such records in the proper performance of their duties; (b) in connection with the student's application for or receipt of financial aid or Veterans Administration benefits; (c) to organizations conducting studies for educational and governmental agencies (in which case individual students are neither identified nor identifiable); (d) U.S. government agencies as listed in Public Law 93-380; (e) parents of a dependent student as defined in the Internal Revenue Code of 1954; (f) accrediting agencies; (g) to comply with a judicial order or lawfully issued subpoena; and (h) appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or any other person.

Directory information is defined as: student's name, telephone number, e-mail address, date and place of birth, entrance status, classification, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent educational agency or institution previously attended by the student. Students who do not wish their information released outside TCNJ or published in the campus directory must give written notice to the Office of Records and Registration annually by the beginning of the fall semester.

TCNJ assigns the Social Security number as the Student Identification Number. Should any student object to this practice, he or she may submit a written request to the Office of Records and Registration. A non-identifiable number will be assigned.

## **Syllabi**

During the first week of every course, a syllabus or course document should be distributed. The syllabus contains the following information: required materials such as textbooks, lab manuals, and supplies; course topics; course requirements such as exams, projects, assignments, term papers, field trips, and laboratory experiences; criteria for determining the final grade; and the attendance policy.

## **Transfer Credit**

The College of New Jersey will accept transfer credit only from regionally accredited institutions or newly established colleges and universities approved as collegiate institutions by their respective state department of higher education and in the process of seeking accreditation through the appropriate regional accrediting agency.

Grades of "C" are accepted in transfer except when the student's major department has a policy requiring a higher grade for a specific course. Transfer credit will not be awarded for CLEP scores below TCNJ's standards. Grades from transfer courses are not used in calculating a student's grade point average at The College. No more than a total of 60 semester hours of credit may be transferred from community colleges.

All transfer students receive full credit toward graduation for acceptable general education courses successfully completed at other accredited institutions. Wherever possible, general education courses completed elsewhere will be matched with specific general education requirements from The College of New Jersey. All transfer students must present or complete the total number of semester hours in general education required by their degree programs (53 for degree candidates in the Schools of Art, Media, and Music; Culture and Society; and Science and 44 for degree candidates in other schools). If transfer students do not present the required number, they must make up this difference by completing general education requirements which have not been matched with courses taken previously. Although students may choose (with permission of their advisers) the order in which they complete these remaining requirements, they may not choose which requirements they must complete. The Office of Records and Registration shall provide each student with a list of requirements to be completed based on the following categories:

- a. Rhetoric
- b. Mathematics
- c. Foreign Languages (if required)
- d. One Interdisciplinary Course
- e. Two Natural Sciences Courses
- f. Two Social Sciences Courses (one process, one content)
- g. Humanistic and Artistic Perspectives

Transfer students with fewer than 12 semester hours to complete in this category may choose from any one of the following areas, provided that they take no more than one course in any one area. The areas are:

- I. Fine and Performing Arts
  - II. History
  - III. Literature
  - IV. Philosophy
- h. Remaining Interdisciplinary Core Courses (If after completing all of the above requirements, any difference in total semester hours still remains, the student must complete the difference by taking a second interdisciplinary course.) In addition, students must complete any specific general education courses required by the major department.

## **Financial Rules and Procedures (by alphabetical order)**

### **Refunds for Students Receiving Federal Title IV Funds**

Federal regulations require that a pro-rata portion of Title IV Funds be refunded to the funding source if students withdraw from The College. Students may, therefore, incur a liability to The College of New Jersey and should consult with the **Office of Student Financial Assistance, Green Hall 101**, prior to withdrawing.

### **Refunds of Tuition and Fees**

A student must withdraw from all courses for the semester (or reduce their registered course load) by the last day of Add/Drop in order to be eligible for a refund. The computing of all refunds will be based upon the date of receipt shown on the written notice or Intent to Withdraw Form. Refunds are not based upon date of last class attendance. A student who leaves school without officially withdrawing from The College forfeits all rights to a refund or to a reduction in his or her account. No refunds or reductions will be made until the student's ID is returned to the Card Service Center.

The College uses the following policy to determine the amount of refund:

1. A student **withdrawing from The College on or before the official last day of Add/Drop shall receive a 100 percent refund** of applicable tuition and fees\* paid.
2. A student reducing his/her load in a manner that results in a decrease in billable tuition and applicable fees\* on or before the last official day of Add/Drop shall receive a 100 percent refund of the reduced amount. Reductions in load after the last official day of Add/Drop will not result in refunds.
3. A student withdrawing from The College **after the official end of Add/Drop but before the end of the fifth week of classes in the fall and spring semesters** shall receive a 50 percent refund of applicable tuition and fees\* paid.
4. A student withdrawing from The College after the fifth week of class shall receive no refund.
5. Summer withdrawal policies are different. Please consult the summer bulletin.
6. Students receiving Federal Title IV financial aid funds must contact the Office of Student Financial Assistance before withdrawing.

\*Only General Services, Student Activity, Student Center and Student Services Fees.

## **Residency for Tuition Purposes**

Persons who have been residents within the state of New Jersey for a period of 12 months prior to enrollment in a public institution of higher education are presumed to be domiciled in this state for tuition purposes. Persons who have been residents within this state for less than 12 months prior to enrollment are presumed to be nondomiciliaries for tuition purposes. Persons whose residency status is challenged by TCNJ may demonstrate residency status according to the rules set forth by the New Jersey Commission on Higher Education (N.J.A.C. 9A:5-1.1-1.2). These guidelines and the Residency Analysis Form are available in the Office of Records and Registration, Green Hall 112, and on the Records and Registration Web site. Residence established solely for the purpose of attending TCNJ is not domicile for the purpose of achieving in-state residency.

United States military personnel and their dependents who are living in New Jersey and are attending public institutions of higher education in New Jersey, shall be regarded as residents of the state for the purpose of determining tuition.

## **Senior Citizen Tuition Waiver**

A New Jersey public college may enroll without payment of tuition a number of senior citizens (age 65 or older) equaling up to one percent of its total undergraduate enrollment. To be eligible for this waiver, senior citizens must be enrolled in credit-bearing courses and must be actively pursuing a college degree. A senior citizen must be matriculated and successfully complete six semester hours toward a program each semester in order to be considered actively pursuing a degree.

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## **Key to Course Descriptions**

### **Alphabetical Symbols**

ACCT	Accounting/46
AFAM	African-American Studies/63
ANTH	Anthropology/115
ARAB	Arabic/93
ART	Art/27
ASTR	Astronomy/191
BFIN	Finance/51
BIOL	Biology/167
BUSN	General Business/53
CHEM	Chemistry/172
CHNS	Chinese/93
CLAS	Classical Studies/65
CMSC	Computer Science/176
COMM	Communication Studies/66
ECED	Early Childhood Education/125
ECON	Economics/48, 70
EDFN	Educational Administration/124
ELEC	Electrical Engineering/151
ELEM	Elementary Education/125
ENGL	English/70
ENGR	Engineering/145
FREN	French/93
GEOG	Geographic Studies/77

GOLG	Geology/192
GRMN	German/94
HIST	History/77
HLED	Health Education/135
HONR	Honors/196
HPED	Health and Physical Education/133
IDSC	Interdisciplinary Courses (General Education)/200
INBU	International Business/56
INCD	Instructional Computing Development/131
INDU	Industrial Engineering/152
INFO	Information Systems Management/54
INTL	International Studies/84
INTL	International Study and Exchange/200
ITAL	Italian/94
JAPN	Japanese/95
LAWJ	Law and Justice/85
MATH	Mathematics/179
MDLA	Modern Languages/90
MECH	Mechanical Engineering/153
MGMT	Management/58
MKTG	Marketing/60
MSCI	Military Science/203
MTRL	Meteorology/192
MUSC	Music/36
NSE	National Student Exchange/200
NURS	Nursing/159
PHED	Health and Physical Education/132
PHIL	Philosophy/98
PHYS	Physics/187
POLS	Political Science/104
PSYC	Psychology/109
RDLG	Language and Communication Sciences/136
RELG	Religion/98
RHET	Rhetoric/200
SAFT	Safety Education/132
SCED	Secondary Education/124
SOCL	Sociology/115
SPAN	Spanish/95
SPAU	Speech Pathology and Audiology/136
SPED	Special Education and Education of the Deaf and Hard of Hearing/138
STAT	Statistics/179
STEC	School of Engineering/158
TCED	Technology Education/154
TSNG	Technological Studies/154
WGST	Women's and Gender Studies/119

## Numbering of Courses

Courses are designated by an alphabetical abbreviation of the discipline which offers them. The three-digit number which follows the alphabetical abbreviation is generally to be interpreted as follows:

- 100 open to all students
- 200 open to all students who have the prerequisite, are somewhat more specialized or advanced
- 300 professional or advanced courses, normally not open to freshmen except by permission
- 400 professional or advanced courses, normally not open to sophomores

Courses which are numbered under 100 (e.g., MATH 090, 091) will not be counted toward the credits needed for graduation.

When course titles include I and II, the first half of the course is prerequisite to the second half.

## **Scheduling of Courses**

To assist students in their planning, each course description includes information on how often the course is offered. Most commonly, courses are marked as being given every semester, annually, or occasionally.

Courses listed as being offered “occasionally” normally are given at least once in a four-year period. Since the frequency of course offering is subject to change, students also should consult the schedule of classes available each semester from the Office of Records and Registration or on TESS (The Electronic Student Services) at <http://tess.tcnj.edu>.

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# **School of Art, Media, and Music**

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*Acting Dean: Marcia Taylor*

## **Art**

*Faculty:* Fichner-Rathus, *Chair*; Allyn, Brooks, Kaplowitz, Kumnick, Mackie, McVicker, Miller, Nyman, Oppenheimer, Riccardi, Rigby, Sanders, Taylor

The Department of Art offers the Bachelor of Fine Arts (BFA) degree with a major in fine arts or graphic design, and the Bachelor of Arts (BA) degree with a major in art education. In addition, students may minor in art history and fine arts and concentrate in the areas of art therapy, computer graphics, and specific media (illustration and photography). Courses in art foundation studies and the liberal arts are integral parts of the curriculum. The art department is committed to providing programs of study which develop a high level of conceptual and technical ability, resources beyond the studio for a broader education in the arts, exposure to and understanding of electronic media and methods of communication, and a balance between a demanding course of professional study and a liberal arts education. The art facility features traditional studios as well as state-of-the-art computing and electronic media labs. The faculty of the art department consists of scholars, exhibiting artists, and active professionals; it is augmented by guest lecturers and adjunct professors who are practicing professionals in the New York-Philadelphia corridor. The department enjoys an enviable placement record in terms of graduate study and employment, and graduates of the program have attained positions of leadership in their respective fields. The College of New Jersey is located near the major art and design centers of New York and Philadelphia and students are encouraged and often required to visit museums, galleries, design studios, production houses, and other art facilities in these areas.

### **Admission Requirements**

Acceptance to the Department of Art requires a successful portfolio review as well as admission by The College. After the department has received a copy of the student’s application from the Office of Admissions, it will assign a portfolio review date. January admission candidates and early decision candidates are reviewed in November. Regular September admission candidates are reviewed from December through March.

The portfolio should consist of approximately 15 **original** works, demonstrating the applicant’s drawing and technical skills, creativity, and aesthetic ability. A substantial part of the portfolio should feature drawings (still life, figure, self-portrait, and assorted sketches). In addition, the applicant may present work in other media (painting, printmaking, sculpture, mixed-media, computer graphics, and video). A limited number of pieces that may be too bulky to be conveniently carried may be included in the portfolio as photographs or slides. Computer disks should **not** be included; however, slides, prints, or videos of computer work are acceptable. Professional presentation of the work is important: Finished drawings, prints and other two-dimensional work should be matted or mounted appropriately, although sketches and studies can be loose and paintings need not be framed. All work must be original. Copies of other artists’ work should not be included in the portfolio.

### **Enrollment in Department of Art Courses**

Except for art courses which have specific non-art major sections and art history courses, all art courses are restricted to art majors and minors. A non-major student who wishes to enroll in major courses must obtain permission from the chair of the department.

Art minors must report to the department chair for advisement and registration of art courses.

### **Art Major General Requirements**

All art majors are required to take ART 105, 106, 111, 114, 116, 145, 180, 201, 202, 211, 230, 250, and 280.

While the department supplies many materials, students are required to purchase materials in most studio courses. Art history and studio courses may require field trips at students' expense.

Students who receive a D or lower grade in a major required course are required to repeat the course.

## **Attendance Requirements**

Participation and attendance are considered essential to the learning process. More than two unexcused absences will be considered detrimental to the student's final grade.

## **Transfer Students**

Transfer students are required to earn a minimum of 30 credits in Department of Art courses. The 30-credit minimum cannot include credit by examination, student teaching, or internships. Portfolio admission requirements are explained under the admission requirements section noted on this page. Transfer students should include a copy of their transcript(s) with their portfolio.

## **The College Art Gallery**

Masterson, *Director*

The Department of Art offers a program of diversified exhibitions throughout the academic year which include national juried drawing and printmaking exhibitions. Additionally, there is an annual student exhibition with numerous awards. Students are encouraged to participate in the gallery program as gallery assistants.

## **Art Students' Organizations**

The Department of Art sponsors the student organization—the Art Students Association (ASA). Students are invited to join and become active members.

## **Fine Arts Major (ARTA)—BFA Degree Concentration Options: Art Studio Areas, Art Therapy, Computer Graphics; Minor Option: Art History**

The fine arts major offers a Bachelor of Fine Arts degree. Fine arts students may minor in art history or choose from concentrations in art therapy, crafts, computer graphics, painting, photography, printmaking, and sculpture. The fine arts curriculum consists of a strong foundation program which includes art history, color theory, design, and drawing courses. The program takes advantage of The College's proximity to major museums, galleries, and collections in New York and Philadelphia in order to broaden students' exposure to current trends and traditional concepts and techniques. The fine arts major is designed to prepare students for graduate school or for careers as fine artists or craftspersons. Students begin to focus on the professional aspects of their careers early on and are encouraged to exhibit work throughout The College campus as well as in the annual student exhibit and senior thesis exhibits.

Advanced studio courses may be repeated for credit to gain the desired depth in the studio areas. Independent study is available to upper-level art majors with three courses in a studio or lecture area in which they have earned a minimum 3.33 GPA taken at The College of New Jersey. Personal advisement and portfolio preparation counseling are available to those students who wish to prepare for graduate school.

## **Fine Arts Recommended Program of Study:**

### **Freshman Year**

#### **First Semester**

ART	099/Department Orientation Seminar	0
ART	105/Art History I: Caves to Cathedrals	3
ART	111/Drawing I	2
ART	116/2D Design	2
ART	118/3D Design	2
RHET	101/Rhetoric I	3
IDSC	151/Athens to NY	3

#### **Second Semester**

ART	106/Art History II: Renaissance to Revolution	3
ART	114/Color Theory and Practice	2
ART	130/Sculpture I	2
ART	180/Computer Graphics Art and Design I	2
IDSC	105/Applying Comp. Math. Prob. Solving	3
RHET	102/Rhetoric II	3
<b>Total for year</b>		<b>30</b>

### **Sophomore Year**

#### **First Semester**

ART	145/Introduction to Non-Western Art	3
ART	201/Figure Drawing	2
ART	211/Painting	2
ART	230/Sculpture II	3
ART	280/Photography I	2

IDSC 252/Society, Ethics, and Technology	3
Perspectives on the World (GE)	
Literature/History/Philosophy and Religion	3

**Second Semester**

ART 202/Printmaking	2
ART 250/Modern Art	3
ART 285/Computer Graphics Art and Design II	3
ART 301/Advanced Drawing	3
Modern Language	3
Perspectives on the World (GE)	
Literature/History/Philosophy and Religion	3
Fine Art Sophomore Review	0
<b>Total for year</b>	<b>35</b>

**Junior Year**

**First Semester**

ART Art Studio Elective Study	6
ART Art Elective	3
Modern Language	3
Perspectives on the World (GE)	
Natural Sciences	4

**Second Semester**

ART Art Studio Elective Study	6
ART Art Elective	3
Modern Language	3
Perspectives on the World (GE)	
Natural Sciences	4
Fine Art Junior Review	0
<b>Total for year</b>	<b>32</b>

**Senior Year**

**First Semester**

ART 345/Topics in Art: <i>as specified in advisement</i>	3
ART Advanced Art Studio	7
Perspectives on the World (GE)	
Social Sciences	3
Perspectives on the World (GE)	
Literature/History/Philosophy and Religion	3

**Second Semester**

ART 498/Thesis Project-Fine Arts	3
ART Advanced Art Studio	7
Perspectives on the World (GE)	
Social Sciences	3
MATH Mathematics	3
<b>Total for year</b>	<b>32</b>

**Fine Arts Minor Concentration Options: Art History, Art Studio Areas, Art Therapy, Computer Graphics**

Requires a portfolio review and permission of the department chair. A minimum of 15 credits must be taken with the The College of New Jersey Department of Art.

ART 106/Art History II: Renaissance to Revolution	3
ART 111/Drawing I	2
ART 114/Color Theory and Practice	2
ART 116/2D Design	2
ART Studio Courses: One course emphasizing two-dimensional concepts in art (printmaking, painting, drawing, photography, etc.)	2
One course emphasizing three-dimensional concepts in art (sculpture, ceramics, etc.)	2
ART Art History/Art Studio/Art Therapy Options	5
<b>Total required</b>	<b>18</b>

## **Art History Program**

Riccardi, Coordinator

The Art History Program serves as a support discipline for the fine arts major, as part of the foundation program for other Department of Art majors, and provides a minor for students majoring in art or any other field. Art history is a scholarly, academic discipline, and its study sharpens critical thinking and strengthens both writing and analytical skills. The program offers a list of varied and exciting courses that include topics such as Non-Western Art, Women Artists in History, and various period studies. Students in majors from around the campus may also use selected art history courses to fulfill general education requirements. Students in the Honors Program further have the opportunity to mix the history of art with other disciplines such as history or literature in dynamic courses such as Objects of Myth and Magic, Cities and Sanctuaries of the Ancient World, Women in Art and Literature, and the Holocaust in Art and Literature.

## **Art History Minor**

The minor provides students with both broad introductory courses and specialized period courses emphasizing theory, methodology, and historiography of the discipline, creating a curriculum intended to complement any student's major program of study. Requires permission of the department chair. The minor consists of 18 hours of credit, and may count no more than six hours also taken for the major.

### **Program of Study for Art Majors:**

The minor would consist of six courses and 18 credits as follows:

#### **Required—9 cr. total**

ART 105/Art History I: Caves to Cathedrals	3
ART 106/Art History II: Renaissance to Revolution	3
Women Artists in History	3

#### **Options—9 cr. total**

- Ancient *or* Medieval Art History, 300 level or above  
Renaissance *or*  
Baroque Art History, 300 level or above  
19th-Century Art *or*  
Art of the United States, 300 level or above

**Total required                            18**

## **Art History Minor (for non-Art majors)**

The minor would consist of six courses and 18 credits as follows:

#### **Required—6 cr. total**

ART 105/Art History I: Caves to Cathedrals	3
ART 106/Art History II: Renaissance to Revolution	3

#### **Options—12 cr. total**

- Ancient or Medieval Art History, 300 level  
Renaissance *or* Baroque Art History, 300 level  
Introduction to Non-Western Art *or*  
Women Artists in History  
19th-Century Art *or*  
Art of the United States or Modern Art

**Total required                            18**

## **Art Education Major (ARTT)—BA Degree Concentration Option: Art Therapy**

Taylor, Coordinator

The conceptual framework for Art Education, as for all programs in professional education at The College of New Jersey, is creating exemplary professionals. Themes and outcomes associated with that framework are described in the School of Education section of the bulletin.

The art education major offers a Bachelor of Arts degree and qualifies an individual for New Jersey State Art Teacher Certification, kindergarten through twelfth grade. The required curriculum includes a full range of art studio, art history, and art therapy courses. Students are given opportunities to experience actual classroom environments and situations through field observations and teaching practicums in both the junior and senior years.

This program is designed to prepare the student both as artist and teacher. Students must meet a number of requirements prior to the end of the sophomore year (60 credits) before being formally admitted to the program. These include:

1. A minimum grade point average of 2.50 overall.
2. Passing scores on the New Jersey Basic Skills Tests or passing a number of specified courses.
3. Successful completion of a sophomore field experience course.
4. Successful completion of six credits in the social/behavioral sciences.

Required studio courses include computer graphics, drawing, design, painting, printmaking, sculpture, photography, and the crafts. These courses and the required Art Techniques for Art Education/Elementary and Secondary, and Principles and Practices in Art Education lead to student teaching. A full semester of student teaching offers experiences at both the elementary and secondary levels.

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching.

**Students who wish to concentrate in art therapy within this program may take art therapy courses as an art option. Art therapy certification may be obtained through completion of a graduate program in art therapy.**

### **Art Education Recommended Program of Study:**

#### **Freshman Year**

ART	105/Art History I: Caves to Cathedrals	3
ART	111/Drawing I	2
ART	114/Color Theory and Practice	2
ART	116/2D Design	2
(ART 105, 111, 114, 116 should be taken the first semester of the freshman year)		
ART	211/Painting	2
ART	130/Sculpture I	2
IDSC	151/Athens to New York	3
RHET	101, 102/Rhetoric I/II	6
Perspectives on the World (GE)		
Natural Sciences		8
<b>Total for year</b>		<b>30</b>

#### **Sophomore Year**

ART	145/Intro. to Non-Western Art	3
ART	180/Computer Graphics Art and Design I	2
ART	200/Art Education Soph. Prof. Exp.	2
ART	201/Figure Drawing	2
ART	280/Photography I	2
ART	Crafts Courses	4
ELEM	103/Modern Elem. School	1
ART	106/Art History II: Renaissance to Revolution	3
IDSC	252/Society, Ethics, and Technology	
Perspectives on the World (GE)		
PSYC	101/Introduction to Psychology	3
Modern Language		
Math	3	
<b>Total for year</b>		<b>34</b>

#### **Junior Year**

ART	202/Printmaking	2
ART	250/Modern Art	3
RT	350/Orientation to Art Therapy	3
ART	393/Art Techniques/Art Ed: Elementary	2
ART	394/Art Techniques/Art Ed: Secondary	2
ART	Crafts Course	2
ART	Options: Art History/Art Studio/ Art Therapy Courses	4
IDSC	105 A or B/Applying Computing to Mathematical Problem Solving	3
PSYC	222/Child Psychology	3
Modern Language		
Perspectives on the World (GE)		
SOCL	101/Introduction to Sociology	3
Perspectives on the World (GE)		
<b>Total for year</b>		<b>33</b>

#### **Senior Year**

ART	395/Principles, Practices, and Materials for Art Education	4
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ART	490/Student Teaching in Art Education	12
ART	Options: Art History/Art Studio/ Art Therapy Courses	3
SPED	101/Exceptional Populations in Society	3
Perspectives on the World (GE)		6
Elective	3	
	<b>Total for year</b>	<b>31</b>

### **Graphic Design Major (ARTC)—BFA Degree Concentration Options: Computer Graphics, Illustration, Photography**

Mackie, *Coordinator*

The graphic design major offers a Bachelor of Fine Arts in Graphic Design. The program of study encourages students to develop their talents and personal vision and to create unique and substantive work. The curriculum emphasizes both the conceptual and technical in order to prepare students for further education in graduate graphic design programs and professional careers in graphic design. The studio environment encompasses both traditional and current electronic techniques, concepts, and methods. The strong emphasis on the conceptual creative process and on dynamic problem solving furthers the students' graphic design potential. Graduates from the graphic design program are sought after by leading design agencies and corporate art departments in New York, Philadelphia, and New Jersey. Students in graphic design have the option to pursue a general graphic design curriculum or select one of the following areas of concentration.

On completing sophomore credit status, all graphic design majors will be required to pass a portfolio review of their work to date, to determine continuation in the major.

#### **Computer Graphics**

Sanders, *Coordinator*

The computer graphics program prepares students for a variety of career options or graduate programs in computer graphics through an intensive and concentrated course of study. It encompasses a wide range of electronic media and exposes the students to current conceptual and technical trends. Students have access to the very latest in electronic equipment and software. Students produce a senior research thesis (visual and written) in a chosen area of concentration, such as animation or interactive design.

#### **Illustration**

McVicker, *Coordinator*

Students with a special aptitude for illustration have the opportunity for personal expression and growth, and to gain the technical skills they need to make an impact in the marketplace. Students study with professionally active illustrators and are made aware of new developments and job opportunities in the field.

#### **Photography**

Kaplowitz, *Coordinator*

Students further their artistic development within the visual language of photography. Students work to master a variety of photographic equipment, printing techniques, and styles. An understanding of the commercial and creative applications of photography is central to the program.

#### **Graphic Design Recommended Program of Study\*:**

\*See area coordinator for concentration option program of study.

#### **Freshman Year**

##### **First Semester**

ART	099/Department Orientation Seminar	0
ART	105/Art History I: Caves to Cathedrals	3
ART	111/Drawing I	2
ART	114/Color Theory and Practice	2
ART	116/2D Design	2
IDSC	151/Athens to New York	3
RHET	101/Rhetoric I	3

##### **Second Semester**

ART	106/Art History II: Renaissance to Revolution	3
ART	145/Introduction to Non-Western Art	3
ART	160/Introduction to Graphic Design	2
ART	180/Computer Graphics Art and Design I	2
ART	201/Figure Drawing	2
ART	211/Painting	2
RHET	102/Rhetoric II	3
	<b>Total for year</b>	<b>32</b>

**Sophomore Year****First Semester**

ART	261/Typography I	3
ART	262/Introduction to Illustration	3
ART	280/Photography I	2
IDSC	252/Society, Ethics, and Technology	3
Modern Language		3
Electives	3	

**Second Semester**

ART	202/Printmaking	2
ART	264/Graphic Design II	3
ART	285/Computer Graphics Art and Design II	3
ART	250/Modern Art	3
Modern Language		3
Elective**		2
	<b>Total for year</b>	<b>33</b>

**Junior Year****First Semester**

ART	130/Sculpture I	2
ART	360/Corporate Identity/Environmental Design	3
ART	363/Advanced Graphic Design Production	3
ART	381/Photography II	3
Modern Language		3
SOCL	101/Introduction to Sociology (recommended)	3

**Second Semester**

ART	361/Typography II	3
ART	364/Point of Purchase	3
IDSC	105 A or B/Applying Computing to Math.	
Prob. Solving		3
PSYC	101/Introduction to Psychology (recommended)	3
Elective**		2
	<b>Total for year</b>	<b>31</b>

**Senior Year****First Semester**

ART	420/History and Contemporary Issues in Graphic Design	3
ART	462/Topics in Graphic Design	3
Perspectives on the World (GE)		6
Natural Sciences		4

**Second Semester**

ART	460/Graphic Design Practicum	3
ART	464/Graphic Design Seminar	3
MATH	Mathematics	3
Perspectives on the World (GE)		3
Natural Sciences		4
	<b>Total for year</b>	<b>32</b>

\*\*See control sheet for recommended elective courses.

**ART 101/Foundations of Art                           3 cr.**

(80-minute lecture, 110-minute studio for non-art majors every semester)

Perspectives on the World: Fine and Performing Arts

Through a combination of illustrated lectures alternating with studio work, students are introduced to the visual language of art. Line, shape, color, movement, texture, and space are investigated as basic elements of this visual language. The work of well-known artists is analyzed to show how paintings, sculpture, architecture, prints, and crafts are created as visual statements with unique expressive and social meanings. In the studio section of the course, students are guided in the employment of the visual language to create their own expressions of mood and meaning.

**ART 105/Art History I: Caves to Cathedrals                           3 cr.**

Prerequisite: None

A survey of Western art from the Stone Age to the Gothic era, with emphasis on the art and architecture of ancient Greece and Rome and Medieval painting, sculpture, and architecture from the fourth to the 14th century. Works of art are studied from historical, theoretical, and contextual perspectives. Field trip(s) required.

**ART 106/Art History II: Renaissance to Revolution      3 cr.**

*Prerequisite:* None

A survey of Western art from the 14th to the 19th century. Historic and stylistic periods include the Renaissance, the Baroque and Rococo eras, Neo-Classicism and Romanticism. Works of art are studied from historical, theoretical, and contextual perspectives. Field trip(s) required.

**ART 111/Drawing I      2 cr.**

A studio introduction to drawing for art majors. Different media, techniques, styles, and modes of expression will be creatively explored. Emphasis is on the development of drawing as a foundation tool in art.

**ART 114/Color Theory and Practice      2 cr.**

(1 studio class per week)

(every semester)

Studio investigation of the properties of color (hue, value, and intensity), the history of color, color theories, and pertinent color phenomena such as relativity, dynamics, and transparency. Color symbolism and harmony systems are studied.

**ART 116/2D Design      2 cr.**

(1 studio class per week)

(every semester)

An introduction to two-dimensional visual organization. Emphasis on the visual elements, compositional operations, and the psychology of perception. Creative problem-solving methods will be explored.

**ART 118/3D Design      2 cr.**

A studio experience in which elements and principles of design are to be investigated in terms of three-dimensional and spatial relationships. Also to be investigated will be a variety of design sources which will include nature, technologies, materials, art, and architecture.

**ART 130/Sculpture I (was ART 230)      2 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 118 (for ARTA majors)

Fundamental concepts of sculpture. Investigations to discover relationships between volume, texture, and space. Personal explorations and efforts to join form, content, and process within a unified sculptural expression.

**ART 145/Introduction to Non-Western Art      3 cr.**

(3 class hours)

(every semester)

An introduction to the art of non-Western civilizations through a comparison of the expressive and applied arts as reflections of cultural traditions. Slide lectures will be supplemented with discussions, library research, and museum field trips. Field trips may be required at student expense.

**ART 160/Introduction to Graphic Design      2 cr.**

(1 studio class per week)

(every semester)

*Prerequisites:* ART 111, 114, 116

Introduction to the conceptual and technical skills utilized by the graphic designer. A contemporary and historical overview of the field.

**ART 180/Computer Graphics Art and Design I      2 cr.**

(1 studio class per week)

(every semester)

*Prerequisites:* ART 111, 114, 116 (recommended: IDSC 105)

A first course designed for art majors which provides studio experience in computer graphics art and design. This combined studio/lecture course is an introduction to the creative possibilities of graphics computing and to the historical, conceptual, technical, and contemporary background of computers and computer graphics. Extra lab hours are required to complete assignments.

**ART 200/Art Education Sophomore      2 cr.**

**Professional Experience**

An introductory course for art education students, integrating clinical field experiences and analysis of grades K–12 in the contemporary school. Emphasis will be placed on the role of the art teacher and the preparation of lesson units for the various grade levels. Field observations in schools and other educational environments will be required. The students will be evaluated on curriculum development, tests, and papers presented.

**ART 201/Figure Drawing      2 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 111

A drawing course focusing on the human figure as subject. Drawing from models using analytical and expressive approaches with a variety of techniques. May be repeated.

<b>ART 202/Printmaking</b> (1 studio class per week) (every semester)	<b>2 cr.</b>
<i>Prerequisites:</i> ART 111, 114, 116 Printmaking through print production, making of etchings, aquatints, engravings, drypoint etchings, and collage prints. Emphasis on exploring experimental contemporary developments of these techniques.	
<b>ART 211/Painting</b> (1 studio class per week) (every semester)	<b>2 cr.</b>
<i>Prerequisites:</i> ART 111, 114, 116 An introduction to the concepts and techniques of painting through the exploration of major styles. Emphasis on establishing a foundation for the development of a personal visual language.	
<b>ART 220/Jewelry Design</b> (1 studio class per week) (every semester)	<b>2 cr.</b>
Utilization of metals (either alone or in combination with supplemental materials, e.g., plastics, glass, stone) and tools, machinery, and techniques necessary to the expression of an idea. Technical concentration upon fabrication techniques, piercing, smithing, forging, etching, surface treatment, and stone setting.	
<b>ART 221/Fiber Art</b> (1 studio class per week) (annually)	<b>2 cr.</b>
An introduction to creative problem-solving using the media of fiber and fabric and the various techniques of those media (stitching, stuffing, knotting, dyeing, weaving). May be repeated.	
<b>ART 226/Ceramics</b> (1 studio class per week) (every semester)	<b>2 cr.</b>
Survey of the evolution of pottery, enabling students to select and appreciate form, color, and decoration. Practical exploration of properties and possibilities of clay and glazes for use in personal statements.	
<b>ART 230/Sculpture II (was ART 330)</b> (1 studio class per week) (occasionally)	<b>3 cr.</b>
<i>Prerequisite:</i> ART 130 or permission of instructor Continued investigation of the relationships of form, media, and personal expression. Advanced technologies in working with metal, wood, stone, and acrylics will be explored. May be repeated.	
<b>ART 250/Modern Art (was ART 348/20th-Century Art)</b> (3 class hours) (every semester)	<b>3 cr.</b>
A critical survey of modern art from the French Revolution through World War II, including Neo-Classicism and Romanticism, Impressionism and Post-Impressionism, Fauvism, Cubism and other significant trends in style in Europe and the United States prior to 1950.	
<b>ART 261/Typography I</b> (1 studio class per week) (every semester)	<b>3 cr.</b>
<i>Prerequisites:</i> ART 111, 114, 116, 160 A study of letter forms and type design. The development of skill in rendering letter forms and understanding letter-word-line relationships. An introduction to styles of type and typography-based design.	
<b>ART 262/Introduction to Illustration</b> (1 studio class per week) (every semester)	<b>3 cr.</b>
<i>Prerequisites:</i> ART 111, 114, 116, 160 A studio course in the basic techniques of spot illustration covering communication, composition, and design in black and white media. Various media and technical procedures will be explored. Subject matter emphasizes the figure and product illustration and an introduction to the fashion figure.	
<b>ART 264/Graphic Design II</b> (1 studio class per week) (every semester)	<b>3 cr.</b>
<i>Prerequisites:</i> ART 160, 261, 262 Introduction to conceptual thinking and problem solving in graphic design.	
<b>ART 280/Photography I</b> (1 studio class per week)	<b>2 cr.</b>

(every semester)

A basic photography course. Explores black and white processing and printing. Students must provide their own 35mm cameras.

**ART 281/Documentary Photography**

**3 cr.**

(1 studio class per week)

(every semester)

A studio course providing the photographer with the skills needed for publication purposes. This course will develop skills in documentary photography and photojournalism. Color film is provided. May be repeated.

**ART 285/Computer Graphics Art and Design II**

**3 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 180 (recommended: IDSC 105)

This course builds on the foundation begun in ART 180. It develops the art major's basic graphics computing skills with additional emphasis on the use of contemporary electronic design, publication, and presentation tools. Emphasis is placed on the visual problem-solving process through the use of applications and equipment. Extra lab hours are required to complete assignments.

**ART 286/Computer Animation I**

**3 cr.**

(1 studio class per week)

(annually-fall)

*Prerequisite:* ART 285

The course surveys traditional and computer animation history, techniques, and terminology. The student will learn basic concepts and skills of time-based electronic imaging, animation, and principles of motion and continuity. The student will produce three-dimensional animation. Extra lab hours are required to complete assignments.

**ART 288/Introduction to Computer Graphics**

**3 cr.**

**Programming in Art and Design**

(3 class hours)

(annually)

*Prerequisites:* ART 180 (recommended: IDSC 105)

An introductory course in computer graphics programming designed for the art major specializing in computer graphics. The student will be guided through graphics programming which will produce graphics and animation for output to various distribution media such as the World Wide Web (www). The course presents the basic concepts and structure of programming with an emphasis on the creativity of the output of the student's programs.

**ART 300/Ancient and Classical Art (was ART 240)**

**3 cr.**

(3 class hours)

(occasionally)

A lecture course dealing with Greek and Roman art. A review of major architectural, painting, and sculptural monuments of the period. Slide lectures, field trips, student research, and reports.

**ART 301/Advanced Drawing**

**3 cr.**

(1 studio class per week)

(annually)

*Prerequisites:* ART 111, 201, or permission of instructor

Continuation of ART 111 and 201 with more advanced work; drawing as a means of personal expression. Intensified perception of the physical environment and the figure leading toward imaginative and inventive visual statements. May be repeated.

**ART 302/Advanced Printmaking**

**3 cr.**

(1 studio class per week)

(occasionally)

*Prerequisite:* ART 202 or permission of instructor

Specialization in one printmaking medium: lithography, silkscreen, intaglio printing, relief printing, collagraphy, etc. Emphasis on exploring an experimental contemporary application of these techniques. May be repeated.

**ART 305/Art Photography**

**3 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* Previous photography and darkroom experience

A workshop-oriented course using the darkroom and photo finishing laboratory. Students will develop personal expression and technical expertise.

Photography will be considered as a creative art form. May be repeated.

**ART 311/Advanced Painting**

**3 cr.**

(1 studio class per week)

(annually)

*Prerequisite:* ART 211 or permission of instructor

Continuation of ART 211, with advanced original work investigating the sources of inspiration that artists use to conceptualize a painting. Emphasis will be placed on the development of individual, technical, and stylistic directions. May be repeated.

<b>ART 315/Watercolor</b>	<b>3 cr.</b>
(1 studio class per week)	
(every semester)	
<i>Prerequisites:</i> ART 111, 114, 116, 201, 211	
A studio investigation of watercolor as a painting medium. The uniqueness of watercolor as a transparent medium including a variety of painting techniques will be examined. May be repeated.	
<b>ART 320/Advanced Jewelry Design</b>	<b>3 cr.</b>
(1 studio class per week)	
(occasionally)	
<i>Prerequisite:</i> ART 220	
Continued exploration of techniques and materials as utilized for personal expression. Refinement of fabrication skills and problem-solving techniques; development of a personal statement necessary to produce unique wearable adornments. May be repeated.	
<b>ART 325/Puppetry—A Creative Approach</b>	<b>3 cr.</b>
(1 studio class per week)	
(annually)	
<i>Prerequisite:</i> One art course	
A studio experience in which elements and principles of puppet theater are applied to visual communication through the creation and manipulation of puppets, culminating with performances by student puppeteers.	
<b>ART 326/Advanced Ceramics</b>	<b>3 cr.</b>
(1 studio class per week)	
(every semester)	
<i>Prerequisite:</i> ART 226 or permission of instructor	
Advanced wheel techniques; assembling various forms into complete sculptural or utilitarian form. Design pertaining to ceramics, through historical and contemporary pottery techniques. Empirical glaze chemistry and calculation; students develop their own glazes and clay bodies. May be repeated.	
<b>ART 343/Looking at Women: Representation, Feminisms, and Film</b>	<b>3 cr.</b>
(annually)	
(Cross-listed with WGST 343/Looking at Women: Representation, Feminisms, and Film)	
This course will explore the enormous impact feminism has had on film theory, criticism, and production. Various feminist approaches to the study and production of “cinematic apparatus” will be explored including structuralism, issues of representation, spectatorship, questions of ethnicity and hybrid sexualities. Screenings and the readings will cover a wide range of positions and strategies as we investigate Hollywood and independent films as well as new media forms.	
<b>ART 344/Art of the Renaissance</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
An investigation of the art of the Renaissance, beginning with Giotto and continuing through the Mannerist phases of the late 16th century in Italy. The art of the northern Renaissance between 1400 and 1600 will be included. Field trips may be required at student expense.	
<b>ART 345/Topics in Art</b>	<b>3 cr.</b>
(occasionally)	
<i>Prerequisites:</i> One art course and permission of instructor	
This course may be offered as a studio and/or lecture. Topics in Art focuses on a different topic each semester; e.g., current trends in art, the creative process and visual art, etc. May be repeated as topic changes.	
<b>ART 347/19th-Century Art</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
An historical survey of the art of the nineteenth century from the rise of Neoclassicism through Romanticism and Realism to Postimpressionism and Art Nouveau. Field trips may be required at student expense.	
<b>ART 348/Art of the United States (was ART 440)</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
An historical survey of the development of an American style in the visual arts, including painting, sculpture, and architecture from colonial times to the present. Field trips may be required at student expense.	
<b>ART 350/Orientation to Art Therapy</b>	<b>3 cr.</b>
(3 class hours)	
(annually-fall)	
<i>Prerequisites:</i> Twelve semester hours art, three semester hours psychology; must be taken concurrently with ART 351	
An introduction to the field of art therapy, its relationship to psychotherapy, and the role and function of the art therapist.	

**ART 351/Field Experience in Art Therapy****1 cr.**

(5 class hours)

(annually-fall)

Observation and participation in a selected clinical agency. Hours by arrangement. ART 351 taken concurrently with ART 350. May be repeated.

**ART 355/Methods and Techniques in Art Therapy****3 cr.**

(3 class hours)

(every other spring)

*Prerequisites:* ART 350, 351

Explores in detail psychotherapeutic and art therapy procedures for the prevention, diagnosis, and treatment of mental illness and rehabilitation of the patient.

**ART 360/Visual Identity/Environmental Design****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisites:* ART 261, 264, 285

Studio course concentrating on the design process in the development of a visual identity program including advanced-level graphic problem solving. Course work will include designing logos for both profit and non-profit clients, and an introduction to visual identity in an environmental application.

**ART 361/Typography II****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisites:* ART 261, 264, 285, 363

Advanced study of typography as a major element of design. Conceptual problem solving and utilization of the computer as a creative design tool for type.

**ART 363/Advanced Graphic Design Production****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 285

An opportunity for further study of the preparation of art for printing production. Emphasis will be placed on computer production techniques.

**ART 364/Point-of-Purchase Design****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisites:* ART 230, 261, 264, 285

A study of graphic materials created specifically to engage the consumer at the point of sale. Students will work on packaging projects from initial concept through final comprehensives. Emphasis will be placed on creative design and technical solutions. An overview of the history, process, and contemporary issues in packaging.

**ART 380/Digital Media****3 cr.**

(1 class per week)

*Prerequisite:* ART 385

This course focuses on approaches and techniques for creating powerful video shorts utilizing the critical and intuitive advantages of digital time-based media. The course examines the digital QuickTime movie as a turning point of video/film in an art context. Students will gain a hands-on familiarity with time-based tools while developing a formal sense of time, spatial narrative, and conceptual approaches to this new genre. CDs, film, video, lectures and technical demonstrations (both on campus and off) will be offered.

**ART 381/Photography II****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 280 or 305

A course for students who are already familiar with basic photographic techniques. An investigation of the large format camera, studio lighting, and still-life. Color printing will be emphasized. May be repeated.

**ART 385/Computer Graphics Art and Design III****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 285

This course develops the student's mastery of a variety of applications in electronic design media with an emphasis on output (interactive multimedia, electronic distribution systems, video). The student will be required to develop a final independent project in a chosen area. Extra lab hours are required to complete assignments.

**ART 386/Computer Animation II****3 cr.**

(1 studio class per week)

(annually)

*Prerequisites:* ART 286, 385

This course builds on the foundation in computer animation begun in ART 286. It develops the student's basic animation skills with additional emphasis on 3D object creation and animation techniques (model building, rendering, animating). Creative and conceptual development are emphasized throughout the course and students will develop individual animation projects. Extra lab hours are required to complete assignments.

**ART 393/Art Techniques for Art Education/ 2 cr.**

**Elementary**

(1 studio class per week)

(annually-fall)

*Prerequisite:* Course limited to junior or senior art education students and art therapy option students

An introduction for prospective art educators to philosophies and methods of teaching art at the elementary level. The emphasis will be upon structuring substantive art learning experiences for elementary-age school children. Course will help students develop teaching strategies for aesthetic education, art history, developing critical judgment, and creative production.

**ART 394/Art Techniques for Art Education/ 2 cr.**

**Secondary**

(1 studio class per week)

(annually-spring)

*Prerequisite:* ART 393

A lecture and discussion that involves exploration of skills, knowledge, and techniques necessary for planning and teaching art classes on the secondary level. Students will consider development of art education curricula for middle, junior, and senior high school programs. A hands-on studio component will provide opportunities for investigation of appropriate materials and techniques for the grade levels being studied.

**ART 395/Principles, Practices, and Materials 4 cr.**

**in Art Education**

(1 studio class per week)

(annually-fall)

*Prerequisites:* ART 393, 394, minimum GPA of 2.50 overall

Study and studio activities to develop knowledge and skills applicable to the elementary and secondary classroom. Relationship of child growth to art, individual readiness, processes and materials, literature of the field, lesson, unit, and curriculum planning in art. Participation in college-community program. Must be completed with at least a B grade before admission to student teaching.

**ART 420/History and Contemporary Issues in Design 3 cr.**

(3 class hours)

(annually-fall)

*Prerequisite:* ART 264, 360, or permission of instructor

This course is a survey of the history of design in the 20th century. Emphasis will be on architecture, industrial, and graphic design. The course allows students to research individual areas of interest to broaden their knowledge of contemporary issues in design. Classes are a combination of lectures, discussions, student presentations, guest lectures, and class trips to current design studios and exhibits.

**ART 450/Research in Art Therapy 3 cr.**

(3 class hours)

(annually-fall)

*Prerequisites:* ART 350, 351, 355

Explores in depth the practical and theoretical sources available to the student regarding the role and procedures of the art therapist.

**ART 453/Seminar in Art Therapy 2 cr.**

(2 class hours)

(occasionally)

Clarifies and evaluates each student's understanding and application of psychotherapeutic and art therapy theory in relation to clinical experiences. Focuses on the student's self-development.

**ART 460/Graphic Design Practicum 3 cr.**

(1 studio class per week)

(every semester)

*Prerequisites:* ART 261, 264, 360, 363; for majors in graphic design, with advanced standing

To provide the student with the opportunity for relating college preparation to actual working assignments in the field of graphic design.

**ART 461/Illustration 3 cr.**

(1 studio class per week)

(annually)

*Prerequisite:* ART 262

Advanced study of ways in which the human figure and its surroundings are rendered for the print media. Problems in full-color illustration. Investigation of the relation of expression and composition to story situation. Development of skill in a variety of materials. May be repeated.

**ART 462/Topics in Graphic Design 3 cr.**

(annually)

*Prerequisites:* ART 261, 262, 264, 285

Advanced topics in graphic design and illustration. May be repeated as topic changes.

**ART 464/Graphic Design Seminar****3 cr.**

(1 studio class per week)

(every semester)

*Prerequisite:* Limited to graphic design majors in their final senior semester

Required of all graphic design seniors. This course focuses on the making and completion of a graphic design portfolio and promotional package.

**ART 481/Photography III****3 cr.**

(1 studio class per week)

(occasionally)

*Prerequisites:* ART 280 and 381

An advanced studio course in color and black and white photography. Develops skills in lighting, filters, specialized lenses, and large format cameras. May be repeated.

**ART 485/Topics in Computer Graphics Art****3 cr.****and Design**

(3 class hours)

(annually-fall)

*Prerequisite:* ART 386. Open only to students with senior standing in the computer graphics specialization or by permission of the computer graphics coordinator

This course is designed to improve research and communication skills and to develop the student's knowledge of topical issues in computer graphics art and design. It incorporates study, research, and production in an area of interest. Faculty and guest lectures will present current research and issues to the class. May be repeated.

**ART 486/Senior Research Project—****3 cr.****Computer Graphics Art and Design**

(1 studio class per week)

(every semester)

*Prerequisite:* ART 485. Open only to students with senior standing in the computer graphics specialization or by permission of the computer graphics coordinator

The student will undertake research and study in a specified area under the supervision of the computer graphics coordinator. The student will be required to present a brief, professional thesis pertaining to the research and/or practical work, and oral presentation of the project and a finished work for display. May be repeated.

**ART 490/Student Teaching in Art****12 cr.**

(full time—1 semester)

(every semester)

*Prerequisites:* Meeting of all criteria for admission to student teaching including at least a B in ART 395 and a minimum grade point average of 2.75 overall Semester of full-time student teaching participation at elementary and secondary grade levels during senior year. Observation, participation, and responsible teaching under direct supervision of college supervisors.**ART 497/Internship****1-6 cr.**

(every semester)

*Prerequisites:* Enrollment is limited to upper division program majors or minors with at least a 3.0 GPA in that program. See Internship Application Form for individual program requirements and details. Preregistration with Internship Application Form and signed approval of the program coordinator, the department chair, and an art faculty sponsor

The primary purpose of the college-level internship experience is the development of occupational or professional competence in the actual occupation setting after the students' education has been completed. Other purposes (income, career exploration, learning-by-doing, on-the-job training, etc.) cannot be the primary purpose, though they may occur as a secondary result of the internship experience.

**ART 498/Thesis Project—Fine Arts****3 cr.**

(1 studio class per week)

(annually-spring)

*Prerequisite:* ART 345 as specified in advisement

Intensive research and study within a studio concentration which culminates in the public presentation of the senior exhibit. The student will be required to prepare and present this body of work, their visual thesis, for critical review to an Art Faculty Committee prior to its public presentation in the Senior Fine Arts Exhibition. Additionally, the student will be required to present a written component to the visual thesis which describes in full the processes and the outcomes of the senior research.

**ART 499/Independent Study****1-6 cr.**

(May not be taken as a substitute for any other course)

(every semester)

*Prerequisites:* Enrollment as an upper division art major; student must have taken a minimum of three courses in the major area. These courses must be completed with a 3.33 average in the area of study. Preregistration with signed approval of an art faculty sponsor and of department chair. For advanced work only

Individual, self-guided course of work and study for the advanced student under the supervision of a faculty adviser and/or committee. Opportunity to develop personal interests and strength within the major field. May be repeated.

## **Music**

*Faculty:* Parrish, Chair; Frantz, Guarino, Hickman, Ivezic, McKinney, McMahan, Mendoza, Silvester, Tate, Taylor

*Artist teachers:* The music faculty is complemented by artist teachers who have distinguished themselves as performers in the Philadelphia and New York area and are available to students as studio instructors.

Nishan Aghababian, piano

Marvin Blickenstaff, piano

Brian Brown, euphonium, tuba (*Philadelphia freelance artist*)

James Day, classical guitar (*New York freelance artist*)

David DiGiacobbe, flute (*Harrisburg Symphony*)

Mark Gigliotti, bassoon (*Philadelphia Orchestra*)

Arnold Grossi, violin, viola (*Philadelphia Orchestra*)

Don Harwood, trombone (*New York Philharmonic*)

John Koen, cello (*Philadelphia Orchestra*)

Kathryn Mehrtens, horn (*Philadelphia freelance artist*)

Albert Regni, saxophone (*New York Philharmonic*)

Phil Ruecktenwald, trumpet (*New York City Opera*)

Nora Sirbaugh, voice (*Philadelphia freelance artist*)

James Stubbs, trumpet (*American Symphony Orchestra*)

Andre Tarantiles, harp (*New York freelance artist*)

William Trigg, percussion (*Brooklyn Philharmonic*)

Corinna Wiedmer, oboe (*Philadelphia freelance artist*)

## **Mission Statement**

The Department of Music is dedicated to the advancement of the knowledge of music in its many forms. It does this through a tripartite mission. First, it dedicates its energies and resources to excellence and leadership in the development of a select group of exceptionally talented undergraduate students majoring in music, under the tutelage of an outstanding faculty dedicated to excellence. Second, for those students majoring in other areas, the department, through active, committed involvement to The College's General Education program, increases awareness of music's impact on society, past and present. Finally, the department provides unparalleled opportunities for students, faculty, staff, and the external community to be active participants in the making and/or attendance of musical performances of all types.

## **Background of the Department**

The Department of Music has been a center for the study of music since 1916. Its graduates not only enjoy an excellent placement record, but also consistently attain leadership positions in the many and varied fields of musical endeavor.

The College of New Jersey is an accredited institutional member of the National Association of Schools of Music. The department offers various programs of musical study which are consistent with the high standards, ideals, and philosophy of this world-renowned organization.

The music department, with its large faculty of artist-teachers, offers all types of musical ensemble experience, excellent equipment and library holdings. In addition, its varied curricula provide a wide selection of courses designed as professional preparation for work in a broad variety of music careers.

In September 1993, The College opened a new state-of-the-art music building that serves as the primary facility for concerts and recitals. This building contains a 300+ seat concert hall critically acclaimed for its aesthetic and acoustical properties, instrumental and choral rehearsal halls, computer synthesizer and keyboard laboratories, numerous classrooms, small ensemble suites, and practice rooms.

The excellent reputation of the music department is centered in the opportunity for music students to study with artist teachers who are available for consultation on a regular basis. This interest in the student and in The College, which is demonstrated by faculty, provides a distinct advantage for the students as well as the help and inspiration which can come from this continued association.

Music does not exist in a vacuum, nor does the musician. In order to ensure a well-rounded preparation and to enrich the comprehensive awareness of the musician, provisions are built into the programs for the music major to devote significant study to the liberal arts.

## **Music Major: Performance (MUSA)**

Because of the number of concentration specializations that can be pursued in this major, only the freshman year is outlined below. Students should consult with their departmental adviser in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, and concentration specialization.

### **Required Core Courses:**

MUSC 251/Music History and Lit I—Classical	2
MUSC 252/Music History and Lit II—Romantic	2
MUSC 351/Music History and Lit III—Baroque	2
MUSC 452/Music History and Lit IV—Contemporary	3
MUSC 271/Aural Skills I	1
MUSC 272/Aural Skills II	1
MUSC 371/Aural Skills III	1
MUSC 261/Harmony I	2
MUSC 262/Harmony II	2
MUSC 263/Harmony III	2
MUSC 240/280 Basic Conducting	1

MUSC 340, 380/Intermediate Conducting	1
Private Applied Lessons	24
Primary Ensemble	3.5
Junior Recital	1
Senior Recital	2
Ensemble Elective	0.5
<b>Total</b>	<b>51</b>

### **Specialized Concentrations for Performance Program (30 credits)**

#### **Vocal Concentration**

MUSC 111/Keyboard Skills I	1
MUSC 112/Keyboard Skills II	1
MUSC 113/Keyboard Skills III	1
MUSC 114/Keyboard Skills IV	1
MUSC 115/Keyboard Skills V	1
MUSC 116/Keyboard Skills VI	1
MUSC 124/Diction I	2
MUSC 125/Diction II	2
MUSC 231/Vocal Pedagogy	2
MUSC 325/Vocal Literature	2
Secondary Instrument	1
MUSC 384/Music Theater	3
MUSC 472/Choral Literature	2
MUSC 480/Advanced Choral Conducting	2
Music Options by Advisement	8
<b>Total</b>	<b>30</b>

#### **Keyboard Concentration**

MUSC 100/Class Voice	1
MUSC 226/Intermediate Class Voice	1
MUSC 281/Keyboard Harmony I	1
MUSC 282/Keyboard Harmony II	1
MUSC 482/Piano Pedagogy	2
MUSC 486/Art of Accompanying	2
Art Option by Advisement	3
Music Options by Advisement	19
<b>Total</b>	<b>30</b>

#### **Instrumental Concentration**

MUSC 111/Keyboard Skills I	1
MUSC 112/Keyboard Skills II	1
MUSC 113/Keyboard Skills III	1
MUSC 114/Keyboard Skills IV	1
MUSC 100/Class Voice	1
MUSC 226/Intermediate Class Voice	1
Choral Ensemble	1
Secondary Instrument	1
MUSC 440/Advanced Instrumental Conducting	2
Instrumental Pedagogy	1
Music Options by Advisement	19
<b>Total</b>	<b>30</b>

#### **Freshman Year**

MUSC 099/Department Seminar	0
MUSC 251/Music History and Lit I—Classical	2
MUSC 261, 262/Harmony I, II	4
MUSC 271, 272/Aural Skills I, II	2
Primary Ensemble	1
Private Applied Lessons	6
Specialization Concentration	8
RHET 101, 102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
<b>Total</b>	<b>32</b>

## **Music Major: Teacher Preparation (MUST)**

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching.

Because of the number of concentration specializations that can be pursued in this major, only the first year of a student’s program of study is set out below. Students should consult with their departmental advisers as well as the department’s *Undergraduate Music Student Handbook* in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

### **Required Core Courses:**

MUSC 251/Music History and Lit I—Classical	2
MUSC 252/Music History and Lit II—Romantic	2
MUSC 351/Music History and Lit III—Baroque	2
MUSC 452/Music History and Lit IV—Contemporary	3
MUSC 271/Aural Skills I	1
MUSC 272/Aural Skills II	1
MUSC 371/Aural Skills III	1
MUSC 261/Harmony I	2
MUSC 262/Harmony II	2
MUSC 263/Harmony III	2
MUSC 240, 280/Basic Conducting	1
MUSC 340, 380/Intermediate Conducting	1
MUSC 440, 480/Advanced Conducting	2
Private Applied Lessons	14
Primary Ensemble	3.5
Senior Recital	2
<b>Total</b>	<b>41.5</b>

### **Specialized Concentrations for Music Education Program (18.5 credits)**

#### **Voice Concentration**

MUSC 111/Keyboard Skills I	1
MUSC 112/Keyboard Skills II	1
MUSC 113/Keyboard Skills III	1
MUSC 114/Keyboard Skills IV	1
MUSC 115/Keyboard Skills V	1
MUSC 116/Keyboard Skills VI	1
MUSC 121/Diction I	1
MUSC 122/Diction II	1
MUSC 230/Vocal Pedagogy	1
MUSC 325/Vocal Literature	2
MUSC 472/Choral Literature	2
Class Lessons	5
Ensemble Elective	0.5
<b>Total</b>	<b>18.5</b>

#### **Keyboard Concentration (Vocal)**

MUSC 281/Keyboard Harmony I	1
MUSC 282/Keyboard Harmony II	1
MUSC 472/Choral Literature	2
MUSC 482/Piano Pedagogy	2
MUSC 486/Art of Accompanying	2
Class Lessons	5
Ensemble Elective	0.5
Private Voice	4
Music Elective	1
<b>Total</b>	<b>18.5</b>

#### **Instrumental Concentration**

MUSC 111/Keyboard Skills I	1
MUSC 112/Keyboard Skills II	1
MUSC 113/Keyboard Skills III	1
MUSC 114/Keyboard Skills IV	1

MUSC 471/Orchestra Literature

*or*

MUSC 473/Band Literature	2
Instrumental Pedagogy	1
Class Lessons	8
Vocal Ensemble	1
Ensemble Elective	0.5
Music Elective	2
<b>Total</b>	<b>18.5</b>

#### **Keyboard Concentration (Instrumental)**

MUSC 281/Keyboard Harmony I	1
MUSC 282/Keyboard Harmony II	1
MUSC 482/Piano Pedagogy	2
MUSC 486/Art of Accompanying	2
MUSC 471/Orchestra Literature	
<i>or</i>	
MUSC 473/Band Literature	2
Class Lessons	7
Secondary Instrument	2
Vocal Ensemble	1
Ensemble Elective	0.5
<b>Total</b>	<b>18.5</b>

#### **Freshman Year**

MUSC 099/Department Seminar	0
MUSC 251/Music History and Lit I—Classical	2
MUSC 261/Harmony I	2
MUSC 262/Harmony II	2
MUSC 271/Aural Skills I	1
MUSC 272/Aural Skills II	1
Primary Ensemble	1
Private Applied Lessons	4
Specialized Concentration	7
General Education	3
RHET 101, 102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
<b>Total for year</b>	<b>32</b>

#### **Music Minor**

Students are encouraged to start the music minor in the freshman year and must start no later than the sophomore year. *Each student must consult with a music department adviser* in the selection of the courses which will lead to an individualized minor in music.

MUSC A general education offering in music literature	3
MUSC 160-80/Music Fundamentals	3
MUSC 251/Music History and Lit. I—Classical	2
MUSC 261/Harmony I	2
MUSC 271/Aural Skills I	1
MUSC Applied or Class Lessons (min. of two semesters of a one-credit lesson)	2
MUSC Electives	5
<b>Total</b>	<b>18</b>

#### **Additional requirements:**

1. At least six credits must be 300- or 400-level courses.
2. No more than three credits may be taken as an independent study.
3. Upon successful testing, students may transfer up to six credits from other institutions.
4. Courses taken must be in consultation with a music department adviser.

#### **Requirements for All Music Majors:**

Because the music faculty believes that two of the most vital aspects in the growth of any musician are the listening to and performing of music, various minimum requirements have been established to ensure that all music majors are exposed to these opportunities for growth. A partial outline of requirements follows; brochures containing detailed information are available to all students.

1. All students must audition on campus for entrance into the music program and when requesting a change in major applied area.

2. All music education and performance students must present a senior recital in their major performance area. Students register for applied recital during the semester of their recital performance.
3. All music majors must pass a keyboard proficiency test as a requirement for graduation. Music education students, including transfer students, will not be allowed to apply for MUSC 490/Student Teaching and Senior Seminar until the keyboard proficiency is passed.
4. All music majors must attend a percentage of all recitals and designated music programs.
5. Upon the recommendation of the major applied instructor, the student will perform in the student recital series each year.
6. All performance and music education students must enroll in a large ensemble each semester in which they are registered as full-time students. This requirement is waived only during the semester in which a music education student is student teaching.

### **Music Courses Restrictions**

Except for those music courses which have specific non-music major sections and performance ensembles, all music courses are restricted to music majors and minors only. A non-music student who enrolls in major courses will be required to drop those courses unless he or she has written permission from the chair of the department.

### **Large Ensembles**

<b>MUSC 130/College Choir</b>	<b>.5 cr.</b>
(3 class hours)	
(every semester)	
Open to all students through successful audition by the director. The ensemble rehearses and performs a variety of accompanied and unaccompanied, sacred and secular choral literature.	
<b>MUSC 131/Women's Ensemble</b>	<b>.5 cr.</b>
(3 class hours)	
(occasionally)	
Open to all women students through successful audition by the director. The ensemble rehearses and performs a variety of accompanied and unaccompanied, sacred and secular choral literature.	
<b>MUSC 135/College Chorale</b>	<b>.5 cr.</b>
(4-5 class hours)	
(every semester)	
Open to all students through successful audition by the director. The class is designed for the musically advanced choral student. The ensemble rehearses and performs a variety of accompanied and unaccompanied, sacred and secular choral literature.	
<b>MUSC 140/Wind Ensemble</b>	<b>.5 cr.</b>
(4-5 class hours)	
(every semester)	
Study and performance of wind literature of the highest quality with emphasis upon high performance standards. Students eligible by audition.	
<b>MUSC 142/College Orchestra</b>	<b>.5 cr.</b>
(4-5 class hours)	
(every semester)	
Instrumental experience in performance of orchestral literature. Practical learning for students who have had considerable study and instrumental experience. Students eligible by audition.	
<b>MUSC 145/Concert Band</b>	<b>.5 cr.</b>
(3 class hours)	
(every semester)	
Instrumental experience in performance of band literature. Practical learning for students who have had considerable study and instrumental experience. Students eligible by audition.	

**Note:** The above-listed large ensembles are also available to the non-music major who wishes to enroll for general education credit under the Perspectives on the World: Fine and Performing Arts Category. Credit varies and different course numbers apply. Please consult the music department for more information.

### **Small Ensembles**

The following half-credit ensembles as well as others are offered. Interested students should contact the directors for eligibility requirements.

MUSC 143/Clarinet Choir (every semester)	McKinney
MUSC 144/Jazz Lab (every semester)	
MUSC 146/Percussion Ensemble (every semester)	Trigg
MUSC 147/Brass Ensemble (every semester)	Brown

MUSC 229/Ensemble Class (every semester)	
String Ensemble	Tate
Woodwind Ensemble	McKinney
Horn Ensemble	Mehrtens
Opera and Music Theatre	Parrish
Flute Ensemble	DiGiacobbe
Guitar Ensemble	Day

## Lessons

**MUSC 100/BEGINNING CLASS VOICE** **1 cr.**

(annually-fall)

This course is designed to acquaint the student with the basic elements of the vocal instrument: body alignment, respiration, phonation, and articulation. Knowledge is gained through reading, class participation, and class instruction. Demonstration of the correct use of these principles is shown through the presentation of memorized songs before the class. Emphasis on using the above-mentioned skills in the K-12 music classroom is also made.

**MUSC 105/BEGINNING CLASS FLUTE** **1 cr.**

(every semester)

Students are introduced to the basic concepts of playing and teaching the flute. Organized in a group setting, students will understand breath control, embouchure formations, correct fingerings, basic teaching techniques, and have the ability to perform either individually or in small groups.

**MUSC 107/BEGINNING CLASS CLARINET** **1 cr.**

(every semester)

This course is designed to provide the student with a good working knowledge of the basic fundamentals of playing and teaching the clarinet. Students will be able to demonstrate the ability to produce a clear tone with good control, master the basic set of fingerings, and have a fundamental knowledge of the basic teaching techniques for beginning students.

**MUSC 111/KEYBOARD SKILLS I** **1 cr.**

(annually-fall)

Basic technical skills, repertoire development, and keyboard harmony techniques are introduced in a group lesson setting. These courses are designed for music students not having piano as their major instrument. Emphasis is on practical application.

**MUSC 112/KEYBOARD SKILLS II** **1 cr.**

(annually-spring)

*Prerequisite:* MUSC 111

Continuation of the work covered in MUSC 111/Keyboard Skills I.

**MUSC 113/KEYBOARD SKILLS III** **1 cr.**

(annually-fall)

*Prerequisite:* MUSC 112

Continuation of the work covered in MUSC 112/ Keyboard Skills II.

**MUSC 114/KEYBOARD SKILLS IV** **1 cr.**

(annually-spring)

*Prerequisite:* MUSC 113

Continuation of the work covered in MUSC 113/Keyboard Skills III.

**MUSC 115/KEYBOARD SKILLS V** **1 cr.**

(annually-fall)

*Prerequisite:* MUSC 114

Continuation of the work covered in MUSC 114/Keyboard Skills IV, with particular emphasis on keyboard skills needed by vocal majors.

**MUSC 116/KEYBOARD SKILLS VI** **1 cr.**

(annually-spring)

*Prerequisite:* MUSC 115

Continuation of the work covered in MUSC 115/Keyboard Skills V, with particular emphasis on keyboard skills needed by vocal majors.

**MUSC 123/BEGINNING CLASS PERCUSSION** **1 cr.**

(every semester)

The fundamentals of percussion playing, rudiments, and teaching techniques for beginners are covered in this course designed for non-percussionists.

**MUSC 126/CLASS BRASS** **1 cr.**

(every semester)

A group lesson course for the non-brass major investigating technical, performance, repertoire, and teaching fundamentals for brass instruments. Topics covered include embouchure development, articulation, flexibility, tone production, ensemble awareness, endurance, and teaching strategies.

**MUSC 128/CLASS STRINGS** **1 cr.**

(every semester)

A group setting course for non-string majors focusing on the technical and teaching techniques needed in the teaching field. Particular focus is on technical foundations, repertoire, and beginning level skills, focusing on the violin.

**MUSC 200-224/Intermediate Private Lessons****1 cr.**

(every semester)

A half-hour per week private lesson devoted to building technique, repertoire, and performance skill.

Please see the Department of Music to register for private lessons.

**MUSC 226/Intermediate Class Voice****1 cr.**

(annually-spring)

*Prerequisite:* MUSC 100

This course builds on the skills that are acquired in Beginning Class Voice. Greater skill in each of the basic elements of body alignment, respiration, phonation, and articulation are required as well as more difficult repertoire being presented. Use of all skills in the K–12 music classroom is further emphasized.

**MUSC 227/Class Strings II****1 cr.**

(every semester)

*Prerequisite:* MUSC 128

A course devoted to developing those skills attained in MUSC 128/Class Strings using the viola, cello, and bass.

**MUSC 228/Intermediate Class Guitar****1 cr.**

(every semester)

In a positive non-competitive environment, students will learn to confidently read and play music on the guitar. Attention will be given to such fundamental skills as harmonization of song tunes, basic guitar maintenance, and choosing an instrument. Those working toward a career in music education will find the course essential for work with elementary student groups and as a model for a course they may teach to others in the future.

**MUSC 300-324/Advanced Private Lessons****2 cr.**

(every semester)

A one-hour per week private lesson devoted to building technique, repertoire, and performance skill for the music education major.

Please see the Department of Music to register for private lessons.

**MUSC 400-424/Advanced Private Lessons****3 cr.**

(every semester)

A one-hour per week private lesson devoted to building technique, repertoire, and performance skill for the music performance major.

Please see the Department of Music to register for private lessons.

**Courses****MUSC 121, 124/Diction I****1 or 2 cr.****(Latin, Italian, English)**

(1 class hour, 1 lab hour)

(annually-fall)

This course is designed to give the student a basic knowledge of lyric diction of the English, Latin, and Italian languages by learning the symbols and sounds of the International Phonetic Alphabet (IPA) and the rules that govern their use in those languages. Students will be expected to demonstrate their competency of the above-stated knowledge by transliterating, reading, and singing the texts of the standard art song literature of the three languages in class and on examinations.

**MUSC 122, 125/Diction II****1 or 2 cr.****(French and German)**

(1 class hour, 1 lab hour)

(annually-spring)

*Prerequisite:* MUSC 121 or 124

This course is designed to give the student a basic knowledge of the lyric diction of the French and German languages by learning the symbols and sounds of the International Phonetic Alphabet (IPA) and the rules that govern their use.

**MUSC 160/Music Fundamentals****3 cr.**

(3 class hours)

(every semester)

*Restriction:* Due to the introductory/remedial nature of this course, music majors (MUSA and MUST) may not count this course toward graduation requirements

Rhythm, melody, and harmony in music. Basic knowledge of the keyboard. Musical skills acquired through singing, ear-training, music reading, and creating original music.

**MUSC 230, 231/Basic Vocal Pedagogy****1 or 2 cr.**

(2 class hours)

(annually-spring)

This course is designed to provide the undergraduate student interested in vocal study with basic information concerning correct use of human anatomy and physiology in respiration, phonation, resonance, and articulation, and the practical applications of this information in their own study as well as its use in the classroom and private instruction.

**MUSC 240/Basic Instrumental Conducting****1 cr.**

(1 class hour, 1 lab hour)

(annually-spring)

*Prerequisite:* Completion of freshman music major courses

Training relative to the basic physical elements of conducting and elementary score preparation. Emphasis is placed on beat patterns, cueing, and baton management. Conductor etiquette is underscored, and rehearsal management is emphasized. Score marking and analysis compose a major part of the semester's study.

**MUSC 245/History of Jazz**

**3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Fine and Performing Arts, Western

Cross listed with AFAM 240

A course designed to cultivate an understanding and feeling for jazz. Emphasis is on the nature and processes of jazz and its historical development in the United States. Analysis of the more influential soloists, groups, and composers through the use of recordings, cassettes, CDs, and videos. Listening skills are stressed.

**MUSC 251/History and Literature Analysis I—**

**2 cr.**

**Classical**

(2 class hours)

(annually-spring)

Study of the music of the Classical period—its stylistic characteristics, musical practices, and historical background. Emphasis on the music of Haydn, Mozart, and early Beethoven.

**MUSC 252/History and Literature Analysis II—**

**2 cr.**

**Romantic**

(2 class hours)

(annually-fall)

*Prerequisite:* MUSC 251 or permission of instructor

Music of the Romantic period from Beethoven to Wagner—its stylistic characteristics, musical practices, and historical background.

**MUSC 260/Exploring Concert Music**

**3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Fine and Performing Arts

The vast heritage of the symphony, concerto, piano literature, vocal repertoire, and chamber music is central to the cultural traditions of the Western world, and increasingly becomes a part of world culture. In this course a wide spectrum of styles, representative composers, and works will be heard and discussed.

**MUSC 261/Harmony I**

**2 cr.**

(2 class hours)

(every semester)

The study of diatonic chord construction and chord connection. The purpose of this course is to enable the student to write in the harmonic style of the Classical period, to understand and analyze the harmonic language, and reproduce this harmonic vocabulary in creative writing.

**MUSC 262/Harmony II**

**2 cr.**

(2 class hours)

(every semester)

*Prerequisite:* MUSC 261

Continued study of diatonic chord construction and chord connection, and an in-depth study of secondary dominant seventh and secondary diminished seventh chords.

**MUSC 263/Harmony III**

**2 cr.**

(2 class hours)

(every semester)

*Prerequisite:* MUSC 262

Advanced study of chromatic chord construction and chord connection including enharmonic writing and an introduction to 20th-century techniques.

**MUSC 265/Music and the Stage**

**3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Fine and Performing Arts

An examination of the interaction between the traditions of the theater, music, and dance. Spanning four centuries, this study ranges from the emergence of opera and ballet at the end of the Renaissance, to the age of the Music Hall, the development of the Broadway musical, film, and television. Representative works will be examined, important composers and performers discussed, and a broad cross-section of styles and theatrical idioms considered.

**MUSC 271/Aural Skills I**

**1 cr.**

(2 lab hours)

(every semester)

*Prerequisite:* MUSC 160A

Develops the student's aural perception, ability to reproduce concepts vocally, and his or her sight-singing skills.

<b>MUSC 272/Aural Skills II</b>	<b>1 cr.</b>
(2 lab hours)	
(every semester)	
Continuation of Aural Skills I.	
<b>MUSC 280/Basic Choral Conducting</b>	<b>1 cr.</b>
(1 class hour, 1 lab hour)	
(annually-spring)	
<i>Prerequisite:</i> Completion of freshman music major courses	
Training relative to the basic physical elements of conducting techniques involving simple, compound, and complex meters.	
<b>MUSC 281/Keyboard Harmony I</b>	<b>1 cr.</b>
(1 class hour)	
(annually-fall)	
Keyboard application of diatonic harmony. To be taken in conjunction with MUSC 262.	
<b>MUSC 282/Keyboard Harmony II</b>	<b>1 cr.</b>
(1 class hour)	
(annually-spring)	
<i>Prerequisite:</i> MUSC 281	
Keyboard application of chromatic harmony.	
<b>MUSC 325/Vocal Literature</b>	<b>2 cr.</b>
(2 class hours)	
(annually-fall)	
This course is designed to provide the undergraduate student with a survey of the art song literature in the English, Italian, German, and French languages beginning in 1590 and continuing into the 20th century.	
<b>MUSC 340/Intermediate Instrumental Conducting</b>	<b>1 cr.</b>
(1 class hour, 1 lab hour)	
(annually-fall)	
<i>Prerequisite:</i> MUSC 240	
This course of study is a continuation of concepts studied in Basic Instrumental Conducting (MUSC 240). Primary emphasis is placed on more advanced score analysis. Rehearsal management and organization together with rehearsal technique is studied. Significant importance is given to more advanced baton technique including more complex patterns and subdivision.	
<b>MUSC 345/Electronic Music Skills and Literature</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
Perspectives on the World: Fine and Performing Arts	
The purpose of this course is to acquaint both music majors and non-majors with all the fascinating facets of electronic music through two different means: 1) learning its history by listening to important electronic works by various seminal 20th-century composers; and 2) elementary composing of electronic pieces via basic training on the software sequencing program in the music department's computer laboratory. Previous music experience is not a requirement.	
<b>MUSC 350/Music in Modern American Society</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
Perspectives on the World: Fine and Performing Arts	
An examination of the role of music in a rapidly changing contemporary America, with emphasis upon classical music, as well as music from a wide spectrum of ethnic, religious, and popular traditions. This study will range from the musical inheritance from Europe, the period of America's development as a modern nation—to an age of advanced technology, accelerated social change, cultural pluralism, and internationalism.	
<b>MUSC 351/History and Literature</b>	<b>2 cr.</b>
<b>Analysis III—Baroque</b>	
(2 class hours)	
(annually-spring)	
<i>Prerequisite:</i> MUSC 252 or permission of instructor	
Music of the Baroque era from Monteverdi to Bach, its stylistic characteristics, musical practices, and historical background.	
<b>MUSC 371/Aural Skills III</b>	<b>1 cr.</b>
(2 lab hours)	
(every semester)	
Continuation of Aural Skills II.	
<b>MUSC 380/Intermediate Choral Conducting</b>	<b>1 cr.</b>
(1 class hour, 1 lab hour)	
(annually-fall)	
<i>Prerequisite:</i> MUSC 280	

A continuation of concepts studied in Basic Choral Conducting (MUSC 280). Further study of score analysis.

**MUSC 381/Choral Arranging**

**2 cr.**

(1 class hour, 2 lab hours)  
(occasionally)

Practical study of choral arranging through score analysis; problems encountered in writing for rehearsals and performances. Class members serve as a vocal ensemble to perform student choral arrangements and other choral literature conducted by students.

**MUSC 383/Orchestration**

**2 cr.**

(1 class hour, 2 lab hours)  
(occasionally)

Emphasizes score analysis, instrumentation, and writing techniques. Class acts as a laboratory for the performance of student orchestration projects and of other instrumental literature selected and conducted by members of the class.

**MUSC 384/Music Theater**

**3 cr.**

(4 lab hours)  
(annually-fall)

Practical experience in musical and technical aspects of producing music theater. Topics include: vocal performance, staging, acting, costuming, make-up, publicity, scenic design, lighting design, sound design, and orchestral accompaniment. Required of vocal students; elective for other interested students.

**MUSC 389/Marching Band Techniques**

**3 cr.**

(3 class hours)  
(annually-fall)

Prepares students to become high school marching band directors. A study is made of all methods of precision drill, charting, and outdoor arranging.

**MUSC 392/Music Education in Junior—**

**2 cr.**

**Senior High School**

**(2 class hours)**  
(annually-fall)

Place and purpose of music in the junior and senior high schools—its aims and objectives in relation to the needs and interests of the junior and senior high school student.

**MUSC 393/Vocal Practicum Experience**

**3 cr.**

(2 class hours, 2 lab hours)  
(annually-spring)

*Prerequisite:* MUSC 394

Observation and teaching general and vocal music using the principles of aesthetic education. An intensive study of teaching techniques, interpretation of choral materials of junior and senior high school levels, and problems of voice testing, balance, blend, intonation, and diction.

**MUSC 394/Music Education K–6—Practicum**

**3 cr.**

(2 class hours, 2 lab hours)  
(annually)

Observation and teaching music in the elementary grades. Explores the elementary music curriculum, the child's voice, teaching skills, and concepts; the use of rhythm instruments, recorder, audiovisual equipment, and vocal-instrumental arranging (sophomore experience).

**MUSC 397/Instrumental Practicum Experience**

**3 cr.**

(2 class hours, 2 lab hours)  
(annually-spring)

*Prerequisite:* MUSC 394

Observation and teaching in instrumental music areas. Lecture, discussion, and laboratory methods are used to consider the various aspects of an overall instrumental music program.

**MUSC 440/Advanced Instrumental Conducting**

**2 cr.**

(2 class hours, 1 lab hour)  
(annually-spring)

*Prerequisite:* MUSC 340

Further study of the physical elements of conducting examined in Intermediate Instrumental Conducting. Continued study of advanced score analysis and preparation.

**MUSC 452/History and Literature Analysis**

**3 cr.**

**IV—Contemporary**  
(3 class hours)

(every semester)

*Prerequisite:* MUSC 352 or permission of instructor

Contemporary music from Debussy to the latest developments—its stylistic characteristics, musical practices, and historical background.

**MUSC 471/Orchestral Literature for Teaching**

**2 cr.**

(2 class hours)  
(annually-fall)

Survey, through analyzing and performing, of educational literature available for teaching orchestra. Emphasis on editing for specific string bowings desired, and suitability of the music to all instruments.

**MUSC 472/Choral Literature**                           **2 cr.**

(2 class hours)  
(annually-fall)

A comprehensive study of choral literature for the secondary level. Literature examined will include SATB, SSAA, TTBB, and SAB compositions (accompanied and unaccompanied).

**MUSC 473/Band Literature**                           **2 cr.**

(2 class hours)  
(annually-fall)

A comprehensive study of band literature for the secondary level. Literature examined will include homogeneous band methods, solos, ensembles, and full band works.

**MUSC 480/Advanced Choral Conducting**                           **2 cr.**

(2 class hours, 1 lab hour)  
(annually-spring)

*Prerequisite:* MUSC 380

Further study of the physical elements of conducting examined in Intermediate Choral Conducting. Continued study of advanced score analysis and preparation. Rehearsal preparation emphasized including the implementation of concepts and techniques under actual rehearsal conditions.

**MUSC 482/Piano Pedagogy**                           **2 cr.**

(2 class hours)  
(annually-spring)

*Prerequisite:* Permission of instructor

Survey and analysis of methods and techniques used in teaching piano at all levels. Special attention to sight reading, development of technique, and meaningful practice habits, from standpoints of psychological, philosophical, musical content, and recommendation of materials.

**MUSC 486/Art of Accompanying**                           **2 cr.**

(2 class hours, 2 lab hours)  
(annually-fall)

*Prerequisite:* Permission of instructor

To complement the musical training of a pianist and gain skills in sight reading and transposition, learn works of other media, advance ensemble interests and promote musical insights.

**MUSC 490/Student Teaching and Senior Seminar**                           **10 cr.**

(full time—1 semester)  
(every semester)

*Prerequisite:* Meeting all criteria for admission to student teaching

One semester of student teaching during the senior year in approved public schools. Under direct supervision of public school teachers and general supervision of college supervisors. Observation, participation, and responsible teaching.

**MUSC 491/Studies in Music**                           **3 cr.**

(3 class hours)  
(occasionally)

Focuses on a different subject of musical significance each semester. May be taken for credit more than once as the subject matter changes.

**MUSC 493/Internship in Music**                           **3 cr.**

(occasionally)

An opportunity to engage in part-time or full-time work in a professional musical organization or business, such as an opera company, symphony orchestra, arts management business, or artists' management office. A departmental faculty member will supervise the experience and establish the academic standards to be met by the student. Open only to students with a minimum cumulative average of 3.0; at least junior status. Students must apply to the Music Academic/Performance Affairs Committee for approval of organization and placement situation.

**MUSC 496/Junior/Senior Recitals**                           **1 or 2 cr.**

(every semester)

**MUSC 497/Senior Performance Jury**                           **1 cr.**

(every semester)

*Prerequisite:* Permission of student's major applied teacher and Music Academic/Performance Affairs Committee

**MUSC 499/Independent Study**                           **1, 2, 3 cr.**

(every semester)

*Prerequisite:* Permission of department chair

In-depth study of a specific musical area selected through consultation between student and teacher.

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# School of Business

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**Dean:** David Prensky; **Division Heads:** Rajib Sanyal and Joyce Vinclette;

**Assistant Dean for Student Services:** William Johnson

The School of Business is accredited by the AACSB—The International Association for Management Education.

All School of Business programs build on a foundation of liberal studies, general education, and the common body of knowledge in business. Students then specialize in one area of emphasis.

Undergraduate programs of study are available in accountancy (page 46), economics (page 48), finance (page 51), general business (page 53), information systems management (page 54), international business (page 56), management (page 58), and marketing (page 60). Minors are available in economics, human resource management, international business, management, and marketing. Certificate programs are available in human resources management and international business.

## School of Business Mission

The School of Business mission is to provide an excellent undergraduate education consistent with The College of New Jersey Mission Statement. We prepare our graduates to perform successfully in the business environment by creating a cooperative learning environment among students, faculty, and other stakeholders. In support of our mission, we encourage faculty research and service, particularly efforts to enhance the teaching-learning process.

We seek to:

- emphasize fundamental skills that will enable our graduates to adapt to a dynamic society;
- create a curriculum that stresses teamwork, initiative, experiential learning, student involvement, and real-world applications;
- build an environment that fosters close faculty-student relationships; and
- encourage a commitment to high social and ethical standards of conduct.

## School of Business Facilities

The School of Business offices, classrooms, and computer facilities are located in the new School of Business Building.

## Required Exit Examination

With the exception of those earning the BA in economics, all students in the School of Business are required to take an exit examination during their senior year.

## Transfer Credit Policy

As an accredited institution, the School of Business adheres to the standards of AACSB—The International Association for Management Education, which requires a process for transferring courses from other institutions. The following identifies our rules for transferring credit:

- 1) Full credit will be given for our 100- and 200-level courses as long as the transferred course was awarded at least a grade of C.
- 2) Full credit will be given for 300- and 400-level courses taken at AACSB-accredited schools as long as the grade earned equals at least a grade of C.
- 3) For courses at the 300- and 400-level taken at two-year colleges or non-AACSB-accredited four-year colleges, a validation test must be passed before credit is awarded. All validation tests must be completed prior to the end of the semester in which the student is admitted.
- 4) Capstone courses (the culminating course of a program) must be taken at The College of New Jersey. These capstone courses include:

MGMT 490/Strategic Management (All Majors)

MKTG 447/Marketing Management Seminar (Marketing)

MGMT 451/Seminar in Decision Making (Management)

ECON 493/Senior Thesis in Economics (Economics)

BFIN 495/Senior Thesis in Finance (Finance)

INBU 495/Senior Seminar in International Business (International Business)

Accreditation requirements call for at least 50 percent of all business credits to be taken at the degree-granting institution.

## Internship Credits

The School of Business strongly encourages students to take business internships as a means to gain work experience, initiate networking relationships, and build upon classroom learning. A business internship involves supervised work and a reflective paper relating the learning experience in the job to the course work and the career goals of individual students. Internships in accounting and financial services, marketing and marketing research, human resource management and information systems, government and non-profit organizations are available throughout the New York-Philadelphia corridor. Depending on the student's program, up to six credits of internship may be taken as electives.

## **Independent Study**

Independent study consists generally of a student working independently under the supervision of a faculty member. Independent study requires a research project that typically involves literature review and field research, and is recommended only for seniors who have a strong interest in an area of research of a particular faculty member.

## **Pass/Unsatisfactory Option**

A School of Business student may use the P/U option for School of Business courses only under the following conditions: 1) the course is not offered by the student's major program or minor; and 2) the course will be counted only as an elective.

## **Beta Gamma Sigma**

The College of New Jersey Chapter of Beta Gamma Sigma is an honor society, the purpose of which is to encourage and reward scholarship and accomplishment among students of business and administration, to promote the advancement of education in the art and science of business, and to foster integrity in the conduct of business activities. Beta Gamma Sigma is the honor society for colleges accredited by the American Assembly of Collegiate Schools of Business (AACSB—The International Association for Management Education). In order to be included into Beta Gamma Sigma, a student must be in the upper 10 percent of his or her senior class or upper seven percent of his or her junior class. Beta Gamma Sigma is confident that its membership will serve as effective business and managerial leaders as we enter the 21st century.

## **Financial Management Association National Honor Society**

The FMA National Honor Society was established to encourage and reward scholarship and advancement in finance. The minimum qualification for membership is a 3.25 grade point average in at least six credits of finance courses.

## **Omicron Delta Epsilon—International Economics Honor Society**

To become a member, a student must have completed at least 12 credits of economics courses with an average over 3.0 and should be at the junior level with a general scholastic average of 3.0 or better.

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## **Accounting**

### **Bachelor of Science—Accountancy**

*Accountancy and Legal Environment Faculty:* Chiang, Gulati, Icklan, Lasher, Levitt, Miller, Nouri, Shahid

The BS in accountancy program prepares students for careers in public, corporate, not-for-profit, and governmental accounting. Accounting courses integrate the study of the theory and current practice of accounting with research and computer applications. There is a student chapter of the Institute of Management Accountants that sponsors career-planning activities.

### **Requirements for the Major**

The 60 credits in the major include 30 credits in "core" courses: BUSN 100, 219, 223, MGMT 310, 439, 490, BFIN 300, 330, INFO 328, and MKTG 340 (ECON 200, 201, and 231 are in general education); 27 credits in ACCT 263, 264, 362, 364, 368, 466, 467, and 470; and three credits in an accounting/business elective.

### **Recommended Sequence of Courses**

#### **Freshman Year**

BUSN	100/Computer Fundamentals	3	F
ACCT	098/Freshman Career Awareness	0	F
STAT	215/Statistical Inference	3	S
MATH	125/Calc. for Bus. and Soc. Sciences	3	F
PHIL	120/Introduction to Logic	3	F
IDSC	151/Athens to New York	3	S
RHET	101/Rhetoric I	3	F/S
RHET	102/Rhetoric II	3	S
PSYC	101/Psychology 101	3	S
Science (GE)		8	F/S
<b>Total for year</b>		<b>32</b>	

#### **Sophomore Year**

ACCT	099/Sophomore Career Planning		
ACCT	263/Fundamentals of Financial Acct. I	3	F
ACCT	264/Fundamentals of Financial Acct. II	3	S
BUSN	219/Legal Environment in Accountancy	3	F

BUSN	223/Law for Business Organizations	3	S
ECON	200/Principles of Economics: Micro	3	F
ECON	201/Principles of Economics: Macro	3	S
ECON	231/Applied Econ. and Bus. Statistics	3	S
Literature (GE)		3	F/S
IDSC	252/Society, Ethics, and Technology	3	F/S
Arts (GE)		3	F/S
	<b>Total for year</b>	<b>30</b>	

**Junior Year**

ACCT	362/Intermediate Accounting I	3	F
ACCT	363/Intermediate Accounting II	3	S
ACCT	364/Cost Accounting	3	F
ACCT	368/Accounting Information Systems	3	S
INFO	328/Business Information Systems	3	F
BFIN	300/Financial Management	3	F
BFIN	330/Capital Budgeting	3	S
MGMT	310/Management of Organizational Behavior		F
MGMT	439/Operations Management	3	S
MKTG	340/Marketing Principles	3	S
	<b>Total for year</b>	<b>30</b>	

**Senior Year**

ACCT	466/Federal Income Tax	3	F
ACCT	467/Advanced Accounting	3	F
ACCT	469/Auditing Theory and Practice	3	F
MGMT	490/Strategic Management	3	F/S
Philosophy/Religion (GE)		3	F/S
Business Electives (by advisement)		3	F/S
Elective (GE)		7	F/S
History (GE)		3	F/S
	<b>Total for year</b>	<b>28</b>	

<b>ACCT 098/Freshman Career Awareness Program</b>	<b>0 cr.</b>
(fall)	

Freshman career awareness introduces to students the variety of career options available to graduates of the accountancy program. Professional accountants describe their career development and experiences and their roles in providing professional accounting services to organizations, profit and not-for-profit, to individuals and to governments. International aspects of the profession are also introduced.

<b>ACCT 099/Sophomore Career Planning Program</b>	<b>0 cr.</b>
(spring)	

*Prerequisite:* Sophomore standing

Consists of eight to 10 activities and workshops whose purpose is to fully prepare students to enter the profession of accountancy. It introduces students to specific career options and develops interpersonal skills and abilities necessary for participation in the accounting recruitment/internship program.

<b>ACCT 260/Accounting Principles I</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	

*Prerequisites:* Three credits of college-level mathematics and knowledge of a spreadsheet program  
Basic course in financial accounting including study of the accounting cycle, classification, and valuation of assets and periodic income measurement.  
Particular emphasis on the analysis of financial information for a user's perspective.

<b>ACCT 261/Accounting Principles II</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	

*Prerequisite:* ACCT 260  
Cost-volume-profit analysis, cost control and variance analysis, product mix and short-term decision making, budgeting, performance evaluation for goal congruence, and cost accumulation systems.

<b>ACCT 263/Fundamentals of Financial Accounting I</b>	<b>3 cr.</b>
(3 class hours)	
(fall)	

*Prerequisites:* Three credits of math, BUSN 100  
Introduction to financial accounting for accounting majors. Study and analysis of the information system resulting in financial statements and corporate annual reports. Emphasizes understanding accounting concepts as well as their applications.

**ACCT 264/Fundamentals of Financial Accounting II    3 cr.**

(3 class hours)

(spring)

*Prerequisite:* ACCT 263

A continuation of basic financial accounting, an overview of managerial accounting principles, and an introduction to financial accounting at the professional level. Introduces the environment and structure of the standard setting process, the conceptual framework of financial accounting, and the processing and reporting of financial information.

**ACCT 362/Intermediate Accounting I                          3 cr.**

(3 class hours)

(fall)

*Prerequisites:* ACCT 264, STAT 215

In-depth study of accounting principles, accounting processes, financial statements, current and fixed assets, intangibles, liabilities, and stockholders' equity. Original pronouncements issued by the Accounting Principles Board and the Financial Accounting Standards Board are integrated with materials and assigned cases.

**ACCT 363/Intermediate Accounting II                          3 cr.**

(3 class hours)

(spring)

*Prerequisites:* ACCT 362

In-depth study of shareholders' equity, earnings per share, investments, revenue recognition, accounting for income taxes, pensions and post-retirement benefits, and cash flows.

**ACCT 364/Cost Accounting                                  3 cr.**

(3 class hours)

(fall)

*Prerequisites:* ACCT 261 or ACCT 264

Standard cost procedures, job order and process cost systems, cost-volume-profit analysis, budgeting and responsibility accounting.

**ACCT 368/Accounting Information Systems                          3 cr.**

(3 class hours)

(spring)

*Prerequisites:* ACCT 264, INFO 328

An introduction to manual and computer-based accounting information systems and concepts, processes, and procedures characteristic of manual and of computer-based accounting information systems. Particular attention is given to the analysis, design, and development of these systems with appropriate consideration of internal control.

**ACCT 466/Federal Income Tax                                  3 cr.**

(3 class hours)

(fall)

*Prerequisite:* ACCT 261 or 264

Introduction to federal income tax laws, preparation of tax returns for individuals, and specific tax problems relating to individuals.

**ACCT 467/Advanced Accounting                                  3 cr.**

(3 class hours)

(fall)

*Prerequisites:* ACCT 363, senior standing (open only to students in accountancy major)

Advanced topics including parent-subsidiary relationships, consolidated financial statements, international and fund accounting, and accounting for leases. Emphasis on preparation of consolidated working papers, manual and computer assisted.

**ACCT 469/Auditing Theory and Practice                          3 cr.**

(3 class hours)

(fall)

*Prerequisite:* ACCT 363

Auditing standards, procedures, programs, manual and computer-assisted working papers, internal control, and the ethical and legal responsibilities of the certified public accountant.

**ACCT 470/Internal Auditing                                  3 cr.**

(3 class hours)

(fall)

*Prerequisite:* ACCT 363

The organization of the internal audit department, staff qualifications and development, long- and short-range audit plans, and the elements of internal auditing, i.e., preliminary survey, audit programs, field work activities, reporting, and management review.

**ACCT 497/Selected Topics in Accounting                          3 cr.**

*Note:* Each time this course is offered, the specific topic will be announced.

(occasionally)

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in scheduled accounting courses. (Course content will vary; course may be repeated for credit up to a maximum of six credits.)

**ACCT 498/Internship in Accounting**                   **3 cr.**

An opportunity to work under the supervision of accounting professionals in a structured setting.

**ACCT 499/Independent Study in Accountancy**                   **1-6 cr.**

*Prerequisites:* Permission of instructor and assistant dean

Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.

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## Economics

*Faculty:* Breslin, Leven, C. Liu, Naples, Samanta, Vandegrift

Economics is the study of the ways society chooses to use its scarce resources to attain alternative and often conflicting goals. As a social science, economics is concerned with the major issues of today. There are two undergraduate programs in economics: a Bachelor of Arts and a Bachelor of Science. The programs prepare students for careers in business and government, and for graduate study in economics, law, business, and public policy or administration. The Bachelor of Science program requires the completion of the business core. As a result, it provides extensive instruction in the other business disciplines (e.g., finance, management) and offers excellent preparation for the MBA degree. The Bachelor of Arts program requires completion of The College's language requirement but not the business core. Consequently, the BA degree offers additional flexibility to enroll in courses outside of the business school (e.g., history, political science) and is especially recommended for graduate study in economics, law, and public administration.

### Bachelor of Arts—Economics

The BA in economics is in nature and in purpose a liberal arts program. It requires a foreign language and, due to the relatively small number of fixed requirements, provides students ample opportunities to pursue either a second major or a minor field of study.

### Recommended Sequence of Courses

#### Freshman Year

BUSN 099/School of Business Seminar	0	F
BUSN 100/Computer Fundamentals	3	F
ECON 200/Principles of Economics: Micro	3	F
ECON 201/Principles of Economics: Macro	3	S
Foreign Language	6	F/S
MATH 125/Calc. for Bus. and Soc. Sciences	3	F
STAT 215/Statistical Inference	3	S
IDSC 151/Athens to New York	3	S
RHET 101/Rhetoric I	3	F
RHET 102/Rhetoric II	3	S
<b>Total for year</b>	<b>30</b>	

#### Sophomore Year

ECON 231/Applied Econ. and Bus. Statistics	3	F
ECON 301/Intermediate Macroeconomics	3	F
ECON 302/Intermediate Microeconomics	3	S
Humanistic and Artistic		
Perspectives (GE)	9	F/S
IDSC 252/Society, Ethics, and Technology	3	F/S
Foreign Language	3	F/S
Natural Sciences (GE)	8	F/S
<b>Total for year</b>	<b>32</b>	

#### Junior Year

ECON 210/History of Economic Thought	3	S
Economics Options	6	F/S
Humanistic and Artistic		
Perspectives (GE)	3	F/S
Electives	18	F/S
<b>Total for year</b>	<b>30</b>	

<b>Senior Year</b>			
ECON 425/Appl. Econometrics and Forecasting	3	F	
ECON 493/Senior Thesis in Economics	3	S	
Economics Options	6	F/S	
Electives 16		F/S	
<b>Total for year</b>	<b>28</b>		

#### **Bachelor of Science—Economics**

The BS program in economics includes a broad range of business courses along with the requirements in economics. The BS program is especially designed to prepare graduates for employment in both private and public sector organizations. It combines both business and liberal arts perspectives.

#### **Requirements for the Major**

Thirty-three credit hours in economics courses, including ECON 200, ECON 201, ECON 231, ECON 301, ECON 302, ECON 425 and ECON 493, and 12 credit hours from other economic courses. Also required are STAT 215, MATH 125, and a 33-credit core of business courses.

#### **Requirements for the Minor**

Eighteen credit hours in economics courses, including ECON 200 and 201, and 12 credit hours from other economics courses. At least six credit hours must be at the 300/400 levels.

#### **Honors in Economics**

Students may be eligible for the economics honors program upon written application if they are at the sophomore level or above with an overall cumulative average of 3.0 and an economics cumulative average of 3.2. Successful completion of this program requires 36 credits of economics courses with an overall cumulative average of 3.45 which includes nine credits of designated honors courses:

##### **Required:**

ECON 494/Senior Honors Thesis in Economics I      **3 cr.**

##### **Choose six credits from the following:**

3 credits      ECON 496/Senior Honors Thesis  
in Economics II  
3–6 credits      Any upper-level course with an approved honors component

#### **Recommended Sequence of Courses**

##### **Freshman Year**

BUSN 099/School of Business Seminar	0	F
BUSN 100/Computer Fundamentals	3	F
ECON 200/Principles of Economics: Micro	3	F
ECON 201/Principles of Economics: Macro	3	S
STAT 215/Statistical Inference	3	S
MATH 125/Calc. for Bus. and Soc. Sciences	3	F
IDSC 151/Athens to New York	3	S
PSYC 101/Intro to Psychology	3	F
RHET 101/Rhetoric I	3	F
RHET 102/Rhetoric II	3	S
Humanistic and Artistic Perspectives (GE)	3	S
<b>Total for year</b>	<b>30</b>	

##### **Sophomore Year**

ACCT 260/Accounting Principles I	3	F
ACCT 261/Accounting Principles II	3	S
ECON 231/Applied Econ. and Bus. Statistics	3	F
ECON 301/Intermediate Macroeconomics	3	F
ECON 302/Intermediate Microeconomics	3	S
Humanistic and Artistic Perspectives (GE)	3	F/S
IDSC 252/Society, Ethics, and Technology	3	S
Natural Sciences (GE)	8	F/S
BUSN 217/Legal Environment of Business	3	S
<b>Total for year</b>	<b>32</b>	

<b>Junior Year</b>	
INFO 327/Information Systems	3 F
BFIN 300/Financial Management	3 S
Economics Options	9 F/S
Humanistic and Artistic Perspectives (GE)	6 S
MGMT 310/Management of Organizational Behavior	3 S
MKTG 340/Marketing Principles	3 S
Electives (non-business)	3 F
<b>Total for year</b>	<b>30</b>

<b>Senior Year</b>	
MGMT 490/Strategic Management	3 S
ECON 425/Appl. Econometrics and Forecasting	3 F
ECON 493/Senior Thesis in Economics	3 S
Economics Option	3 F/S
MGMT 439/Operations Management	3 F
Electives (includes diversity requirement if unfilled) (non-business)	13 F/S
<b>Total for year</b>	<b>28</b>

**Economics Options:**

ECON 210/History of Economic Thought	
ECON 305/Public Finance and Fiscal Policy	
ECON 310/Money and Banking	
ECON 315/Labor Economics	
ECON 320/Mathematical Economics	
ECON 325/Women, Gender, and Work	
ECON 335/Economic Development	
ECON 340/International Economics	
ECON 345/Comparative Economic Systems	
ECON 350/Economics of Environmental Quality	
ECON 355/The Organization of Industry	
ECON 365/Economics of Law	
ECON 420/Introductory Econometrics	
ECON 425/Applied Econometrics and Forecasting	
ECON 497/Selected Topics in Economics*	
ECON 499/Independent Study*	

\*By advisement.

**ECON 200/Principles of Economics: Micro**                   **3 cr.**

(3 class hours)  
(fall and spring)

Perspectives on the World: Social Sciences-Process

An introduction to the analysis of price determination in product and resource markets under varying market structures within parameters set forth in a capitalistic system. A research paper is required.

**ECON 201/Principles of Economics: Macro**                   **3 cr.**

(3 class hours)  
(fall/spring)

Perspectives on the World: Social Sciences-Content

Macroeconomics: an introduction to economic concepts and their application to problems of unemployment, inflation, and economic growth. Government fiscal and monetary policies are examined along with international considerations.

**ECON 210/History of Economic Thought**                   **3 cr.**

(3 class hours)  
(spring)

The development of economic analysis from the classical school until today. The ideas of Smith, Ricardo, Marx, Marshall, Keynes, Pigou, and Sraffa are analyzed. Research paper required.

**ECON 231/Applied Economics and**                   **3 cr.**

**Business Statistics**

(3 class hours)

(fall/spring)

*Prerequisites:* ECON 200 or 201 and STAT 215 (or equivalent)

Application of statistical techniques to business problems. The regression model is emphasized. Research paper required.

**ECON 301/Intermediate Macroeconomics**

**3 cr.**

(3 class hours)

(fall)

*Prerequisites:* ECON 200, 201, 231 (co-requisite)

Theories of national income determination are studied. Fiscal and monetary policy effects on inflation and unemployment are investigated. The influences of foreign trade on the national economy are considered.

**ECON 302/Intermediate Microeconomics**

**3 cr.**

(3 class hours)

(spring)

*Prerequisites:* ECON 200, 201, 231 (co-requisite)

An examination of the modern price theory with specific emphasis on consumer demand, production and cost, the firm and market organization, and theory of distribution.

**ECON 305/The Economics of Public Policy**

**3 cr.**

(3 class hours)

(fall or spring)

*Prerequisites:* ECON 200, 201

Addresses the economic underpinnings of policy debates regarding public sector expenditures and revenue decisions. The macroeconomic and income-distribution effects as well as efficiency dimensions of policy choices are examined. Student presentations address specific topics, which may include: the deficit, education, environment, housing, income tax reforms, and welfare reforms.

**ECON 310/Money, Credit, and Financial Markets**

**3 cr.**

(3 class hours)

(fall or spring)

*Prerequisites:* ECON 200, 201

The study of the behavior and functions of money, financial markets, and institutions. The role of credit, flow of funds from SSUs to DSUs, importance of interest rates, efficiency of financial markets, and the role of the Federal Reserve Bank are also examined.

**ECON 315/Labor Economics**

**3 cr.**

(3 class hours)

(alternate years, spring)

*Prerequisites:* ECON 200, 201

Provides the analytical tools necessary for undergraduate-level study of labor markets and labor relations needed for management supervision or community leadership. It includes an analysis and history of unions, labor market organization and operation, unemployment causes and remedies, wage determination, hours and working conditions, collective bargaining, scope and role of government in labor markets, and labor relations in non-profit sectors.

**ECON 320/Mathematical Economics**

**3 cr.**

(3 class hours)

(fall or spring)

*Prerequisites:* ECON 200, 201, MATH 127

The chief purposes of the course are to render a systematic exposition of certain basic mathematical methods, and to relate these mathematical techniques to various types of economic analysis.

**ECON 325/Women, Gender, and Work**

**3 cr.**

(3 class hours)

(spring)

Perspectives on the World: Social Sciences-Content, Gender

*Prerequisite:* ECON 200

This course examines economic basis of policy debates on gender inequality in the labor market and in the workplace. Perfect competition and imperfect competition institutionalist theories of gender inequality are studied and contrasted. Topics covered may include: wage gap, occupational distribution, labor force participation, productivity differentials, working conditions, and international comparisons.

**ECON 335/Economic Development**

**3 cr.**

(3 class hours)

(fall, odd years)

*Prerequisite:* ECON 200 or ECON 201

A study of theoretical growth models and their application to the problems of developing countries. Foreign aid policies are evaluated. The relation of trade to growth is examined.

**ECON 340/International Economics**

**3 cr.**

(3 class hours)

(spring)

*Prerequisites:* ECON 200 and ECON 201

Theory, policy, and institutions of international trading and monetary relations.

**ECON 345/Comparative Economic Systems                   3 cr.**

(3 class hours)

(fall, even years)

*Prerequisites:* ECON 200 or ECON 201

Economic systems including China, Japan, Commonwealth of Independent States (formerly USSR), U.S., and selected countries in Europe and Eastern Europe will be analyzed with respect to economic performance and achievement of goals. Research paper required.

**ECON 350/Economics of Environmental Quality                   3 cr.**

(3 class hours)

(fall or spring)

*Prerequisite:* ECON 200

An examination of production and consumption from the perspectives of ecology and applied economic theory. Resource utilization, externalities, pollution control methods and their theoretical and practical consequences for the U.S.; developed and less-developed economies will be analyzed in terms of the economic goals of efficiency, equity, and growth. A research component is required.

**ECON 355/The Organization of Industry                   3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* ECON 200

A detailed study of competition and the modern theory of the firm with a focus on the implications of transaction costs on economic organization. Uses price theory and the theory of the firm to assess economic regulation and antitrust issues.

**ECON 365/Economics of Law                                   3 cr.**

(3 class hours)

(fall, odd years)

*Prerequisite:* ECON 200

This course applies economic analysis to common law rules (i.e., contracts, property, and tort laws) and criminal law. Economic analysis predicts the effect of legal rules, determines which legal rules are economically efficient, and explains the development of law and legal institutions.

**ECON 420/Introductory Econometrics                   3 cr.**

(3 class hours)

(periodically)

*Prerequisites:* ECON 200, 201, 231

An examination of single-equation and simultaneous-equations regression models used to measure and quantify theoretical economic models. Empirical studies include both time series and cross-section data. Computer applications are integrated.

**ECON 425/Applied Econometrics and Forecasting                   3 cr.**

(3 class hours)

(periodically)

*Prerequisites:* ECON 200, 201, 231

Forecasting methods using various econometric techniques and time series methodologies are studied. Single-equation estimations are emphasized. Computer applications are integrated.

**ECON 476/Honors Independent Study                   3 cr.**

**ECON 477/Honors Independent Study                   6 cr.**

*Prerequisites:* ECON 200, 201, permission of coordinator or instructor

Independent research with a theoretical and/or empirical approach to economic analysis.

**ECON 493/Senior Thesis in Economics                   3 cr.**

(3 class hours)

(spring)

*Prerequisite:* Final semester of senior year

Independent research under faculty supervision. Students must have a topic approved by their mentor (faculty adviser) prior to registration for this course. This course is the capstone course and research course for economics. The student will complete a formal research paper and present it in front of the faculty members and students.

**ECON 494, 496/Senior Honors Thesis                   3, 3 cr.**

**in Economics I and II**

(fall/spring)

*Prerequisites:* Senior standing and acceptance in economics honors program

Independent research under faculty supervision. Students must have a topic approved by their mentor (faculty adviser) prior to registration for this course. This course is the capstone research course in economics, and substitutes for ECON 493. The student will complete a formal research paper and present it in front of the faculty members and students.

**ECON 497/Selected Topics in Economics                   1-6 cr.**

(3 class hours)

(periodically)

*Prerequisites:* ECON 200, 201, and permission of instructor

One or more specialized topics of current and/or continuing interest which have not been offered in the general program will be presented in this format.

These topics may include resource economics, income distribution, regional economics, urban economics, econometrics, state and local finance, and/or other economic issues. Course content will vary. Therefore, students may take the course more than once, up to a maximum of six credits.

**ECON 499/Independent Study in Economics      1-6 cr.**

*Prerequisites:* ECON 200, 201, and permission of the assistant dean

Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.

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## Finance

**(Bachelor of Science—Business Administration with specialization in Finance)**

*Faculty:* Bailey, Mayo, Patrick

The study of finance provides the student with the ability to analyze the allocation of financial resources within a corporation, individual, or governmental setting; to appreciate the ramifications of financial decisions; to analyze sources of funding; and to allocate these sources of funds. Students studying finance go on to work in banks, financial institutions, brokerage houses, major corporations, and the government. Students are also prepared to continue their education at the graduate level.

### Requirements for the Specialization

Fifty-seven credits in the major include 33 credits in "core" courses: BUSN 100, 217, ACCT 260, 261, ECON 231 (ECON 200 and 201 are general education), MGMT 310, 439, and 490, MKTG 340, INFO 327, and BFIN 300; 12 credits in BFIN 310, 320, 330, and 495; six credits in finance options; and six credits in 300- and 400-level business courses.

### Recommended Sequence of Courses

#### Freshman Year

BUSN 099/School of Business Seminar	0	F
IDSC 151/Athens to New York	3	S
STAT 215/Statistical Inference	3	S
MATH 125/Calc. for Bus. and Soc. Sciences	3	F
RHET 101/Rhetoric I	3	F
Arts (GE)	3	F/S
BUSN 100/Computer Fundamentals	3	F/S
Science (GE)	8	F/S
PSYC 101/Introduction to Psychology	3	F
RHET 102/Rhetoric II	3	S
<b>Total for year</b>	<b>32</b>	

#### Sophomore Year

ACCT 260/Accounting Principles I	3	F
ECON 200/Principles of Economics: Micro	3	F
BUSN 217/Legal Environment of Business	3	F/S
Literature (GE)	3	F/S
Philosophy/Religion (GE)	3	F/S
ACCT 261/Accounting Principles II	3	S
ECON 201/Principles of Economics: Macro	3	S
ECON 231/Applied Econ. Statistics	3	S
IDSC 252/Society, Ethics, and Technology	3	F/S
BFIN 300/Financial Management	3	S
<b>Total for year</b>	<b>30</b>	

#### Junior Year

MGMT 310/Management of Organizational Behavior	3	F
MKTG 340/Marketing Principles	3	F
INFO 327/Information Systems	3	F/S

BFIN 330/Capital Budgeting	3	S
Business Options		
(300- or 400-level courses)	3	F/S
History (GE)	3	F/S
Electives (non-business)	9	F/S
Electives (free)	3	F/S
<b>Total for year</b>	<b>30</b>	

**Senior Year**

BFIN 320/Working Capital Management	3	F
MGMT 439/Operations Management	3	F/S
MGMT 490/Strategic Management	3	F
BFIN 310/Intro. to Investments	3	F
BFIN 495/Senior Thesis in Finance	3	S
Finance Options	6	F/S
Business Options		
(300- or 400-level courses)	3	F/S
Electives (one non-business; three free)	4	S
<b>Total for year</b>	<b>28</b>	

**Finance Options**

BFIN 340/International Finance		
BFIN 350/Commercial Banking		
BFIN 410/Portfolio Management and Derivative Securities		
BFIN 430/Corporate Valuation		
BFIN 497/Selected Topics in Finance		

<b>BFIN 300/Financial Management</b>	<b>3 cr.</b>
(3 class hours)	
(fall, spring)	

*Prerequisites:* ACCT 260 or ACCT 263, ECON 200 or 201, STAT 215 (or equivalent)

A general study of financial management to include time value of money, working capital management, capital budgeting, financial planning, and control.

<b>BFIN 310/Introduction to Investments and Financial Analysis</b>	<b>3 cr.</b>
(3 class hours)	
(fall and spring)	

*Prerequisite:* BFIN 300

The fundamentals of investing in stocks, mutual funds, derivatives, and other marketable securities. Securities markets, mechanics of trading, techniques of analysis, diversification, and valuation of assets are included.

<b>BFIN 320/Working Capital Management</b>	<b>3 cr.</b>
(3 class hours)	
(fall and spring)	

*Prerequisite:* BFIN 300

Management of short-term assets and liabilities, financial statement analysis, planning, budgeting, and bankruptcy. Extensive use of problems and cases.

<b>BFIN 330/Capital Budgeting</b>	<b>3 cr.</b>
(3 class hours)	
(fall and spring)	

*Prerequisite:* BFIN 300

Management of long-term assets and liabilities under condition of uncertainty, cost of capital, and mergers. Extensive use of problems and cases.

<b>BFIN 340/International Finance</b>	<b>3 cr.</b>
(3 class hours)	
(fall)	

*Prerequisite:* BFIN 300

A global approach to financial management. Topics include: financial structure in global markets; managing exchange rate risks and hedging; international capital budgeting; international arbitrage and parity.

<b>BFIN 350/Commercial Banking</b>	<b>3 cr.</b>
(3 class hours)	
(spring)	

*Prerequisite:* BFIN 300

Analyzes the commercial banking industry. Topics include balance sheet structure, liquidity, capital adequacy, risk, lending practices, and investment policies.

<b>BFIN 410/Portfolio Management and Derivative Securities</b>	<b>3 cr.</b>
(3 class hours)	
(fall)	
<i>Prerequisite:</i> BFIN 310	
Continuation of BFIN 310 with emphasis on security valuation under uncertainty, efficient financial markets, options, commodity and financial futures, portfolio construction, and planning.	
<b>BFIN 430/Corporate Valuation</b>	<b>3 cr.</b>
(3 class hours)	
(fall)	
<i>Prerequisite:</i> BFIN 300	
Valuation of closely held corporations using discounted cash flow and comparative company methods. Analysis of financial statements and adjustments to balance sheets and income statements.	
<b>BFIN 495/Senior Thesis in Finance</b>	<b>3 cr.</b>
(fall, spring)	
<i>Prerequisite:</i> Final semester of senior year	
Independent research under faculty supervision. Topic agreed upon by student and sponsoring faculty member. This course is the capstone and research course for the finance specialization. The student will complete a formal, bound research paper.	
<b>BFIN 497/Selected Topics in Finance</b>	<b>3 cr.</b>
(occasionally)	
<i>Prerequisite:</i> BFIN 300	
<i>Note:</i> Each time this course is offered, the specific topic will be announced.	
An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in scheduled business courses. (Course context will vary; course may be repeated for credit up to a maximum of six credits.)	
<b>BFIN 499/Independent Study in Finance</b>	<b>1-6 cr.</b>
<i>Prerequisites:</i> Permission of instructor and assistant dean	
Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.	

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## General Business

### (Bachelor of Science—Business Administration with specialization in General Business)

The general business specialization presents a broad overview of business. Rather than specializing in one particular area, the student takes advanced professional courses in a variety of business areas. This is an appropriate specialization for students choosing to be generalists as well as for those planning to enter a graduate business school or law school. The number of electives in the program and the flexibility of the degree requirements make it easier for a student to complete minors or pursue a variety of interests inside or outside the School of Business.

### Requirements for the Specialization

Fifty-four credits in the major include 33 credits in “core” courses: BUSN 100, 217, ACCT 260, 261, ECON 231 (ECON 200 and 201 are in general education), MGMT 310, 439, 490, MKTG 340, INFO 327, and BFIN 300; a second course in finance, management, and marketing; MGMT 432; and nine credits of general business options.

### Recommended Sequence of Courses

#### Freshman Year

BUSN 099/School of Business Seminar	0 F
IDSC 151/Athens to New York	3 S
STAT 215/Statistical Inference	3 S
MATH 125/Calc. for Bus. and Soc. Sciences	3 F
RHET 101/Rhetoric I	3 F
Arts (GE)	3 F/S
BUSN 100/Computer Fundamentals	3 F/S
Science (GE)	8 F/S
PSYC 101/Introduction to Psychology	3 F
RHET 102/Rhetoric II	3 S
<b>Total for year</b>	<b>32</b>

**Sophomore Year**

ACCT 260/Accounting Principles I	3	F
ECON 200/Principles of Economics: Micro	3	F
BUSN 217/Legal Environment of Business	3	F/S
Literature (GE)	3	F/S
Philosophy/Religion (GE)	3	F/S
ACCT 261/Accounting Principles II	3	S
ECON 201/Principles of Economics: Macro	3	S
ECON 231/Applied Econ. Statistics	3	S
IDSC 252/Society, Ethics, and Technology	3	F/S
Electives (free)	3	F/S
<b>Total for year</b>	<b>30</b>	

**Junior Year**

BFIN 300/Financial Management	3	F
MGMT 310/Management of Organizational Behavior	3	F
MKTG 340/Marketing Principles	3	F
INFO 327/Information Systems	3	F/S
History (GE)	3	F/S
Electives (free)	6	F/S
Second Finance Course*	3	S
Second Management Course*	3	S
Second Marketing Course*	3	S
<b>Total for year</b>	<b>30</b>	

**Senior Year**

MGMT 432/Communications for Business	3	F
MGMT 490/Strategic Management	3	S
MGMT 439/Operations Management	3	F/S
General Business Options	9	F/S
Electives (non-business)	10	F/S
<b>Total for year</b>	<b>28</b>	

**General Business Options**

All 300- and 400-level business and economics courses (except BUSN 498).

All economics courses that require ECON 200 or 201 as prerequisites.

In addition, one of the following courses may be counted as a general business option:

BUSN 218/Microcomputer Software Applications for Business **or**

BUSN 244/Perspectives on International Business **or**

INFO 220/Interactive Web Page Design and Development.

\*Must be courses with BFIN, MGMT, or MKTG prefix.

**BUSN 099/School of Business Seminar** **0 cr.**

(1 class hour)

(fall)

To acquaint freshmen with the rigors of academic life and to have them understand the importance of cultural diversity. Each section, depending upon the student's area of concentration, will explore careers in the functional areas of business.

**BUSN 100/Computer Fundamentals** **3 cr.**

(3 class hours)

(fall/spring)

Impact of computers on work and society, fundamentals of a computer system, microcomputer concepts and usage, operating systems, graphical user interface, electronic communication, and applications using a spreadsheet program.

**BUSN 215/Organizational Writing** **3 cr.**

(3 class hours)

(fall/spring)

*Prerequisite:* Rhetoric II

An intermediate-level communication course with special emphasis on writing effective messages: letters, memos, and reports.

**BUSN 217/Legal Environment of Business** **3 cr.**

(3 class hours)

(fall/spring)

An examination of the legal environment and of the individual's rights and responsibilities in his or her various roles in a free society. Particular emphasis will be placed on common law contracts as they relate to the individual's relationships within the business community.

**BUSN 218/Microcomputer Software Applications      3 cr.**

**for Business**

(3 class hours)

(fall/spring)

*Prerequisite:* Basic microcomputer skills

Introduces students to a multitasking, Windows-based environment and provides familiarity in working with various software used in business applications including word processing, spreadsheets, database, presentation graphics, and desktop publishing.

**BUSN 219/Legal Environment in Accountancy      3 cr.**

(3 class hours)

(fall)

An examination of the legal environment, with particular emphasis placed on common law contracts and the law of sales as they relate to the individual's relationships within the business community. Both real and personal property law are also covered. The role of the accountant within a business organization is examined and professional and ethical obligations are stressed. Current ethical problems and controversies are also discussed.

**BUSN 223/Law for Business Organizations      3 cr.**

**and Accountancy**

(3 class hours)

(spring)

*Prerequisite:* BUSN 219

Topics covered include commercial paper; secured transactions; bankruptcy; and agency, partnership, and corporate laws as they relate to the accounting profession. The role of ethics in the business environment is an underlying theme throughout the course.

**BUSN 244/Perspectives on International Business      3 cr.**

(3 class hours)

(fall)

A survey course that examines contemporary topics and concepts of international trade and investment and the environment in which international business operates.

**BUSN 322/Topics in Business Law      3 cr.**

(3 class hours)

(fall, spring)

*Prerequisite:* BUSN 217 or BUSN 219

A second business law course. Topics covered include property law; the Uniform Commercial Code; and agency, corporate, and partnership law. (Cannot be taken if BUSN 223 was taken.)

**BUSN 325/Employment Law      3 cr.**

(3 class hours)

(spring)

*Prerequisite:* BUSN 217 or 219

A study of the various federal and state laws and regulations affecting employment relationships in a rapidly changing economy. Equal opportunity, age discrimination, and disability discrimination are points of focus.

**BUSN 475/Estate and Retirement Planning      3 cr.**

(3 class hours)

(spring)

*Prerequisite:* BUSN 217 or 219

Both the financial and non-financial fundamentals of estate and retirement planning are considered. Wills, probate, trusts, gifts, forms of ownership, and taxes are discussed as tools to intelligent estate and retirement planning.

**BUSN 498/Internship in Business      1-6 cr.**

(fall/spring)

*Prerequisite:* Junior or senior standing

An opportunity for students to integrate theory with field experience in business under the instruction and supervision of a business person in consultation with a faculty coordinator. Graded P/U only.

**BUSN 499/Independent Study in Business      1-6 cr.**

(3 class hours)

*Prerequisite:* Permission of instructor and assistant dean

Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.

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## **Information Systems Management**

**(Bachelor of Science—Business Administration with specialization in Information Systems Management)**

*Faculty:* Braender, Duffy, Letcher, J. Liu, Wallace

Information is an organizational resource shared among various functional areas. The specialization in information systems management prepares students to manage such information, to act as liaison between functional areas of business and information technology, and to design, develop, and maintain information management systems. Students completing this program enter positions as systems analysts, project managers, network administrators, database specialists, and Web page developers. As part of the college experience, students are required to participate in two practicums and are encouraged to take an internship.

### **Requirements for the Specialization**

Fifty-seven credits in business foundation and concentration courses. An information systems management core of 15 credits including INFO 337, INFO 347, INFO 357, INFO 367, and INFO 437. Nine credits of options can be chosen from computer science, mathematics, business, or psychology.

### **Recommended Sequence of Courses**

#### **Freshman Year**

BUSN 099/School of Business Seminar	0	F
IDSC 151/Athens to New York	3	S
STAT 215/Statistical Inference	3	S
MATH 125/Calc. for Bus. and Soc. Sciences	3	F
RHET 101/Rhetoric I	3	F
Arts (GE)	3	F/S
BUSN 100/Computer Fundamentals	3	F/S
Science (GE)	8	F/S
PSYC 101/Introduction to Psychology	3	F
RHET 102/Rhetoric II	3	S
<b>Total for year</b>	<b>32</b>	

#### **Sophomore Year (for Information Systems Management only)**

INFO 327/Information Systems	3	F
ACCT 260/Accounting Principles I	3	F
ECON 200/Principles of Economics: Micro	3	F
BUSN 217/Legal Environment of Business	3	F
Philosophy/Religion (GE)	3	F/S
ACCT 261/Accounting Principles II	3	S
ECON 201/Principles of Economics: Macro	3	S
ECON 231/Applied Economic Statistics	3	S
IDSC 252/Society, Ethics, and Technology	3	S
Electives (non-business)	3	F/S
INFO 110/Information Management Practicum I	0.5	S
<b>Total for year</b>	<b>30.5</b>	

#### **Junior Year**

BUSN 099/School of Business Seminar	0	F
MGMT 310/Management of Organizational Behavior3		F
MKTG 340/Marketing Principles	3	F/S
BFIN 300/Financial Management	3	F/S
INFO 337/Database Concepts for Business	3	F
INFO 347/Information Resource Management	3	S
INFO 367/Software Engineering	3	S
Literature (GE)	3	F
History (GE)	3	F/S
INFO 357/Communication Technology	3	S
Electives (non-business)	3	F/S
INFO 210/Information Management Practicum II	0.5	F/S

*Additional Requirement: Competency in computer programming.*

<b>Total for year</b>	<b>30.5</b>
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#### **Senior Year**

MGMT 490/Strategic Management	3	S
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MGMT 439/Operations Management	3	F/S
INFO 437/Managing Information Technology	3	S
Electives (four non-business; five free)	9	F/S
BISM Options	9	F/S
<b>Total for year</b>	<b>27</b>	

*Note: Students will be advised to focus their non-business electives and options in one of the following areas. By doing so, students gain a multidisciplinary background, which is needed in today's organizations.*

#### **Options from Computer Science**

- CMSC 210/Discrete Structures
- CMSC 215/Computer Science I
- CMSC 220/Computational Problem Solving
- CMSC 230/Implementation and Analysis of Abstract Data Types
- CMSC 320/Computer Logic and Design
- CMSC 330/Operating Systems
- CMSC 340/Programming in the Large
- CMSC 380/Artificial Intelligence

#### **Options from Mathematics**

- MATH 205/Linear Algebra I
- MATH 220/Describe Math for Computer Applications
- MATH 314/Introduction to Quality Control and Reliability
- MATH 315/Linear Algebra II
- MATH 317/Linear Programming
- MATH 318/Introduction to Occupations Research and Decision Theory

#### **Options from Business**

- MGMT 315/Principles of Training and Development
- INFO 220/Interactive Web Page Design and Development
- INFO 320/Scripting Languages for Web Page Development
- INFO 325/Programming for Business Applications
- INFO 497/Selected Topics
- MGMT 432/Communication for Business
- MGMT 450/Organizational Design

#### **Options from Psychology**

- PSYC 265/Psychology in Business and Industry
- PSYC 314/Cognitive Psychology
- PSYC 365/Consumer Psychology

#### **INFO 110/Information Management Practicum I .5 cr.**

(3 class hours equivalent)  
(fall/spring)

*Prerequisite:* Enrollment in the information systems management specialty

Students will join a project team led by an ISM faculty member. Each team will be responsible for tutoring students in the introductory information systems management courses.

#### **INFO 210/Information Management Practicum II .5 cr.**

(3 class hours equivalent)  
(fall/spring)

Students will continue working in teams to develop cases and their solutions for the introductory information systems management courses.

#### **INFO 220/Interactive Web Page Design 3 cr.**

and Development  
(3 class hours)  
(fall)

*Prerequisite:* Computer course or permission by instructor

Designed to introduce students to the process of designing and developing Web pages, this course covers basic through advanced HTML skills. Students will learn how to create Web pages using HTML and add hyperlinks, graphics, tables, frames, and forms to these pages. Design considerations, such as the proper use of white space, and Cascading Style Sheets to control positioning and bind data to a Web page, are also included.

#### **INFO 320/Scripting Languages for Web Page 3 cr.**

Development  
(3 class hours)

(spring)

*Prerequisite:* INFO 220

This course provides a guide to TCNJ students in developing Web applications using a scripting language. An example of such a language is JavaScript. Students will learn how to integrate fundamental programming structures into code used for Web applications. Examples of Web applications include managing client-side responses to Web visitors, input data validation on retail order forms, creation and use of objects and functions, animation, and animation with cascading style sheets. Concepts of object-orientation including objects, properties, methods, and events and the JavaScript Object Model are an integral part of this course.

**INFO 325/Programming for Business Applications      3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* BUSN 100

An introduction to a business computer language other than COBOL. Application programs will be written by the student and run on the campus computer system. An example of such a language is Visual Basic.

**INFO 327/Information Systems      3 cr.**

(3 class hours)

(fall/spring)

*Prerequisite:* BUSN 100

Study of information systems in business environments including database organization and management, transaction processing, office automation, decision support systems, and approaches in system development.

**INFO 328/Business Information Systems      3 cr.**

(3 class hours)

(fall)

*Prerequisites:* BUSN 100 or equivalent, ACCT 264

Designed to provide the accounting major with fundamental concepts of business information systems with particular attention directed at building skills and knowledge to prepare them to be users, managers, and developers of information systems. It includes an understanding of emerging technologies in information systems. A foundation course for subsequent required courses.

**INFO 337/Database Management for Business      3 cr.**

(3 class hours)

(fall)

*Prerequisite:* INFO 327

This course covers database design and implementation. The relational database model is stressed. A database language that includes SQL and embedded SQL will be used.

**INFO 347/Information Resource Management      3 cr.**

(3 class hours)

(spring)

*Prerequisite:* INFO 327

Study of the application of management techniques needed to control information in an organization. Emphasis on providing organizations with accurate, readily available information to assist in management decision making, to provide litigation support, to improve organizational efficiency, to document compliance with legislative and regulatory requirements, and to provide a historical reference.

**INFO 357/Communication Technology      3 cr.**

(3 class hours)

(spring)

*Prerequisite:* INFO 327

This course is an overview of the broad field of data and telecommunications, including voice, data, message, and image communication.

**INFO 367/Software Engineering      3 cr.**

(3 class hours)

(spring)

*Prerequisites:* INFO 327 and one programming course

The study of software engineering as an application of tools, methods, and disciplines to produce and maintain an automated solution to a real-world problem. Software engineering emphasizes the identification of a problem, a computer to execute a software product, and an environment (composed of people, equipment, computer, documentation, and so forth) in which the software product exists.

**INFO 437/Managing Information Technology      3 cr.**

(3 class hours)

(fall)

*Prerequisite:* INFO 327

Covers principles and concepts of information management at the operational, tactical, and strategic levels. Includes but is not limited to CIO leadership responsibilities, information planning, reengineering, legal and professional issues, economics, and strategic impact of information systems on organizations.

**INFO 497/Selected Topics in Information****3 cr.****Management**

(3 class hours)

(periodically)

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in scheduled information systems management classes. (Course may be repeated for credit up to a maximum of six credits.)

## **International Business**

**(Bachelor of Science—Business Administration with specialization in International Business)***Faculty:* Bailey, Leven, Neves, Quinton, Sanyal, Schneider

The international business specialization is an interdisciplinary program in which the various business disciplines that relate to international trade and investment are integrated with selected courses offered outside the School of Business. It is designed to provide students with a strong background in international business and an appreciation for diversity of cultures and business environments. A minimum of nine credit hours of foreign languages is required but additional study of a language is recommended.

All students specializing in international business should take advantage of one of the following experiences:

- a. Study abroad for up to two semesters. Arrangements to study at a university/college in a foreign country can be arranged through The College's Office of International Studies.
- b. Take a course that requires an overseas tour. The School of Business offers a four-week study tour to Europe in the summer and a two-week study tour to Central America over the winter break.
- c. Complete an internship in an approved organization. Internships for credit in area organizations can be arranged through the school's internship office.

The school offers a concentration in international business as well as a minor and a certificate.

### **Requirements for the Specialization**

Every student must take at least nine credits of a foreign language. In addition to the business courses that are taken by all students in the School of Business, students concentrating in international business must take the following:

ECON 340/International Economics (3 cr.); BFIN 340/International Finance (3 cr.); MGMT 413/International Human Resource Management (3 cr.); MKTG 443/ International Marketing (3 cr.); MGMT 444/International Management (3 cr.); INBU 495/Seminar in International Business (3 cr.); and six additional credits of international business options.

To meet the history requirement of general education, students are strongly encouraged to take one of the following courses in history: HIST 231/20th-Century World History; HIST 232/Society and Politics of Modern Europe; HIST 241/Germany in the 20th Century; HIST 242/Politics and Religion in the Middle East; or HIST 251/Chinese Civilization.

To meet the philosophy/religion requirement of general education, students are strongly encouraged to take the following course in religion: RELG 210/World Religions. Students are strongly encouraged to take either POLS 150/Comparative Politics or POLS 230/International Relations as a general elective.

### **The Minor in International Business**

This 18-credit program requires at least nine credits from the following School of Business courses: ECON 340/International Economics, BFIN 340/International Finance, MKTG 443/International Marketing, and MGMT 444/International Management. At least three credits must be a foreign language beyond the 101 level. Other courses which have a foreign/international component offered throughout The College may be taken to fulfill the non-business course requirements.

### **The Certificate in International Business**

This 15-credit program requires at least six credits from the following School of Business courses: ECON 340/International Economics, BFIN 340/International Finance, MKTG 443/International Marketing, and MGMT 444/International Management. Foreign language is optional and can be taken to meet the non-business requirements as long as the language courses are beyond the 101 level. Courses that have a foreign/international component offered throughout The College may be taken to fulfill the non-business course requirements.

### **Recommended Sequence of Courses**

**Freshman Year**

BUSN 099/School of Business Seminar	0	F
MATH 125/Calc. for Bus. and Soc. Sciences	3	F
RHET 101/Rhetoric I	3	F
Natural Sciences (GE)	4	F
IDSC 151/Athens to New York	3	S
STAT 215/Statistical Inference	3	S
Natural Sciences (GE)	4	S
BUSN 100/Computer Fundamentals	3	F

RHET	102/Rhetoric II	3	S
Foreign Language (same language)		6	F/S
<b>Total for year</b>		<b>32</b>	

#### **Sophomore Year**

ACCT	260/Accounting Principles I	3	F
ECON	200/Principles of Economics: Micro	3	F
ECON	231/Applied Econ. Statistics	3	S
Foreign Language III (same lang.)		3	F
BUSN	217/Legal Env. of Business	3	S
IDSC	252/Society, Ethics, and Technology	3	F
ECON	201/Principles of Economics: Macro	3	S
ACCT	261/Accounting Principles II	3	S
BFIN	300/Financial Management	3	S
PSYC	101/Introductory Psychology	3	F
<b>Total for year</b>		<b>30</b>	

#### **Junior Year**

MGMT	310/Mgmt. of Organizational Behavior	3	F
MKTG	340/Marketing Principles	3	F
BFIN	340/International Finance	3	F
International Business Option		3	S
Humanities and Arts		6	F/S
ECON	340/International Economics	3	S
MGMT	444/International Management	3	S
INFO	327/Information Systems	3	S
Elective (free)		3	F/S
<b>Total for year</b>		<b>30</b>	

#### **Senior Year**

MKTG	443/International Marketing	3	F
MGMT	413/International HR Management	3	F
MGMT	439/Operations Management	3	F
International Business Option		3	F/S
Humanities and Arts		6	F/S
MGMT	490/Strategic Management	3	S
INBU	495/Senior Seminar in International Bus.	3	S
Elective (3 free; 1 non-business)		4	F/S
<b>Total for year</b>		<b>28</b>	

#### **International Business Options**

ECON	335/Economic Development		
ECON	345/Comparative Economic Systems		
MKTG	348/Supply Chain Management		
INBU	354/International Business Study Tour		
INBU	497/Selected Topics in International Business		
INBU	499/Independent Study in International Business		

**INBU 354/International Business Study Tour      3 cr.**

(Generally offered during winter semester break and summer session)

An experiential course on international business and culture that combines classroom instruction with travel to business and cultural sites in foreign countries. Course requires an additional fee to cover the travel portion.

**INBU 495/Senior Seminar in International Business      3 cr.**

(3 class hours)

(spring)

*Prerequisites:* BFIN 340, MKTG 443, senior IB major status

This capstone course for international business students focuses on analyzing the existing and future business opportunities for a particular region of the world. The course integrates materials from economics, finance, management, marketing, and politics.

**INBU 497/Selected Topics in International Business      3 cr.**

*Note:* Each time this course is offered, the specific topic will be announced.

(occasionally)

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in scheduled international business courses. (Course content will vary; course may be repeated for credit up to a maximum of six credits.)

**INBU 499/Independent Study in International Business**      **1–6 cr.**

(fall, spring, summer)

*Prerequisites:* Permission of instructor and assistant dean

Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.

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## Management

**(Bachelor of Science—Business Administration with specialization in Management)**

*Faculty:* Butler, Hofmann, Lieb, Neves, Sanyal, Schneider, Vincelette

The management specialization prepares students for careers in managing organizational resources in profit and non-profit organizations and graduate study. The task of the manager is to coordinate the activities of people and resources to accomplish organizational objectives. The manager must perform a variety of roles for the organization to achieve its goals: planner, leader, motivator, innovator, and problem-handler. Since the manager is focused on people and processes, the management program is designed to provide its students with a solid grounding in people skills, communication skills, and organizational skills. The program fosters attitudes that will help students succeed in all types of organizations: a future-oriented outlook, rational decision-making, teamwork, individual responsibility, and the value of diversity. A minor in management is offered to business students in other specializations as well as to other college majors. Both a minor and a certificate program in human resource management are offered to those students desiring a more in-depth study in the field of human resource management. Two student professional organizations are sponsored by the management faculty: a chapter of the Society for the Advancement of Management (SAM) and a chapter of the Society for Human Resource Management (SHRM).

### Requirements for the Specialization

Fifty-four credits in the major include 33 credits in “core” courses: BUSN 100, 217, ACCT 260, 261, ECON 231 (ECON 200 and 201 are in general education), MGMT 310, 439, 490, MKTG 340, INFO 327, and BFIN 300; 12 credits in MGMT 313, 338, 450 and 451; and nine credits of management options.

### Recommended Sequence of Courses

#### Freshman Year

BUSN 099/School of Business Seminar	0	F
IDSC 151/Athens to New York	3	S
STAT 215/Statistical Inference	3	S
MATH 125/Calc. for Bus .and Soc. Sciences	3	F
RHET 101/Rhetoric I	3	F
Arts (GE)	3	F/S
BUSN 100/Computer Fundamentals	3	F/S
Science (GE)	8	F/S
PSYC 101/Introduction to Psychology	3	F
RHET 102/Rhetoric II	3	S
<b>Total for year</b>	<b>32</b>	

#### Sophomore Year

ACCT 260/Accounting Principles I	3	F
ECON 200/Principles of Economics: Micro	3	F
BUSN 217/Legal Environment of Business	3	F/S
Literature (GE)	3	F/S
Philosophy/Religion (GE)	3	F/S
ACCT 261/Accounting Principles II	3	S
ECON 201/Principles of Economics: Macro	3	S
ECON 231/Applied Econ. Statistics	3	S
IDSC 252/Society, Ethics, and Technology	3	F/S
Electives (free)	3	F/S
<b>Total for year</b>	<b>30</b>	

#### Junior Year

BFIN 300/Financial Management	3	F
INFO 327/Information Systems	3	F/S
MGMT 310/Management of Org. Behavior	3	F
MGMT 313/Human Resource Management	3	S

MKTG 340/Marketing Principles	3	F
History (GE)	3	F/S
Electives (three non-business; six free)	9	F/S
Management Option	3	S
<b>Total for year</b>	<b>30</b>	

#### **Senior Year**

MGMT 338/Employee and Labor Relations	3	F
MGMT 439/Operations Management	3	F/S
MGMT 450/Organizational Design	3	F
MGMT 451/Seminar in Decision Making	3	S
MGMT 490/Strategic Management	3	F/S
Management Options	6	F/S
Electives (non-business)	7	F/S
<b>Total for year</b>	<b>28</b>	

#### **Management Options**

Any 300- or 400-level management course.  
 BUSN 325/Employment Law  
 PSYC 367/Organizational Psychology

#### **Minor in Management**

A minor in management offers students in other business specializations as well as students in other majors and professional programs the opportunity to combine their major with general preparation in management. See your major adviser for advice about how a management minor might complement your program, and then consult with a management faculty member for help in course selection. The management minor is available to any student at The College of New Jersey and requires the completion of 18 credits from the courses listed below.

#### **Required Courses (9 credits)**

MGMT 310/Management of Organizational Behavior  
 MGMT 313/Human Resource Management  
 MGMT 450/Organizational Design

#### **Elective Courses (9 credits)**

MGMT 311/Small Business Management  
 MGMT 339/Principles of Quality Management  
 MGMT 439/Operations Management  
 MGMT 444/International Management  
 MGMT 445/Business Ethics and Corporate Social Responsibility  
 MGMT 451/Seminar in Decision Making  
 MGMT 497/Selected Topics in Management  
 PSYC 367/Organizational Psychology

Only one course may be taken from the following: MGMT 338, MGMT 350, MGMT 360, MGMT 413, BUSN 325.

#### **Minor in Human Resource Management**

The human resource minor is available to any student in The College of New Jersey and requires the completion of 18 credits from the courses listed below. Credits earned from selected topics or an independent study course may also qualify toward the minor, pending approval by the program coordinator. (Non-business majors may be required to take additional credits for the minor to account for prerequisites.)

#### **Required:**

MGMT 310/Management of Organizational Behavior **and**  
 MGMT 313/Human Resource Management  
**or**  
 PSYC 265/Psychology of Business and Industry **and**  
 PSYC 366/Personnel Selection and Placement

#### **Select 12 credits from the following list:**

ECON 315/Labor Economics  
 BUSN 325/Employment Law  
 MGMT 338/Employee and Labor Relations  
 MGMT 350/Principles of Training and Development  
 MGMT 360/Compensation Management  
 MGMT 413/International Human Resource Management  
 PSYC 443/Tests and Measurements

## **Human Resource Management Certificate**

The certificate program is available to any student. This 15-credit program has the same requirements as the minor, except for nine credits of options to be selected from the above list of courses.

**MGMT 310/ Management of Organizational Behavior**                   **3 cr.**

(3 class hours)  
(fall and spring)

*Prerequisite:* PSYC 101, ECON 200, three credits of statistics

Introduction to organizational behavior, development, and theory; interpersonal communication; concepts of motivation and leadership; philosophy, principles, and values in organization; and development of critical managerial skills at the individual, interpersonal, and group levels.

**MGMT 311/Entrepreneurship/Small Business Management**                   **3 cr.**

(3 class hours)  
(spring)

*Prerequisite:* MGMT 310

Opportunities and problems of small business in the U.S. Emphasizes aspects of management unique to small firms. Examines entrepreneurship and management of a wide variety of small businesses.

**MGMT 313/Human Resource Management**                   **3 cr.**

(3 class hours)  
(spring)

*Prerequisite:* MGMT 310

An overview of the management of human resources in organizations with emphasis on personnel law, job analysis, recruitment and selection, performance appraisal, discipline, compensation, and health and safety.

**MGMT 338/Employee and Labor Relations**                   **3 cr.**

(3 class hours)  
(fall)

*Prerequisite:* MGMT 310

Focuses on human resource management in the unionized workplace with emphasis on labor law, collective bargaining, contract administration, grievance resolution, and the role of labor unions.

**MGMT 339/Principles of Quality Management**                   **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisites:* MGMT 310, STAT 215

The most up-to-date theories and practices of quality management are explained, and the principles of quality assurance are introduced. Total quality management and statistical process control are presented with a managerial rather than technical emphasis. Students work on a quality project and get familiar with simple software in this area.

**MGMT 350/Principles of Training and Development**                   **3 cr.**

(3 class hours)  
(fall)

*Prerequisite:* MGMT 310

An orientation to the field of training in the corporate world. Emphasis on role of training, needs analysis, designing training programs, evaluating training results, and examining special training problems.

**MGMT 360/Compensation Management**                   **3 cr.**

(3 class hours)  
(spring)

*Prerequisite:* MGMT 310

The course focuses on designing and managing total compensation systems, covering compensation objectives, policies, and techniques. Topics embrace major forms of direct and indirect compensation, including base pay, fringe benefits, merit pay, and other incentives tied to individuals, teams, and business units.

**MGMT 413/International Human Resource Management**                   **3 cr.**

(3 class hours)  
(fall)

*Prerequisite:* MGMT 310

The course examines the impact that globalization of business is having upon a firm's human resource management and industrial relations practices with emphasis on organizing human resource activities effectively and as a source of competitive advantage.

**MGMT 432/Communication for Business**                   **3 cr.**

(3 class hours)  
(fall and spring)

*Prerequisite:* MGMT 310

Application of writing and speaking to the communication requirements of business: their roles, techniques, and types, with exercises in the formulation of some business communication products.

**MGMT 435/Women in Management                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* MGMT 310

An examination of the special concerns and problems of women in administration in business, industry, government, education, and health within the framework of the management process.

**MGMT 439/Operations Management                    3 cr.**

(3 class hours)

(fall and spring)

*Prerequisites:* MGMT 310, ECON 231

An overview of operations decisions in manufacturing and service firms. Topics include operations strategy, quality management, management of technology and innovations, inventory control, and project management. Computer exercises are required.

**MGMT 444/International Management                    3 cr.**

(spring)

*Prerequisite:* MGMT 310

Examines the environment and nature of international trade and investment; organizing and managing international operations; the role of culture and politics; and multinational enterprises.

**MGMT 445/Business Ethics and Corporate Social Responsibility                    3 cr.**

(3 class hours)

(fall)

*Prerequisite:* MGMT 310

A study of the impact of business on society and of developing guidelines for managing this impact. Emphasizes current issues in business/society relationships.

**MGMT 450/Organizational Design                    3 cr.**

(3 class hours)

(fall)

*Prerequisite:* MGMT 310

Is bureaucracy good or bad? Are organic organizations better than mechanistic organizations? Form follows function, and thus an organization's design must be appropriate to its environment and its purpose. This course examines organizational designs and processes in their internal and external contexts, and shows the student how to design an organization to operate efficiently in its unique situation.

**MGMT 451/Seminar in Decision Making                    3 cr.**

(3 class hours)

(spring)

*Prerequisites:* MGMT 310 and senior standing

Students will become familiar with a variety of qualitative and quantitative decision-making theories and skills that will enable them to make better decisions in both their organizational and personal lives. Topics include group and individual decision-making techniques; intuition; creativity; and the impacts of bias, gender, and culture. Individual research projects with written and oral presentations are utilized.

**MGMT 490/Strategic Management                    3 cr.**

(3 class hours)

(fall and spring)

*Prerequisites:* Senior standing, School of Business major, BFIN 300, MGMT 310, MKTG 340

The course integrates what the student has learned from various business disciplines and applies this integrative thinking to the firm's actions and outcomes. It illustrates how planning, implementation, and adaptation are necessary components of strategic management under conditions of rapid change and unpredictability. Technology, innovation, globalization, and linkages between organizational behavior and firm strategy are stressed. The course emphasizes current business practices taught through case analysis, research, writing, and presentations.

**MGMT 497/Selected Topics in Management                    3 cr.**

(occasionally)

*Prerequisite:* MGMT 310

*Note:* Each time this course is offered, the specific topic will be announced.

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in scheduled management courses. (Course content will vary; course may be repeated for credit up to a maximum of six credits.)

**MGMT 499/Independent Study in Management                    1–6 cr.**

*Prerequisites:* Permission of instructor and assistant dean

Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.

## **Marketing**

**(Bachelor of Science—Business Administration with specialization in Marketing—BAMA)**

*Faculty:* Pelham, Prensky, Quinton, Tucci

Marketing relates business strategy decisions to the environment in which companies operate. Strategy decisions consider product introduction; extensions of product line and deletions; distribution channels for products; market-oriented pricing; and promotion including personal selling and advertising. Besides major social and economic influence on strategy, the nature of market demand and competitive activity are carefully examined in terms of their influence on strategy choice. A minor in marketing is offered to any student interested in combining their major with a background in marketing. There is a student professional organization, a chapter of the American Marketing Association.

### **Requirements for the Specialization**

Fifty-four credits in the major include 33 credits in “core” courses: BUSN 100, 217, ACCT 260, 261, ECON 231 (ECON 200 and 201 are in general education), MGMT 310, 439, 490, MKTG 340, INFO 327, and BFIN 300; 12 credits in MKTG 347, 348, 422, and 447; and nine credits in marketing options.

### **Recommended Sequence of Courses**

#### **Freshman Year**

BUSN 099/School of Business Seminar	0	F
IDSC 151/Athens to New York	3	S
STAT 215/Statistical Inference	3	S
MATH 125/Calc. for Bus. and Soc. Sciences	3	F
RHET 101/Rhetoric I	3	F
Arts (GE)	3	F/S
BUSN 100/Computer Fundamentals	3	F/S
Science (GE)	8	F/S
PSYC 101/Introduction to Psychology	3	F
RHET 102/Rhetoric II	3	S
<b>Total for year</b>	<b>32</b>	

#### **Sophomore Year**

ACCT 260/Accounting Principles I	3	F
ECON 200/Principles of Economics: Micro	3	F
BUSN 217/Legal Environment of Business	3	F/S
Literature (GE)	3	F/S
Philosophy/Religion (GE)	3	F/S
ACCT 261/Accounting Principles II	3	S
ECON 201/Principles of Economics: Macro	3	S
ECON 231/Applied Econ. Statistics	3	S
IDSC 252/Society, Ethics, and Technology	3	F/S
Electives (free)	3	F/S
<b>Total for year</b>	<b>30</b>	

#### **Junior Year**

BFIN 300/Financial Management	3	F
INFO 327/Information Systems	3	F/S
MGMT 310/Management of Org. Behavior	3	F
MKTG 340/Marketing Principles	3	F
MKTG 347/Analysis of Consumer Behavior	3	S
MKTG 348/Supply Chain Management	3	S
History (GE)	3	F/S
Electives (three non-business; three free)	6	F/S
Marketing Option	3	S
<b>Total for year</b>	<b>30</b>	

#### **Senior Year**

MKTG 442/Marketing Research	3	F
MKTG 447/Marketing Management Seminar	3	S
MGMT 439/Operations Management	3	F

MGMT 490/Strategic Management	3	S
Marketing Options	6	F/S
Electives (seven non-business; three free)	10	F/S
<b>Total for year</b>	<b>28</b>	

## Marketing Options

- MKTG 341/Retail Management
- MKTG 345/Sales and Sales Management
- MKTG 441/Advertising
- MKTG 443/International Marketing
- MKTG 497/Selected Topics in Marketing

## **Minor in Marketing**

A minor offers students in other majors and professional programs the opportunity to combine their major with general preparation in business and marketing. Students in the sciences completing a marketing minor might also consider taking NURS 200/Pharmacological Interventions and a Pharmaceutical Internship as preparation for careers in the pharmaceutical industry. See your major adviser for advice about how a marketing minor might complement your program, and then consult a marketing faculty member for help in course selection. The marketing minor is available to any student at TCNJ and requires the completion of 18 credits from the courses listed below.

**Required:**

PSYC	101/Introductory Psychology I	3
ECON	200/Principles of Economics: Micro	3
MKTG	340/Marketing Principles	3
MKTG	347/Consumer Behavior	3

Select six (6) credits from the following: MKTG 341, MKTG 345, MKTG 348, MKTG 441, MKTG 442, MKTG 443, MKTG 447, and MKTG 497.

**MKTG 340/Marketing Principles** **3 cr.**

(3 class hours)

(fall, spring)

*Prerequisites:* PSYC 101, ECON 200

An introduction to the marketing discipline that explores the alternatives available to marketers in designing, implementing, and controlling market programs. Students are exposed to various perspectives of environmental analysis that are then combined with appropriate marketing tools in order to develop an effective marketing plan.

**MKTG 341/Retail Management** **3 cr.**

(3 class hours)

(fall)

*Prerequisite:* MKTG 340

Explores all of the various forms of both product and service retailing. The basic elements of retail strategy formation are presented including location, store vs. non-store environments, merchandising, buying, promotion, services, human resources, and financial management.

**MKTG 345/Sales and Sales Management** 3 cr.

(3 class hours)

(spring)

*Prerequisite:* MKTG 340

An introduction to personal selling and the management of sales organizations including the preparation of sales presentations, the techniques of effective selling, development, budgeting, compensating, and evaluating the sales force.

MKTG 347/Analysis of Consumer Behavior 3 cr.

(3 class hours)

(fall, spring)

*Prerequisite:* PSYC 101 or SOCL 101

Students investigate consumers' purchase activities and the activities used by marketers and public policy actors to influence consumers' purchase processes. Discussion of both the pleasures and the dark side of the consumer behavior of many different types of consumers—women and men of all ages and economic, social, cultural, and ethnic backgrounds.

**MKTG 348/Supply Chain Management** **3 cr.**

(3 class hours)

(spring)

*Prerequisite:* MKTG 340

Supply chain management examines functional (Plan, Buy, Make, Move, and Sell) integration beyond the boundaries of the firm, including those performed by its customers, suppliers, and intermediaries. The supply chain is an end-to-end process running from suppliers to customers that is linked by operational strategies and information technologies. This course provides a strategic and tactical framework for analyzing the entire supply chain in a global context that encompasses all firms, activities, and functions necessary to bring a product or service from the point of origin to the point of consumption.

**MKTG 441/Advertising****3 cr.**

(3 class hours)

(fall)

*Prerequisite:* MKTG 340

Management of the advertising function; introduction to the creative elements of an advertisement, including copy, layout, media choice; advertising's role in a marketing plan; and measuring advertising effectiveness.

**MKTG 442/Marketing Research****3 cr.**

(3 class hours)

(fall)

*Prerequisites:* MKTG 340, STAT 215 (or equivalent)

Methods and techniques used in marketing problem analysis including problem definition, hypothesis formulation, sampling techniques, questionnaire preparation, field surveys, data tabulation, and research results presentation.

**MKTG 443/International Marketing****3 cr.**

(3 class hours)

(fall)

*Prerequisite:* MKTG 340

Examines all of the adjustments necessary to develop an effective marketing strategy for application in multinational or global markets.

**MKTG 447/Marketing Management Seminar****3 cr.**

(3 class hours)

(spring)

*Prerequisites:* MKTG 340, 347, and 442 plus one semester of accounting, finance, and management

Procedures for planning, implementing, and evaluating marketing strategy. Useful quantitative analyses and information from the behavioral sciences are presented. (Capstone course for marketing specialization.)

**MKTG 497/Selected Topics in Marketing****3 cr.**

(3 class hours)

(occasionally)

*Note:* Each time this course is offered, the specific topic will be announced.*Prerequisite:* Consent of instructor

An opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in scheduled marketing courses. Topics include new product development and planning, direct marketing, advertising research, and e-commerce.

**MKTG 499/Independent Study in Marketing****1-6 cr.***Prerequisites:* Permission of instructor and assistant dean

Student must have a minimum grade point average of 2.5. An opportunity to engage in individual or small-group projects or studies, not otherwise available in the curriculum, under the supervision of a faculty adviser.

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## School of Culture and Society

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*Acting Dean:* Deborah Compte

### African-American Studies

*Faculty:* Dickinson, Chair; Evans

The Department of African-American Studies is dedicated to high educational goals and to scholarship and research regarding all persons of African origin. It is the objective of the department to disseminate information about such persons to students and members of the educational and adjacent communities.

The curriculum is structured to provide students with optimum exposure to black humanity as it relates to academics, research, and culture.

The ultimate goal of the Department of African-American Studies is to expand the horizons of all students in their quest for knowledge about Africa, Africans, and people of African ancestry as well as those students who will serve universally as leaders, scholars, and builders of their respective communities.

A minor consisting of 18 credits is currently offered.

Awards are presented annually to outstanding students in the department.

## African-American Studies Minor

### Required Courses:

AFAM 201/Global Perspectives: African Diaspora

Religion and Culture

*or*

AFAM 202/Global Perspectives:

African Diaspora Arts and Culture	3
AFAM 205/African-American History to 1865	3
AFAM 206/African-American History Since 1865	3
Options (by advisement)	9
<b>Total</b>	<b>18</b>

**AFAM 201/Global Perspectives: African Diaspora      3 cr.**

### Religion and Culture

(3 class hours)

(annually)

This course explores the history, religions, philosophies, family structures, and modes of communication found among people of the African diaspora. The centrality of indigenous African religious values, worldview, and rituals to the sacred and secular expressions of African people in Africa, Latin America, the Caribbean, North America, and Europe will be stressed, as will religion's fusion with the cultural norms of Europe and the Americas.

**AFAM 202/Global Perspectives: African Diaspora      3 cr.**

### Arts and Culture

(3 class hours)

(annually)

This course chronicles the artistic expressions of African, Caribbean, Latin American, and African-American people by exploring the links among indigenous African religious values, rituals and worldview, and the visual arts, musical, literary, and dramatic practices created throughout the African diaspora. The ways in which African religions have informed global artistic preservations of an African worldview and the worldview's fusion with European and American cultures will be emphasized.

**AFAM 205/African-American History to 1865      3 cr.**

(3 class hours)

(annually)

Cross-listed with HIST 285

An examination of the history of African Americans from their ancestral home in Africa to the end of the United States Civil War. The course encompasses introducing the cultures and civilizations of the African people prior to the opening up of the New World and exploring black contributions to America up to 1865.

**AFAM 206/African-American History Since 1865      3 cr.**

(3 class hours)

(annually)

Cross-listed with HIST 286

An examination of the history of African Americans from the end of legal slavery in the United States to the civil rights revolution of the 1950s and 1960s. The course is designed to explore the history of African Americans since the Reconstruction and their contributions to the civil rights revolution of the present era.

**AFAM 207/The History of Pre-Colonial Africa      3 cr.**

(3 class hours)

(annually)

A general survey of the history of Africa from the earliest times to the beginning of the European "scramble" for the African continent.

**AFAM 208/History of Africa Since 1870      3 cr.**

(3 class hours)

(annually)

A survey of Africa from the period of the European "scramble" to the present. European colonization, African reaction to colonial rule, and independent Africa.

**AFAM 210/Great Lives in African-American      3 cr.**

### History I

(3 class hours)

(occasionally)

A biographical study of eminent African Americans before the Civil War.

<b>AFAM 211/Great Lives in African-American History II</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A biographical study of eminent African Americans since the Civil War.	
<b>AFAM 220/Honors African Diaspora Religions and Culture</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
An introductory humanities survey that will explore the Caribbean, Latin America, and North America. The centrality of African religious values and worldview to the sacred and secular expressions of the four locales, African religion's fusion with the cultural norms of Europe and the Americas, and the interrelationship of these values to African people's "quest for freedom" will be stressed.	
<b>AFAM 221/Roots of Modern African-American Literature</b>	<b>3 cr.</b>
<i>Prerequisite: Rhetoric I</i>	
(3 class hours)	
(occasionally)	
A survey of African-American literature from slavery to World War II.	
<b>AFAM 222/Recent African-American Literature</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
<i>Prerequisite: Rhetoric I</i>	
A survey of African-American literature since World War II.	
<b>AFAM 223/Survey of African-American Poetry I</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A survey of black poetry to the Harlem Renaissance era.	
<b>AFAM 225/Survey of African-American Poetry II</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A survey of black poetry from the Harlem Renaissance era to present. A continuation of Survey of African-American Poetry I.	
<b>AFAM 235/Image of African-Americans in American Film</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
A survey of the images of African Americans as presented in American film. Emphasizes the viewing of a selected number of works which depict various types of movie-myth African Americans.	
<b>AFAM 240/Studies in African-American Music</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
Cross-listed with MUSC 245	
An introduction to the major innovators in various forms of African-American music. The course will concentrate on jazz, sacred music, African-American composers of classical music, and popular art forms. Field trips may be required at student expense.	
<b>AFAM 243/History of African-American Theater</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
An analysis of the historical development of African-American theater beginning in the 1820s and tracing its progress to the present; particular emphasis on contemporary innovations. The establishment of the relationship between Black/American theater and African culture. Field trips may be required at student expense.	
<b>AFAM 244/Workshop in African-American Theater</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
Continuation of AFAM 243. Students become actively involved in the mechanics of the theater. Field trips may be required at student expense.	
<b>AFAM 246/African Art History</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
The history of traditional arts in sub-Saharan Africa with emphasis upon how these arts were affected by colonialism. Field trips may be required at student expense.	

<b>AFAM 247/African-American Art History</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
The contributions of African Americans to the visual arts, with special references to the influence of social and political factors. Field trips may be required at student expense.	
<b>AFAM 248/African-American Music</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A survey of African-American music as a social document. The types of music discussed in the course include Negro spirituals, the work song, blues and jazz, various forms of religious music, and popular music. Field trips may be required at student expense.	
<b>AFAM 249/African-American Folklore</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A survey of the roots of African-American folk heroes, music, and other literary traditions since slavery.	
<b>AFAM 251/Harlem Renaissance</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
A survey of the philosophical, political, literary, and artistic activities and celebrated figures from the Harlem Renaissance era, 1920 to 1935.	
<b>AFAM 280/Africana Women in Historical Perspective</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
Cross-listed with WGST 280	
Perspectives on the World: Social Sciences-Content, Gender, Non-Western	
This course is a cross-cultural survey of the lives and contributions of the Africana women of Africa and their descendants in North and South America and the Caribbean. Emphasis will be placed upon the elements of African culture that, when impacted by colonialism and/or the Atlantic slave trade, resulted in similar types of resistance to oppression and analogous cultural expressions among the women of these four locales.	
<b>AFAM 282/History of Race Relations in the United States</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
An examination of the evolution of the United States as a multiracial society and the development and operation of the relations among the various racial groups that make up the American nation. The struggle for equality of opportunity and justice for all will also be examined.	
<b>AFAM 300/The Writings of W.E.B. Du Bois</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
Cross-listed with ENGL 348	
This is an interdisciplinary seminar on the life, publications, philosophy, and impact of William Edward Burghardt Du Bois (1869–1963). Particular attention will be accorded to Du Bois' methods and uses of scholarship and argumentation, which continue to inform debates about race, race relations, and the politics of knowledge formation and dissemination.	
<b>AFAM 352/African Folklore</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A survey of African folklore with particular reference to the folklore of the people of Africa south of the Sahara.	
<b>AFAM 360/Topics in Africana Studies</b>	<b>3 cr.</b>
(occasionally)	
Focuses on different topics of significance to the African diaspora, e.g., seminar on James Baldwin, Africana writers, etc. May be repeated as topic/instructor varies.	
<b>AFAM 476/Honors in Africana Studies</b>	<b>3 cr.</b>
(occasionally)	
<i>Prerequisite:</i> HONR 220, HONR 243, or by invitation	
Special projects for those in the Honors Program and for other highly qualified students. For more information, see the department chair.	
<b>AFAM 477/Honors in Africana Studies</b>	<b>6 cr.</b>
(occasionally)	
<i>Prerequisite:</i> HONR 220, HONR 243, or by invitation	
Special projects for those in the Honors Program and for other highly qualified students. For more information, see the department chair.	
<b>AFAM 498/Seminar in African-American Studies</b>	<b>3 cr.</b>
(annually)	

*Prerequisite:* Permission of department

Attention is directed toward various topics that relate to problems and solutions as they apply to people of African descent. Written and oral presentations are required. (May be repeated for credit as topics change.)

**AFAM 499/Independent Study in African-American Studies**      **1-5 cr.**

(annually)

Research on a topic involving African, African-American and/or Caribbean life, culture and/or history under the supervision of a faculty member in the Department of African-American Studies.

**PSYC 252/Psychology of the Minority Experience**      **3 cr.**

(See Psychology for description.)

**SOCL 215/Racism, Power, and Privilege**      **3 cr.**

(See Sociology for description.)

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## **Classical Studies Interdisciplinary Minor**

*Faculty:* Gotthelf, Karras, *Coordinators:* Chazelle, McGee, Pollio, Riccardi

The Classical Studies Program offers students an opportunity to explore the exciting worlds of ancient Greece and Rome—their history, art, archaeology, philosophy, religion, politics, and languages. Courses in all these aspects of Greek and Roman history and culture are offered by specialists from the relevant departments. Students can pursue a full program of study in the ancient Greek language, from beginning grammar and vocabulary through the reading of all or part of great original works of poetry, drama, history, philosophy, math, science and medicine, by authors such as: Homer, Sophocles, Euripides, Herodotus, Hippocrates, Plato, Aristotle, and Euclid.

Students may take individual courses or work toward a minor in classical studies. To achieve a minor, students must take at least six courses (18 credits), at least one of which must be a non-language course. (It is, thus, not necessary to take any language courses to achieve a minor, although it is recommended that minors seriously consider exploring the Greek language.) Courses are to be chosen from among the following:

CLAS	101/Classical Greek I	3
CLAS	102/Classical Greek II	3
CLAS	201/Intermediate Greek	3
CLAS	298/Special Topics in Classical Greek	3
CLAS	498/Independent Study	
ART	300/Ancient and Classical Art	3
CLAS	250/Greek Mythology	3
ENGL	341/Ancient Greek Drama	3
HIST	202/Classical Antiquity	3
HIST	204/Late Antiquity	3
HIST	301/Classical Greek Civilization	3
HIST	302/Hellenistic World	3
HIST	303/History of the Roman Republic	3
HIST	304/History of the Roman Empire	3
HIST	305/Ancient Christianity	3
PHIL	201/Ancient Philosophy	3
PHIL	301/Seminar in Ancient Philosophy	3
HONR	200/Human Love in Philosophy and Literature	3
HONR	245/Athens in the Classical Age	3
HONR	349/Cities and Sanctuaries of Greece and Rome	3

HONR courses are open to students in The College Honors Program and to others by permission of instructor.

Any 298 or 398 Special Topics course, or other course, offered in the field of classical civilization may be counted toward the minor subject to approval of the coordinators. Where no course exists, it may be possible to arrange independent study for credit.

*Language Offerings:* Classical languages are approved as satisfying the general education language requirement for students in the Schools of Art, Media, and Music; Culture and Society; and Science. CLAS 101 and 102, though open to all students, count toward College Honors for students in the Honors Program.

**CLAS 101/Classical Greek I**      **3 cr.**

(3 1/2 class hours)

(annually)

This course is the first part of a two-semester introduction to the elements of classical Greek, and aims at allowing students to read classical Greek texts as quickly as possible. The focus of the course is the vocabulary and grammar of ancient Greece, but linguistic and cultural history will also be treated.

**CLAS 102/Classical Greek II** 3 cr.

(3 1/2 class hours)

(annually)

*Prerequisite:* CLAS 101 or equivalent

A continuation of Classical Greek I, completing the study of the elements of the language. Students will read selections from the works of great authors of the classical period.

**CLAS 201/Intermediate Greek** **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* CLAS 102 or equivalent.

Intensive review of grammar. Concentration on translation and appreciation of great works of the ancient Greek world, such as Plato's *Apology* and *Crito*, and selections from Homer's *Iliad*, Herodotus' *History*, and Aristotle's *Ethics*.

CLAS 250/Introduction to Greek Mythology 3 cr.

(3 class hours)

An introduction to ancient Greek mythology through primary texts in English translation such as Homer's *Iliad* and *Odyssey*, Aeschylus' *Agamemnon*, Sophocles' *Ajax*, et al. We shall focus on the Trojan War cycle of myths and its greatest heroes in order to understand how the ancient Greeks explored important aspects of their society through literature that ostensibly presents myth in sculpture and on vases and to differentiating the ancient Greek concept of "myth" from our own.

**CLAS 298/Special Topics in Classical Greek**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* CIAS 201 or equivalent

Translation, study, and appreciation of authors and texts selected from one or more periods and genres for students who have completed CLAS 201. May be repeated for credit with permission of program coordinator.

CLAS 498/Independent Study variable

An independent study project involving the classical languages, designed and carried out in consultation with a faculty supervisor.

## **Communication Studies**

*Faculty:* Byrne, Chair; Marsh, Pollock, Ryan, Sims, Woodward

## **The Communication Studies Program**

The Communication Studies Program is a liberal arts major emphasizing theory and practice in a variety of settings for human communication. Topics include: leadership and persuasion, group problem solving, interpersonal skills, conflict resolution, mass media effects, radio and television production, audience research, political persuasion, organizational behavior, freedom of speech, etc. Some courses emphasize specific skills; others provide a conceptual frame for the assessment of a wide variety of message situations.

Students enrolled in the Communication Studies Program may select from three content areas: **Public/Mass Communication**, **Corporate/Organizational Communication**, and **Radio/Television**.

Students in the Department of Communication Studies will develop communication knowledge and skills needed in a rapidly changing society. They will learn how communication affects both individuals and groups.

The flexible program is tailored to accommodate individual interests, aptitudes, and career goals. Each student works with a faculty adviser to plan a program of study and must complete a select group of required core courses which introduce basic concepts and skills. A variety of optional courses allows for the pursuit of more specialized areas. Students are encouraged to develop their creative talents and to apply classroom learning through participation in co-curricular activities and internships.

Graduates from the Department of Communication Studies are strong candidates for positions in a variety of areas including supervision, administration, public relations, human resources, advertising, sales, market research, media production and design, politics, business, and education. Students considering graduate school should take courses beyond the minimum requirement of 39 hours.

The communication program requires a minimum of 39 course credits:

**Required Core Courses** **18 cr.**

**Common Core (required of all majors):**

COMM 103/Introduction to Communication Studies	3
COMM 172/Survey of Media Communication	3
COMM 301/Methods of Communication Research and Analysis	3

COMM 310/Theories in Persuasion	3
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**Public/Mass Communication and Corporate/Organizational Communication:**

COMM 240/Public Speaking in Business and Government	3
COMM 242/Interpersonal Communication	3

**Radio/Television:**

COMM 212/Introductory Television Production	3
COMM 269/Radio and Audio Production	3

<b>Communication Options</b>	<b>12 cr.</b>
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Each student must take a minimum of four courses from at least one of the following concentrations:

**Public/Mass Communication:**

COMM 210/Mass Media and the First Amendment	3
COMM 212 or COMM 269	3
COMM 241/Argumentation and Debate	3
COMM 271/Film and Society	3
COMM 280/Strategies of American Political Communication	3
COMM 322/Great Speakers	3
COMM 371/Strategies of Public Relations	3
COMM 380/Public Discussion of Vital Issues	3
COMM 403/Public Communication Campaigns	3

**Corporate/Organizational Communication:**

COMM 250/Small Group Communication	3
COMM 371/Strategies of Public Relations	3
COMM 405/Leadership	3
COMM 411/Intercultural Communication	3
COMM 441/Organizational Communication	3
COMM 212 or COMM 269	3

**Radio/Television:**

COMM 216/History of Performance	3
COMM 270/Broadcast Writing and Performance	3
COMM 271/Film and Society	3
COMM 312/Intermediate Television Production	3
COMM 369/Advanced Radio Production	3
COMM 442/Senior Practicum (required)	3
COMM 430/Directing for the Camera	3
COMM 350/TV Workshop Documentary	3
COMM 250/Small Group Communication	3

<b>Additional Options:</b>	<b>0-9 cr.</b>
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Any COMM course not used to fulfill the above distribution pattern may be chosen as a departmental option.

Below is a suggested program of study in **Public/Mass or Corporate/Organizational Communication:**

**Freshman Year**

COMM 099/Department Seminar	0
COMM 103/Introduction to Communication Studies	3
COMM 172/Survey of Media Communication	3
IDSC 151/Humanity: Athens to New York	3
IDSC 252/Society, Ethics, and Technology	3
RHET 101, 102/Rhetoric I, II	6
Foreign Language	6
Statistics (GE)	6
<b>Total for year</b>	<b>30</b>

**Sophomore Year**

COMM 240/Public Speaking in Business/Government	3
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COMM 242/Interpersonal Communication	3
Communication Options	6
Foreign Language	6
Social Sciences (GE)	3
Arts (GE)	3
Electives	6
<b>Total for year</b>	<b>30</b>

**Junior Year**

COMM 301/Methods of Communication Research and Analysis	3
COMM 310/Theories in Persuasion	3
Communication Options	7
History (GE)	3
Natural Sciences (GE)	8
Literature (GE)	3
Philosophy and Religion (GE)	3
Electives 3	
<b>Total for year</b>	<b>30</b>

**Senior Year**

Communication Options	11
Electives	19
<b>Total for year</b>	<b>30</b>
<b>Total</b>	<b>120</b>

Below is a suggested program of study in **Radio/Television**:

**Freshman Year**

COMM 099/Department Seminar	0
COMM 103/Introduction to Communication Studies	3
COMM 172/Survey of Media Communication	3
IDSC 151/Humanity: Athens to New York	3
IDSC 252/Society, Ethics, and Technology	3
RHET 101, 102/Rhetoric I, II	6
Foreign Language	6
Mathematics (GE)	6
<b>Total for year</b>	<b>30</b>

**Sophomore Year**

COMM 212/Introductory Television Production	3
COMM 269/Radio/Audio Production	3
COMM 216/History of Performance	3
Communication Option	3
Foreign Language	6
Social Sciences (GE)	3
Arts (GE)	3
Electives 6	
<b>Total for year</b>	<b>30</b>

**Junior Year**

COMM 301/Methods of Communication Research and Analysis	3
COMM 310/Theories in Persuasion	3
COMM 369/Advanced Radio/Audio Production	3
COMM 312/Intermediate Television Production	3
Communication Options	1
History (GE)	3
Natural Sciences (GE)	8
Literature (GE)	3
Philosophy and Religion (GE)	3
Electives 3	
<b>Total for year</b>	<b>30</b>

**Senior Year**

COMM 314/Advanced Television Production	3
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COMM 442/Senior Practicum	3
Communication Options	6
Electives 18	
<b>Total for year</b>	<b>30</b>
<b>Total</b>	<b>120</b>

**Minor in Communication (2.0 GPA required)      18 cr.**

1. Select two of the following courses: 6 cr.

COMM 103, COMM 172, COMM 240, COMM 242, COMM 301, COMM 310

2. Select any two from one of the following groups: 6 cr.

a. Public and Mass Communication:

COMM 210, COMM 241, COMM 271, COMM 280, COMM 322, COMM 380

b. Interpersonal Communication:

COMM 250, COMM 405, COMM 411, COMM 441

c. Radio and Television:

COMM 212, COMM 269, COMM 270, COMM 271

3. Select any two additional COMM courses 6 cr.

numbered 200 or higher (excluding COMM 486/499)

**COMM 099/Department Seminar      0 cr.**

**COMM 100/Fundamentals of Public Speaking      3 cr.**

(3 class hours)

(occasionally)

The techniques of public speaking. Attention is given to speaker-listener relationships, management and choice of ideas, selection and organization of materials, use of language, and nonverbal elements.

**COMM 101/Debate and Advocacy      3 cr.**

(3 class hours)

(annually-spring)

The art and technique of making pleas and arguments. Debate formats, the use of evidence, refutation, methods of organization, and modes of analysis. For students interested in law, teaching, journalism, and related fields.

**COMM 102/Persuasion and Propaganda      3 cr.**

(3 class hours)

(annually-fall)

The means by which community attitudes, beliefs, and actions are directed through persuasion; includes analysis of media propaganda; provides direct experience with public address.

**COMM 103/Introduction to Communication Studies      3 cr.**

(3 class hours)

(annually-fall, biennially-spring)

Provides students with an overview of the discipline and an understanding of the role theory plays in the study of communication. Students are introduced to different ways of thinking about communication as influenced by cultural, historical, and academic perspectives. Helps students to apply theories to actual communication events and experiences in interpersonal, organizational, mass, and political communication contexts.

**COMM 106/Introduction to Dramatic Forms      3 cr.**

(3 class hours)

(occasionally)

Exploration of the premises which undergird attempts to dramatize the human condition whether through live performance or the various means of recording (e.g., film/video). Emphasis on the synthesis of various contributing arts and historical sources and principles.

**COMM 108/Performance Credit      1 cr.**

(1 class hour)

(every semester)

Participation in communication-related activity. Students must take the initiative to arrange projects with appropriate faculty, and complete a performance credit contract with the COMM 108 coordinator at the beginning of the semester.

**COMM 172/Survey of Media Communication      3 cr.**

(3 class hours)

(every semester)

Surveys all forms of broadcast, print, and computerized communication systems in terms of their origins, development, and social impact. Students are introduced to various theoretical perspectives of media ownership and the press, audience behavior, and media influence. Ethical, legal, political, and economic issues surrounding the mass media are also analyzed.

**COMM 176/Makeup for Performance      3 cr.**

(two 100-minute periods)

(occasionally)

A practical study of the theory, design, and application of makeup for stage, film, and television. Two-dimensional (paint) and three-dimensional makeup, wigs, and beards. Course work may be coordinated with production activity. Each student is required to purchase a makeup kit.

**COMM 210/Mass Media and the First Amendment      3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* COMM 172 or ENGL 208, or instructor consent

An examination of the opportunities and constraints governing the expression of ideas in major forms of American public media. Emphasis on the legal, social, and technical limits placed on free expression in American society.

**COMM 211/Motion Picture Production I      3 cr.**

(3 class hours)

(annually-fall)

An introductory course examining the medium of motion picture production in relation to both aesthetics and production technique. Students will produce two short films using 16mm cine cameras and editing equipment. Exercises will include optical and mechanical theory and operation of motion picture cameras, lighting and metering technique, editing/post-production practice, and production organization.

**COMM 212/Introductory Television Production      3 cr.**

(one lecture and one studio class meeting per week)

(every semester)

An introduction to the basic concepts and techniques of multi-camera studio production, including fundamentals of camera operation, video control, audio, lighting, pre-production preparation, and directing.

**COMM 216/History of Performance      3 cr.**

(3 class hours)

(annually-spring)

Examines the development of performance art in the context of popular culture, exploring the interrelationship of live, filmed, and electronically recorded performance media.

**COMM 222/Semantics      3 cr.**

(3 class hours)

(occasionally)

A branch of linguistics that deals with meaning, word derivations, historical changes in meaning, neologisms, and human behavior patterns, reflected in symbol systems; also incorporates principles of general semantics.

**COMM 240/Public Speaking: Business and      3 cr.**

**Government**

(3 class hours)

(every semester)

Examines the theoretical, practical, and ethical dimensions of public speaking. Focuses on the basic principles and understanding of verbal and nonverbal communication, audience analysis, and techniques for researching, organizing, supporting, and presenting ideas effectively. Students are provided with opportunities to develop their communicative knowledge and skills within the context of public and business speaking situations. Emphasis is placed on the relationship between critical thinking, speaking, and effective listening.

**COMM 241/Argumentation and Debate      3 cr.**

(3 class hours)

(occasionally)

Intensive study of content and techniques of argument in public controversies. Theories of rational argumentation and debate. Participation in traditional debates, cross-examination debates, and mock trials.

**COMM 242/Interpersonal Communication      3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* Statistics I

Examines interpersonal communication, combining theory with practice; emphasizes the uniqueness of interpersonal communication as opposed to communication in other settings.

**COMM 250/Small Group Communication      3 cr.**

(3 class hours)

(annually-spring)

Explores small group communication theory and research, group problem solving, decision making, conflict resolution, and participation in group problem-solving tasks.

**COMM 255/Acting for the Camera      3 cr.**

(two 100-minute periods)

(biennially-fall)

The role of the actor in the interpretation of dramatic and narrative texts adapted for camera performance. Course work culminates in preparation of individual "audition" tapes. May be repeated once for credit with departmental consent.

**COMM 269/Radio and Audio Production**                   **3 cr.**

(3 class hours)

(every semester)

Provides an understanding of broadcast methods. Lab projects are used to practice skills in announcing, newscasting, radio production, and other broadcasting techniques. Students participate in correlated activities with WTSR FM Radio.

**COMM 270/Broadcast Writing and Announcing**                   **3 cr.**

(3 class hours)

(annually-fall)

An introduction to the role of the announcer in radio and television. The course examines the responsibilities and skills involved in writing and performing broadcast copy.

**COMM 271/Film and Society**                   **3 cr.**

(one lecture and one lab class per week)

(every semester)

A critical/analytical study of the social impact of the cinema.

Review of the systems which bear upon the filmmaker, the social contexts within which films are presented and interpreted, and the societal impact and function of the cinema. Emphasis will be placed on cinematic work which falls outside the mainstream.

**COMM 280/Strategies of American Political**                   **3 cr.**

**Communication**

(3 class hours)

(annually-spring)

A survey of the design and use of political messages in various media. Includes an assessment of the strategies and effects of campaign techniques, the legislative process, and the presidency.

**COMM 301/Methods of Communication Research**                   **3 cr.**

**and Analysis**

(3 class hours)

(every semester)

An introduction to several major methodologies for analyzing, discovering, and testing observations about communication processes and effects in both print and electronic media. Perspectives include experimental, survey, and content analysis. Students completing this course should be able to critically evaluate communication and other behavioral and scientific research.

**COMM 310/Theories in Persuasion**                   **3 cr.**

(3 class hours)

(every semester)

Using basic terminology, philosophy, and methodology, this course focuses on current persuasion theory and application to practical situations. Appropriate historical developments and contributions are surveyed.

**COMM 312/Intermediate Television**                   **3 cr.**

**Production**

(EFP, editing, post-production)

(3 class hours)

(annually-spring)

*Prerequisite:* COMM 212 or instructor consent

An introduction to concepts and techniques of single-camera production, editing, and post-production including creative, pre-planning strategies, methods of executing and evaluating visual ideas, and the final visual presentation. Students produce a narrative video project.

**COMM 314/Advanced Television**                   **3 cr.**

**Production**

(3 class hours)

(annually-fall)

*Prerequisites:* COMM 212 and COMM 312

A workshop course developing and executing significant projects in narrative television, utilizing combined techniques of studio, location, and post-production, and exploring the application of advanced cinematic and video graphic concepts.

**COMM 322/Great Speakers**                   **3 cr.**

(3 class hours)

(occasionally)

This survey of masterpieces of oratory in English assesses the effect of public address on social attitudes and behavior.

**COMM 350/Television Workshop: Documentary**                   **3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* COMM 312 or instructor consent

This course enables students to participate as members of a production unit, with the objective of completing a television documentary. Documentaries deal with social issues of major significance. Students may take this course twice.

**COMM 368/Lighting**                                   **3 cr.**

(3 class hours)

(alternate years-fall)

*Prerequisite:* COMM 212 or instructor consent

An exploratory course in the uses of light beyond basic illumination. Electrical, optical, and color theory applied to stage and television lighting. Familiarity with luminaires, control systems, physical and dynamic properties of light. Practical application in studio and on location.

**COMM 369/Advanced Radio and Audio Production**   **3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* COMM 269 or instructor consent

Covers advanced sound production and radio programming techniques with emphasis on programming for WTSR, The College radio station, mixing effects, post-production, and location techniques. In addition to sound processing, sound for television and sound editing will be covered.

**COMM 371/Strategies of Public Relations**                                   **3 cr.**

(3 class hours)

(annually-spring)

An overview of the strategies and tactics used in the practice of public relations, with special emphasis on defining the current parameters of this field of expertise. Students will explore the processes involved in professional public relations work: research, planning, communication, and evaluation.

**COMM 380/Public Discussion of Vital Issues**                                   **3 cr.**

(3 class hours)

(annually-fall)

*Prerequisite:* Junior standing

Covers rhetoric and propaganda as used in controlling public opinion through debate, public speaking, panel discussion, theater, films, radio, television, and other forms of media and public address.

**COMM 384/Topics in Communication Studies**                                   **3 cr.**

(3 class hours-usually)

(every semester)

Focuses on a significant historical or theoretical topic, or on studio and performance skills; may be repeated when topic changes.

**COMM 403/Social Marketing: Public**   **3 cr.**

**Communication Campaigns**

(3 class hours)

(annually-fall)

This course examines the impact of public communication campaigns, in particular health communication campaigns, aimed at informing and persuading mass audiences. Special attention is given to the selection of achievable objectives, to the integration of carefully chosen strategies with specific tactics for designing successful campaigns, and to the evaluation of campaign effectiveness.

**COMM 405/Leadership**   **3 cr.**

(3 class hours)

(annually-fall)

This course draws upon a range of research and writing about leadership to develop an analytic framework for understanding and carrying out leadership roles. Emphasis is given to concepts of paradigm and change, functions of dynamics of group process, and pertinent characteristics of communication.

**COMM 411/Intercultural Communication**   **3 cr.**

(3 class hours)

(annually-spring)

Focuses on the importance of developing one's ability to communicate effectively with people from diverse cultures and co-cultures.

**COMM 430/Directing for the Camera**   **3 cr.**

(3 class hours)

(annually-fall)

Introduces students to basic concepts involved in directing for film and television including shot listing, storyboarding, selection of shot positions, angles and movements, as well as working with scripts, rehearsing talent, blocking for the camera, and shooting for the edit. Students will be expected to complete several assignments over the course of the semester including projects in the television studio as well as those using concepts from single-camera production.

**COMM 441/Organizational Communication**                                   **3 cr.**

(3 class hours)

(annually-fall)

The study of the internal communication requirements of organizations. Covers communication problems and solutions associated with conflict, interpersonal power and influence, communication varies, information flow, and communication channels.

**COMM 442/Senior Practicum****3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* Instructor consent

Completion of two group projects, each realizing the solution to a complex problem in different areas (performance, production, directing, writing). For each undertaking, substantial scholarly investigation shall be required and a conceptualization and realization that are both viable and well defended.

**COMM 486/Internship****3 to 9 cr.**

(conferences as required)

(every semester)

*Prerequisite:* Not open to freshmen or students with a GPA lower than 2.5 in the communication studies major

Interested students should contact the communication studies department early in the semester. Descriptions of internship opportunities and permission to register forms are available in the department office. Students may take up to a 12-credit load in addition to the internship during the fall and/or spring but only nine credits, in total, may be taken during the summer.

**COMM 499/Independent Study****1 to 6 cr.**

(every semester)

*Prerequisite:* An application for independent study must be developed and approved by the department prior to registration. This process normally requires about 30 days. Students are expected to do individual study under faculty supervision. Work may also be coordinated with participation in performance activities. This course may be adjusted to fit a semester or quarter schedule.

## Economics

See the BA in Economics offered in the School of Business.

## English

*Faculty:* Bearer, Graham, *Co-chairs*; Bennett, Biggs, Blake, Brazell, Carney, Cole, Day, DeMeritt, Erath, Friedman, Hannold, Harrod, Hustis, Kapur, Konkle, McCauley, McGee, Mehlman, Novick, Ortiz, Pearson, Robertson, Showler, Steinberg, Tarter, Venturo, Waterhouse, Wood

The English liberal arts curriculum is designed to provide intensive study in literature, language, and writing. The department also offers a professional track in journalism and professional writing, as well as minors in English and journalism/professional writing. Any of these programs can be meaningfully combined with majors or minors in such fields as history, psychology, modern languages, philosophy, and elementary or early childhood education.

Admission to the Junior Professional Experience requires an overall cumulative average of 2.50. Because the members of the English department believe that proper advisement is vital to the academic well-being of majors, a student must be formally admitted into the English major before attempting the final 21 major credits.

The English program offers a broad range of courses in literature, language, film, and writing, allowing students to design programs appropriate to their goals and interests. The English major is excellent preparation for careers in journalism, public relations, law, management, and teaching—any occupation that requires verbal skills. It is also one of the best preparations for graduate and professional schools, and many of our students go on to advanced study at universities across the country.

**English Major****(Required credits: 39)**

ENGL 201/Approaches to Literature	3
ENGL 202/History of the English Language	3
ENGL 206/Creative Writing	
<i>or</i>	
ENGL 207/Advanced Writing	3
ENGL 217/World Literature I	
<i>or</i>	
ENGL 218/World Literature II	3
ENGL 228/English Literature to the Restoration	3
ENGL 229/English Literature 1700-Present	3
ENGL 235/American Literature to the Civil War	3
ENGL 236/American Literature since the Civil War	3

ENGL 497/Senior Seminar: Literary Theory	3
A 400-level literature course	3
Three additional English courses (literature) at the 300- or 400-level	9
<b>Total</b>	<b>39</b>

**English Major: Liberal Arts (ENGA)**

**Freshman Year**

RHET 101,102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
Foreign Language GE)*	6
Mathematics (GE)	3
Natural Sciences (GE)	8
ENGL 099/Department Seminar	0
ENGL 201/Approaches to Literature	3
Elective 3	
<b>Total for year</b>	<b>32</b>

**Sophomore Year**

Mathematics (GE)	3
Foreign Language (GE)*	3
IDSC 252/Society, Ethics, and Technology	3
Social Sciences (GE)	6
Artistic/Humanistic Perspectives (GE)	6
ENGL 202/History of the English Language	3
ENGL 206 or 207/Creative or Advanced Writing	3
ENGL 228 or 229/English Literature	3
ENGL 235 or 236/American Literature	3
<b>Total for year</b>	<b>33</b>

**Junior Year**

Artistic/Humanistic Perspectives (GE)	6
ENGL 228 or 229/English Literature	3
ENGL 235 or 236/American Literature	3
ENGL 217 or 218/World Literature	3
ENGL 300- or 400-level English course (literature)	3
ENGL 400-level English course (major author)	3
Electives	9
<b>Total for year</b>	<b>30</b>

**Senior Year**

ENGL 300- or 400-level English courses (literature)	6
ENGL 497/Sr. Seminar: Literary Theory	3
Electives	16
<b>Total for year</b>	<b>25</b>

\*May be exempted and replaced by electives.

**English Major: Teaching (ENGT)**

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching.

Secondary teaching majors (ENGT) must complete the major requirements for English liberal arts. They are required to complete 128 credits, and most of their elective credits will be devoted to secondary teaching requirements.

**Students in elementary education/English and early childhood education/English must complete the requirements for English liberal arts.**

Students should consult with their departmental advisers in planning their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

**English Major: Journalism and Professional Writing Track (ENGB)**

<b>Required major core courses:</b>	<b>6</b>
ENGL 202/History of the English Language	3
ENGL 206 or 207/Creative or Advanced Writing	3
<b>Required courses:</b>	<b>19</b>
ENGL 208/Introduction to Journalism	3
ENGL 250/Introduction to Professional Writing	3
ENGL 309/Modern Journalism	3
ENGL 310/Beats and Deadlines	4
ENGL 311/News Editing and Production	3
ENGL 499/Media Experience	3
<b>Three of the following courses:</b>	<b>9</b>
ENGL 307/Topics in Journalism	3
ENGL 350/Magazine Writing	3
ENGL 355/Topics in Professional Writing	3
300- or 400-level J/PW Option	3
<b>Six hours of literature:</b>	<b>6</b>
Two courses at the 300- or 400-level	

**Journalism/Professional Writing Track (ENGB)**

**Freshman Year**

RHET 101,102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
Foreign Language (GE)*	6
Mathematics (GE)	3
Natural Sciences (GE)	8
ENGL 099/Department Seminar	0
ENGL 208 or 250/Intro. to Journalism or to Prof. Writing	3
Electives	3
<b>Total for year</b>	<b>32</b>

**Sophomore Year**

Mathematics (GE)	3
Foreign Language (GE)*	3
IDSC 252/Society, Ethics, and Technology	3
Social Sciences (GE)	6
Artistic/Humanistic Perspectives (GE)	6
ENGL 202/History of the English Language	3
ENGL 206 or 207/Creative or Advanced Writing	3
ENGL 208 or 250/Intro. to Journalism or to Prof. Writing	3
ENGL 309 or 310/Modern Journalism or Beats and Deadlines	3-4
<b>Total for year</b>	<b>33-34</b>

\*May be exempted and replaced by electives.

**Junior Year**

Artistic/Humanistic Perspectives (GE)	6
ENGL 309 or 310/Modern Journalism or Beats and Deadlines	3-4
ENGL 300- to 400-level/Journalism/ Prof. Writing Option	3
ENGL 311/News Editing and Production	3
ENGL 307 or 350 or 355	3
ENGL 499b/Media Experience	3
Electives	6
<b>Total for year</b>	<b>27-28</b>

<b>Senior Year</b>	
ENGL 307 or 350 or 355	3
ENGL 300- to 400-level Literature Courses	6
Electives 18	
<b>Total for year</b>	<b>27</b>

#### **English Minor**

##### **Required courses:**

ENGL 201/Approaches to Literature	3
ENGL 202/History of the English Language	3
ENGL 228 or ENGL 229	3
ENGL 235 or ENGL 236	3
ENGL 206 or ENGL 207	3
One 300- or 400-level literature course	3
<b>Total</b>	<b>18</b>

*See also: Journalism Minor  
Professional Writing Minor*

#### **Departmental Honors in English**

1. Three (3) credits. ENGL 497/Senior Seminar: Literary Theory

An overview of the major theories of literature, with the aim of learning how to apply these “legitimizing frameworks” to the understanding of literature and its cultural context.

2. Six (6) credits. ENGL 477/Honors in English

Senior Honors Research Project, to be completed under the supervision of a faculty adviser. The departmental honors committee will approve project proposals and evaluate the completed work in conjunction with the faculty adviser. For departmental honors, a minimum grade of B is required. The completed project will be presented to the entire English department.

#### **Academic Advisement in English**

Each student must conform to departmental advisement procedures. Students will be assigned to academic advisers by the departmental advisement coordinator. Advisers will publicize the names of students whom they are advising and the times when they are available for conferences, but the student is responsible for taking the initiative to arrange conferences with the adviser each semester during the registration period and whenever academic questions arise. The purposes of these conferences are to assure that: 1) the student is taking the appropriate courses to meet The College’s academic requirements; 2) the student is aware of and pursuing those courses best suited to his or her career goals; 3) the student will have a source of attentive, mature advice in handling whatever academic difficulties he or she may be encountering; and 4) the student will have a sympathetic ear for other problems which may be affecting his or her academic performance. Advisers will maintain files on each advisee, containing control sheets, transcripts, test scores, or whatever personal data are made available to the adviser.

<b>RHET 101, 102/Rhetoric I, II</b>	<b>3, 3 cr.</b>
(each course 3 class hours)	

*Prerequisite for RHET 102: RHET 101*

Critical thinking in writing and speaking. The study of rhetoric to generate, analyze, and evaluate writing and speaking, with emphasis on explaining and persuading. The forms of reasoning, the elements of speaking, and the uses of language are an integral part of the subject matter of these courses. Rhetoric II requires the preparation of a research paper.

<b>ENGL 090/Introduction to Writing</b>	<b>3 cr. (additive)</b>
(3 class hours)	

An intensive review of the major grammatical structures and basic sentence patterns of standard written English. May not be elected. Assigned by placement.

<b>ENGL 098/Basic Writing</b>	<b>3 cr. (additive)</b>
(3 class hours)	

Study of elements involved in writing good prose, with emphasis on the use of such elements in the student’s own writing. May not be elected. Assigned by placement.

<b>ENGL 201/Approaches to Literature</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	

*Prerequisite: RHET 101*

An introduction to the various approaches and disciplines employed by professional literary critics and scholars to enhance their appreciation, understanding, and evaluation of literary works.

<b>ENGL 202/Structure and History</b>	<b>3 cr.</b>
<b>of the English Language</b>	

(3 class hours)  
(every semester)

*Prerequisite: RHET 101*

An introduction to English as a linguistic system, including the history of the language, with consideration of language families and a descriptive analysis of Old, Middle, and Modern English.

**ENGL 206/Creative Writing** **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* RHET 101

Experience in creative writing. Class criticism of manuscripts. Basic for a better understanding of the aesthetics of literature.

**ENGL 207/Advanced Writing** **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* RHET 101

Approaches to writing nonfiction with particular emphasis on the analysis and development of style in the personal essay.

**ENGL 208/Introduction to Journalism** **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* RHET 101

Experience in news reporting and writing, and explanation of the ideals of journalism.

**ENGL 217/World Literature to 1800** **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* RHET 101

A broad consideration of masterpieces of world literature written before 1800 by authors such as Homer, Virgil, Sophocles, Murasaki Shikibu, Marie de France, Boccaccio, Rabelais, and Cervantes.

**ENGL 218/World Literature 1800 to Present** **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* RHET 101

Perspectives on the World: Literature, Western

A broad consideration of world 19th and 20th century fiction, plays, and poetry by writers such as Flaubert, Dostoevsky, Tolstoy, Ibsen, Kafka, Dinesen, Paton, Colette, Duras, Sourraute, Fuentes, Garcia Marquez, Atwood, Mishima, Ginsburg, Kincaid, Soyinka, Naipaul, Stead, and Coetzee.

**ENGL 219/Forms of Literature** **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* RHET 101

Critical examination of an array of literary forms and the relevance of individual works of literature to the human condition and cultural contexts. Study of formal conventions of genres such as poetry, fiction, drama, film; subgenres such as epic versus lyric, short story versus novel, tragedy versus comedy; and aesthetics such as romanticism versus realism.

**ENGL 220/World Drama** **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* RHET 101

Perspectives on the World: Literature, Western

Critical examination of drama as a type of literature from the classical to contemporary periods. Study of major dramatic genres (comedy, satire, tragedy, theater of the absurd) through analysis of plays by major playwrights such as Sophocles, Shakespeare, Moliere, Miller, Beckett, and Shange.

**ENGL 221/Understanding Poetry** **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* RHET 101

Students will learn to understand and appreciate poetry while analyzing the expressive use of figurative language, rhythm, voice, and sound. The poetry and poets studied cover a broad historical, geographical, and cultural spectrum.

**ENGL 222/Short Story** **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* RHET 101

Perspectives on the World: Literature

Critical examination of the short story as a type of literature. Study of stories by such authors as Melville, Poe, Joyce, Kafka, Hemingway, Faulkner, Roth, Updike, Hawthorne, and Chekhov.

<b>ENGL 223/The Novel</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> RHET 101	
Critical evaluation of the novel as a type of literature. Study of the elements of novels and categories within the genre.	
<b>ENGL 224/Autobiography</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> RHET 101	
Consideration of a wide variety of purposes and techniques that shape life stories. Focal themes include conversion narratives, coming-of-age narratives, illness or life crisis narratives, representative voices, and life summaries. Autobiographers include Augustine, Rousseau, Montaigne, Frederick Douglass, Black Elk, Richard Rodriguez, Paul Monette, Annie Dillard, and Maya Angelou. Various theories of autobiography will also be discussed.	
<b>ENGL 228/English Literature to the Restoration</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> RHET 101	
Selected works of major English writers and their milieu, from the Anglo-Saxon Age to the Restoration period.	
<b>ENGL 229/English Literature 1700 to the Present</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> RHET 101	
A selected study of works of major English writers and their milieu between 1700 and the present.	
<b>ENGL 233/Women Writers</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> RHET 101	
Perspectives on the World: Literature, Gender	
An examination of women as serious writers in the major genres from the 17th century to the present.	
<b>ENGL 235/American Literature to the Civil War</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> RHET 101	
A survey of American literature from colonial beginnings to the Civil War, emphasizing but not restricted to Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.	
<b>ENGL 236/American Literature Since the Civil War</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> RHET 101	
A survey of literature written in America since 1865, including but not restricted to such writers as Dickinson, Twain, James, Chopin, Wharton, Eliot, Frost, Cather, Hemingway, Stein, Faulkner, Wright, Baldwin, Ellison, Angelou, Oates, Beattie, Gordon, Roth, Updike, Barth, and Erdrich.	
<b>ENGL 240/Cultural Representations of Gender</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> RHET101	
The course explores cultural variation in male and female characters in important novels of the past 50 years written in English or translated into English. The texts will be selected from works by men and women in Western and non-Western societies.	
<b>ENGL 246/The Film</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> RHET 101	
Background and development of the motion picture, film technique and aesthetics; film criticism.	
<b>ENGL 250/Introduction to Professional Writing</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> RHET 101	
An overview of and practice in writing for business, technology, institutions, trade, professional associations, and journals.	

**NOTE:** All 300- or 400-level literature courses have the prerequisite of ENGL 201 or junior standing or written permission of the instructor. Any additional prerequisites will be noted in the course description.

**ENGL 307/Topics in Journalism**                           **3 cr.**

(3 class hours)  
(annually)

*Prerequisite:* ENGL 208 or permission of instructor

Focuses on a different journalism topic each semester, e.g., sports journalism, the Trenton press war, journalism and literature, feature writing, etc. Field trips may be required at student expense. Course may be repeated for credit when topic changes.

**ENGL 309/Modern Journalism**                           **3 cr.**

(3 class hours)  
(annually)

*Prerequisite:* ENGL 208 or permission of instructor

Study of current practice and origins of journalism: communications law, ethics, and history.

**ENGL 310/Beats and Deadlines**                           **4 cr.**

(3 class hours)  
(annually)

*Prerequisite:* ENGL 208 or permission of instructor

Working experience in covering regular newspaper assignments (beats) such as city hall, courts, statehouse, police, environmental, etc.

**ENGL 311/News Editing and Production**                   **3 cr.**

(3 class hours)  
(annually)

*Prerequisite:* ENGL 208 or permission of instructor

Intensive introduction to modern practices in electronic newspaper editing and production. Professional orientation. Field trips may be required at student expense.

**ENGL 317/English Literature of the Renaissance**                   **3 cr.**

**and Early 17th Century**

(3 class hours)  
(occasionally)

*Prerequisite:* ENGL 201

Studies in the literature of the English Renaissance, centering on two or more major writers such as Spenser, Donne, Marlowe, Bacon, Brown, and Marvell.

**ENGL 320/18th-Century British Literature**                   **3 cr.**

(occasionally)

Studies in the literature and culture of the 18th century, featuring the work of such major authors as Swift, Pope, Johnson, Burke, Gibbon, and Blake.

**ENGL 321/The 19th-Century English Novel**                   **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* ENGL 201

Nineteenth-century English novelists from Dickens to Hardy.

**ENGL 322/The 20th-Century British Novel**                   **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* ENGL 201

Formal and thematic study of the novels of Conrad, Lawrence, Forster, Joyce, and other modern and contemporary British novelists.

**ENGL 323/American Drama**                           **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* ENGL 201

American drama from the colonial period to the present. Critical examination of select American plays within contexts of American drama, literature, culture, history; theater and drama in Western civilization; and the human condition. Study of representative works by major American playwrights such as O'Neill, Odets, Wilder, Williams, Miller, Albee, August Wilson, and Wasserstein.

**ENGL 324/English Drama**                           **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* ENGL 201

Major British dramatists excluding Shakespeare.

**ENGL 325/Modern European Drama**                   **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* ENGL 201

Modern Continental, British, and Irish drama from the late 19th century to the present. Critical examination of select plays within contexts of modern European movements in philosophy, the arts, and politics; theater and drama in Western civilization; and the human condition. Study of representative works by major European playwrights such as Ibsen, Chekhov, Strindberg, Shaw, Yeats, Synge, Pirandello, Brecht, Ionesco, Shaffer, and Churchill.

**ENGL 326/Modern Poetry**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* ENGL 201

Significant modern poets in America and Great Britain, such as Eliot, Frost, Moore, Williams, Yeats, Hopkins, Housman, Auden, Thomas, and others.

**ENGL 327/Literature of the Middle Ages**

**3 cr.**

A survey of non-Chaucerian literature of the 12th to 15th centuries, including selected major works of the Pearl Poet, Langland, Malory, the English romancers, and song writers.

**ENGL 331/The Romantic Movement**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* ENGL 201

Close examination of some of the major works of the poets and essayists of the Romantic Period.

**ENGL 332/Victorian Prose and Poetry:**

**3 cr.**

**1830 to 1895**

(3 class hours)

(occasionally)

*Prerequisite:* ENGL 201

Chief prose works of Carlyle, Mill, Newman, Ruskin, Arnold, Pater, and representative poetry of Tennyson, Browning, Arnold, D.G. Rossetti, and Swinburne.

**ENGL 333/Topics in Women Writers**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* ENGL 233

A historical, sociological, and psychological investigation into the role of women as examined by 20th-century women authors from different countries and cultural backgrounds. Consideration of how feminist perspectives on family, home, work, motherhood, emancipation, violence, and war are perceived and treated by women from different cultures and traditions.

**ENGL 334/Literature by Latinas and Latin-**

**American Women**

(cross-listed WGST 334)

(3 class hours)

(annually)

*Prerequisite:* ENGL 201

A comparative study of Latina and Latin-American women's literature in their historical, cultural, and aesthetic contexts. Open to a wide range of literary traditions, nations, time periods, and genres. Focus varies by semester. Works by Isabel Allende, Julia Alvarez, Gloria Anzaldua, Ana Castillo, Sandra Cisneros, Sor Juana Inex de la Cruz, Laura Esquivel, Rosario Ferré, Cristina Garcia, Judith Ortiz Cofer, Rigoberta Menchu, Elena Poniatowska, and others.

**ENGL 335/Classic American Literature**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* ENGL 201

Study of Emerson, Thoreau, Poe, Hawthorne, Melville, and other American writers from 1614 to 1860.

**ENGL 336/American Literature from 1860 to 1920**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* ENGL 201

Study of works by Whitman, Dickinson, Twain, Howells, James, Crane, Adams, and other representative authors of the period between the Civil War and World War I.

**ENGL 337/Modern American Literature**

**3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* ENGL 201

Study of works by Hemingway, Faulkner, O'Neill, Eliot, Frost, and other significant American writers, with emphasis on the developing cosmopolitan and international aspects of American literature.

<b>ENGL 338/Gender in 20th-Century American Literature</b>	<b>3 cr.</b>
<b>American Literature</b>	
(3 class hours)	
(annually)	
<i>Prerequisite:</i> RHET 101	
Explores 20th-century American literary constructions of gender in a variety of forms, by both male and female authors. The basic questions considered are what it means to be female, what it means to be male, and how gender affects people's interactions with one another and involvement in the larger society.	
<b>ENGL 340/The Bible as Literature</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> ENGL 201	
A non-doctrinal reading and literary study of plot, character, setting, and theme of the dramatic progression of Hebrew history through the Pentateuch, Kings I and II, the prophetic writings, the Book of Job, and the Gospels.	
<b>ENGL 341/Ancient Greek Drama</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
A study of Greek drama in translation, including the works of Aeschylus, Sophocles, Euripides, and Aristophanes.	
<b>ENGL 342/Mythology</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> ENGL 201	
The myths which have had significant influence in Western literature. An investigation into the mythologies of the Greeks and Romans, as well as those of the ancient Near East and the American Indian.	
<b>ENGL 343/Topics in Mythology</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> ENGL 201	
An intensive investigation of one area of mythological study such as the Hero; the Great Goddess; Primitive Mythology; the Grail, Mythologies of Love; Shamanism; Mythologies of the East; Joseph Campbell; and Myths of the New World.	
<b>ENGL 344/Topics in Comparative Literature</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
<i>Prerequisite:</i> ENGL 201	
A study of literature not originally written in the English language. Each offering of the course will focus on literature with specific aesthetic, thematic, or national characteristics (such as the Chinese tradition in literature, the double in literature, and postmodern literature).	
<b>ENGL 345/Studies in Literature</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> ENGL 201	
Focuses on a different topic each semester; e.g., Asian Literature, the Twenties, Dostoevsky, etc. Course may be repeated when topic changes.	
<b>ENGL 346/Studies in Film</b>	<b>3 cr.</b>
(2 class hours and 2 lab hours)	
(annually)	
<i>Prerequisite:</i> ENGL 246	
History, aesthetics, and theory of the film medium. Each semester a different aspect of film will be explored; e.g., the Russian and German silent film, contemporary cinema.	
<b>ENGL 350/Magazine Writing</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> ENGL 208, ENGL 250, or permission of instructor	
Study of and practice in contemporary non-fiction magazine writing.	
<b>ENGL 355/Topics in Professional Writing</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> ENGL 250, or permission of instructor	
Each semester focuses on the discussion and practice of a different type of professional writing experience: e.g., editing, communications in industry, or writing for scientific journals. The course may be repeated for credit when the topic changes.	

**ENGL 380/Literature for Younger Readers****3 cr.**

(3 class hours)

(annually)

*Prerequisite:* ENGL 201

Of particular interest to current and prospective parents, librarians, teachers, and writers, this course focuses on literary analysis of children's literature. Theoretical approaches may include cultural studies, psychoanalytical, and reader-response.

**ENGL 390/Methods of Teaching Secondary English****3 cr.****English**

(3 class hours)

(every semester)

*Prerequisites:* SCED 203, junior standing

Introduction to English methods and theories of language learning. Required for English education students.

**ENGL 406/Writers' Workshop****3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* ENGL 206, 207, or permission of instructor

Analysis and criticism of student manuscripts and of successful plays.

**ENGL 407/Playwriting****3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* ENGL 206 or COMM 106

Analysis of the elements of drama and experience in writing plays. Class criticism of student manuscripts and of successful plays.

**ENGL 420/Late Medieval English and Continental Writers****3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* 300-level literature course

The major poetry of Geoffrey Chaucer and seminal English and Continental writers of the late 14th and 15th centuries.

**ENGL 421/Shakespeare****3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* 300-level literature course

Reading a selected list of comedies, tragedies, and historical plays of Shakespeare.

**ENGL 422/Advanced Topics in Shakespeare****3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* ENGL 421, or permission of instructor

Study of a limited number of Shakespeare's plays selected for their thematic, historical, dramatic, or intellectual unity and continuity.

**ENGL 427/Major Writers Before 1900****3 cr.**

(3 class hours)

(annually)

*Prerequisite:* 300-level literature course

Study of the texts and contexts of one or two major authors whose works were composed before 1900, such as Milton, Donne, Swift, Pope, Johnson, Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, Austen, G. Eliot, Dickens, Dickinson, Emerson, Thoreau, Poe, Hawthorne, or Melville.

**ENGL 428/Major 20th-Century Writers****3 cr.**

(3 class hours)

(annually)

(cross-listed with AFAM 300)

*Prerequisite:* 300-level literature course

Examination in depth of a major modern writer, such as Joyce, Lawrence, Faulkner, Camus, Woolf, and Baldwin.

**ENGL 476/Honors in English****3 cr.**

(every semester)

*Prerequisite:* By invitation only

Special projects for those in the Honors Program and for other highly qualified students. For more information see the department chair.

**ENGL 477/Honors in English****6 cr.**

(every semester)

*Prerequisite:* By invitation only

Special projects for those in the Honors Program and for other highly qualified students. For more information see the department chair.

<b>ENGL 489/Student Teaching Seminar</b>	<b>1 cr.</b>
(every semester)	
Analysis of student teaching experience which must be taken concurrently with SCED 490.	
<b>ENGL 490/Student Teaching</b>	<b>10 cr.</b>
(every semester)	
<i>Prerequisite:</i> All criteria for admission to student teaching	
Teaching during the senior year with approved teachers in the public schools. Supervised and observed by college and public school teachers. Observation, participation, and responsible teaching.	
<b>ENGL 492/Teaching Writing</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> ENGL 206 or 207	
Expands upon language theory from ENGL 390 to focus specifically on writing theories and composing processes. A field experience with diverse language learners helps students integrate writing theory, research, and practice. Required for English education students. Recommended for English MAT students.	
<b>ENGL 497/Senior Seminar: Literary Theory</b>	<b>3 cr.</b>
(every semester)	
<i>Prerequisite:</i> 300-level literature course	
An overview of the major theories of literature, with the aim of learning how to apply these “legitimizing frameworks” to the understanding of literature and its cultural context.	
<b>ENGL 499a/Independent Study</b>	<b>variable</b>
<i>Prerequisite:</i> Junior standing	
Intensive study of a literary or linguistic problem chosen through consultation between student and instructor.	
<b>ENGL 499b/Media Experience</b>	<b>3 cr.</b>
(by arrangement)	
<i>Prerequisite:</i> Permission of instructor	
Working on college newspaper or other written or broadcast media.	
<b>ENGL 499c/Independent Study</b>	<b>3 cr.</b>
<i>Prerequisite:</i> Junior standing	
Intensive study of a literary or linguistic problem chosen through consultation between student and instructor.	

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## Geographic Studies

*Faculty:* McCook

The Geographic Studies program is administered by the history department. Its courses emphasize the interconnections between human society and ecosystems.

<b>GEOG 300/Topics in Geography</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	

Focuses on differing topics of geographical significance.

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## History

*Faculty:* Crofts, Chair; Allsen, Chazelle, Dawley, Ellis, Gross, Karras, Knobler, McCook, Paces, Peterson, Shao, Smits

### Department Statement

The history curriculum at The College of New Jersey is cross-cultural, transnational, and comparative. Students gain a global perspective.

### Requirements for the Major

The total number of credits required for the major is 45: nine at the 100 level, three at the 200 level, and 33 at the 300 or 400 level. These requirements apply to all history majors, including those seeking teacher certification.

In order to develop a familiarity with different parts of the world and different moments in the past, students majoring in history must complete the following:

HIST 131-132/World History I, II  
RHET 102/History  
any HIST course at 200 level (counted with college-wide requirements)  
two courses in HIST 300-339/European History  
one in HIST 300-329/Early Europe  
one in HIST 320-339/Modern Europe  
two courses in HIST 340-359/Non-Western History  
two courses in HIST 360-389/The History of the Western Hemisphere  
three History options at 300 or 400 level (excluding 400-402)  
HIST 455/Tutorial  
HIST 498/Seminar in History

Tutorials, which enroll seven to 10 students, involve directed readings and oral presentations. Seminars, with enrollments of seven to 12, enable students to study in depth a topic of their choosing. Tutorials and seminars may also fulfill distribution requirements as specified above; so may HIST 398/Topics in History.

Students seeking certification to teach social studies at the secondary level are subject to additional professional requirements, including a semester of practice teaching. See below History Major: Teacher Preparation.

### Requirements for the Minor

Eighteen (18) credits, of which at least 12 must be at the 300 or 400 level, with distribution across at least two of the department's three geographical categories.

### Departmental Honors

Students who rank highly after the first semester of the junior year are invited to undertake a two-semester honors thesis during the senior year.

### Transfer Student Standards

Transfer students who have completed two courses in Western Civilization or World History and two other courses in history with a GPA in these courses of 3.5 or better will receive credit toward the major for HIST 131-132 and for one 200-level course. Any additional credit will be decided by the chair on a case-by-case basis.

### History Major (HISA)

#### Freshman Year

HIST	131, 132/World History I, II	6
RHET	101/Rhetoric I	3
RHET	102/Rhetoric II (includes Intro. Seminar in History)	3
IDSC	151/Athens to New York	3
Foreign Language		6
Natural Sciences		8
ANTH	110/Introduction to Cultural Anthropology	3
<i>or</i>		
POLS	250/Politics and Society in Developing Countries	3
<b>Total for year</b>		<b>32</b>

#### Sophomore Year

History (at 200 level)	3	
History (at 300 level)	9	
IDSC	252/Society, Ethics, and Technology	3
Mathematics		6
Foreign Language		3
Social Sciences or Humanities		6
Requirements		6
<b>Total for year</b>		<b>30</b>

#### Junior Year

History (at 300 or 400 level)	12	
Social Sciences or Humanities		
Requirements	6	
Electives 12		
<b>Total for year</b>		<b>30</b>

<b>Senior Year</b>	
HIST History (at 300 or 400 level)	12
Electives 16	
<b>Total for year</b>	<b>28</b>

*All courses from which the student is exempted by examination may be replaced with electives.*

### **History Major: Teacher Preparation (HIST)**

Students preparing to teach social studies must successfully complete the Sophomore Field Experience course prior to formal entry into the program. The course requirements in reading instruction and diagnosis will be taken in conjunction with teaching field experience. Students should consult with major advisers for the approved specific course in the social and behavioral category and reading instruction and diagnosis.

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average both in the academic major and overall, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching.

#### **Freshman Year**

HIST 131, 132/World History I, II	6
RHET 101/Rhetoric I	3
RHET 102/Rhetoric II (includes	
Intro. Seminar in History)	3
IDSC 151/Athens to New York	3
Foreign Language	6
Natural Sciences (BIOL 181, 182 is recommended)	8
ANTH 110/Cultural Anthropology	3
<b>Total for the year</b>	<b>32</b>

#### **Sophomore Year**

HIST History (at 200 level)	3
HIST History (at 300 level)	9
IDSC 252/Society, Ethics, and	
Technology	3
Mathematics	6
POLS 250/Politics and Society in	
Developing Countries	3
ECON 210/History of Economic Thought	3
Foreign Language	3
SCED 203/Sec. Ed. Soph. Prof. Tchng.	
Experience	2
<b>Total for the year</b>	<b>32</b>

#### **Junior Year**

HIST History (at 300-400 level)	15
Humanities Requirements	6
SCED 303/Ir. Prof. Field Experience	6
HIST 400/Methods Teaching Sec. Sch.	
Soc. Studies	3
RDLG 328/Teaching Reading	2
Electives 2	
<b>Total for the year</b>	<b>34</b>

#### **Senior Year**

HIST History (at 300-400 level)	9
HIST 401, 402 and SCED 489/Student	
Teaching and Student	
Teaching Seminars	12
Humanities Requirements	3
EDFN 403/School in American Culture	3
HLED 160/Current Health and Wellness	3
<b>Total for the year</b>	<b>30</b>

*All courses from which the student is exempted by examination may be replaced with electives.*

<b>HIST 125/Introductory Seminar in History</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
This course is required of all freshman history majors as a complement to World History I and II. It provides both freshman advisement and an introduction to the methodology of historical inquiry. It satisfies the requirement for Rhetoric II.	
<b>HIST 131, 132/World History I, II</b>	<b>3, 3 cr.</b>
(3 class hours)	
(annually)	
For freshmen and incoming history majors only. All others by permission of the chair	
An examination of human history from primeval times to the present. Introducing the major cultures and civilizations of Eurasia, Africa, and the Americas. Subjects emphasized include technology, social organizations, ideologies, and empires. Cross-cultural comparison and analysis will identify the major themes of world history.	
<i>Sophomore standing is required for all history courses numbered 200 and above. Most courses are offered in two- or three-year cycles.</i>	
<b>HIST 201/Ancient Near East</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives of the World: History	
A survey of the civilizations of Mesopotamia, Egypt, Asia Minor, Syria, Palestine, Phoenicia, Assyria, and Persia. The course will focus on critical elements such as religion, writing and literature, agriculture and trade, weaponry and warfare, government, and advances in knowledge. Special attention will be given to the role of archaeology in understanding ancient history.	
<b>HIST 202/Classical Antiquity</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
Traces the development of classical civilization and its extension across the Mediterranean basin and the adjacent peripheral regions of Africa, Asia, and Europe. The interaction between the Greek and Roman agents of the core and the indigenous peoples of the periphery will be considered as selected cases.	
<b>HIST 203/Jews, Christians, and Muslims</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
An examination of the interaction of Jewish, Christian, and Muslim peoples and politics in the West from the development of the Jesus movement within the milieu of first-century Judaism, through the rise of Islam and down to the post-French Revolutionary religious settlement.	
<b>HIST 204/Late Antiquity</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
Traces the breakdown of the unity of the classical Mediterranean world as the African, Asian, and European hinterlands reacted against the Greco-Roman core. The emergence of culturally diverse elements, their stabilization by c. 1000 C.E., and the relationships among them are stressed.	
<b>HIST 211/Ancient/Medieval Christianity</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
Traces the evolution of Christianity from a minority religion dominated by marginal groups and centered in the Middle East to the dominant religion of Europe and a major religion in every region around the Mediterranean. Examines the interaction between Christianity, Judaism, and Islam during the medieval period, and among the different forms of Christianity in West Asia, North Africa, and Europe.	
<b>HIST 217/Medieval Women</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Gender	
An examination of the changing situations of European women from late Antiquity to the Renaissance, a period when Europe changed from a unified polytheistic society focused on the Mediterranean, to a group of incipient nation-states, overwhelmingly Christian, characterized by a rise in urbanism, by looser social bonds, and by the need to respond to the challenges presented by Islam in the Middle East. Explores how the social, political, and legal structures that evolved in this period affected European women's lives and relations between the sexes.	
<b>HIST 221/Europe in the Early Modern Period</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
The history of Europe from the mid-15th century to the French Revolution. Will consider European imperial expansion, the Reformation, witchcraft and its persecution, the Scientific Revolution, and the fall of the <i>Ancien Régime</i> .	

<b>HIST 231/World History Since 1900</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History	
This course will provide a broadly comparative assessment of the United States, Western Europe, Russia, China, and Japan during the 20th century. In addition to surveying major political and military developments, the course will attempt to identify differences and similarities in social organization and the harnessing of human energies.	
<b>HIST 232/Society and Politics in Modern Europe</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
Examination of the social and political changes that have transformed modern Europe from the French Revolution to 1945. Topics include revolution, the emergence of mass politics, industrialization and class society, nationalism, changing forms of sexuality, imperialism, and total war.	
<b>HIST 236/The Holocaust</b>	<b>3 cr.</b>
(3 class hours)	
Perspectives on the World: History-Western	
A general look at the causes and consequences of the genocidal actions by the Nazis against Jews and other groups in Europe (1933–1945) and reactions and responses by the world's nations, institutions, and individuals; with an accent on the United States.	
<b>HIST 238/Germany in the 20th Century</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Western	
An investigation of the social and political history of 20th century Germany from the creation of a national state in 1871 to the unification of East and West Germany in 1990. Emphasis will be placed on the modern crises—surrounding national identity, economic change, democracy, ideologies of race and gender, and the Cold War—that give German history a wider relevance.	
<b>HIST 241/Politics and Religion in the Middle East</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Non-Western	
Investigation of the relationship between politics and religion in the Middle East. Special attention will be paid to comparative issues involved in the development of Islamic ideologies, the role of Islam in state formation, and the development of intellectual and politico-religious movements from the seventh century to the present.	
<b>HIST 242/Literary Images of Middle Eastern Societies</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Non-Western	
Focuses on the variety of literary images of Middle Eastern societies from the perspective of writers within as well as outside of the Middle East. Readings will range in time from the seventh century to the present, and will include religious literature, epics, traveler literature, poetry, biography, autobiography, historical chronicles, and novels. Specific themes such as nationalism, the role of women, ethnic identity, and sectarianism will be explored through literary sources.	
<b>HIST 251/Chinese Civilization</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Non-Western	
A thematic approach to Chinese culture covering the period from pre-history until the 18th century. Topics include Confucianism, the imperial system, women and the family, law and the legal system, peasant movements, and literature.	
<b>HIST 266/Europeans and Indians</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History-Non-Western	
Recounts and analyzes the patterns of interaction among the Spanish, English, French, and Dutch colonists and the native peoples of North America from first contact to independence.	
<b>HIST 267/America's Moving Frontier</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Perspectives on the World: History	
Examines the westward expansion of the United States from independence through the closing of the frontier in 1890. Concludes with an analysis of America's overseas expansion into the Philippines, Puerto Rico, and Guam.	

**HIST 272/Technology in American History****3 cr.**

(3 class hours)

(periodically)

Perspectives on the World: History

This course surveys chronologically the centrally important role of technology in the United States during the past two centuries. Students will assess the interconnections between manufacturing technologies, transportation technologies, and urban and suburban development.

**HIST 273/The South, 1607–1877****3 cr.**

(3 class hours)

*Prerequisite:* Sophomore standing

Perspectives on the World: History-Western

The course will introduce students to the history of the most divergent region of the United States. It will focus on the slave South of the mid-19th century, when North/South differences and perceptions of difference sharpened and finally led to civil war. The course will conclude with an assessment of emancipation and Reconstruction.

**HIST 281/United States in the 20th Century****3 cr.**

(3 class hours)

(periodically)

Perspectives on the World: History-Western

Examines the United States in the 20th century: social and economic forces in America's rise to power; internal reforms and cultural conflicts; the U.S. role in the shift from European dominance to globalism.

**HIST 291/Environmental History****3 cr.**

(3 class hours)

(periodically)

Perspectives on the World: History

A thematic assessment of human interaction with nature over time. Comparative case studies will examine differing land use practices and the intensifying environmental pressures of the 20th century.

**HIST 292/War in Western Society****3 cr.**

(3 class hours)

(periodically)

Perspectives on the World: History-Western

Investigates the role of war as an element in the development of Western society. The scope is from the ancient world to the present, with emphasis on the interaction between war and other elements of social development; e.g., technology, science, demographic, and economic change.

**HIST 295/History of Western Sexuality****3 cr.**

(3 class hours)

(periodically)

Perspectives on the World: History-Western-Gender

This course will investigate topics in the history of sexuality and sexual variance in the Western world from the classical to the modern period. Broad overviews of sexual behavior and attitudes in given historical periods will be supplemented by detailed examinations of specific topics within those periods, e.g., Homosexuality in the Classical World; Witchcraft and Sexuality in the Early Modern World; Libertinage in the Age of Absolution in France, etc.

**HIST 296/Eat/Drink, Man/Woman: A Gendered****3 cr.****History of Food**

(3 class hours)

(periodically)

Perspectives on the World: History-Western-Gender

Cross-listed with WGST 296 Eat/Drink, Man/Woman: A Gendered History of Food

An introduction to the history of food consumption and preparation in the Western world, and its place in defining gender roles throughout history. Possible topics will include prehistoric gender roles, food as part of religious ceremony, development of table manners, the politics of breast-feeding, the changing role of kitchens, and the history of eating disorders.

**HIST 301/Classical Greek Civilization****3 cr.**

(3 class hours)

(periodically)

See HONR 245/Athens in Classical Age.

**HIST 302/Hellenistic World****3 cr.**

(3 class hours)

(periodically)

The disintegration of the classical world during the fourth century B.C. and the emergence of the new civilization of the Hellenistic world.

**HIST 303/History of the Roman Republic****3 cr.**

(3 class hours)

(periodically)

The development of Rome from one of the ancient Italian city-states to a position of mastery over Italy and the Mediterranean world.

<b>HIST 304/History of the Roman Empire</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The development of the imperial system beginning with the Augustan Settlement and tracing the evolution of the imperial system.	
<b>HIST 305/Ancient Christianity</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
An examination of the forms of Christianity that evolved in the ancient world from the first through sixth centuries C.E., and the interaction of Christianity with Judaism and paganism during the same period.	
<b>HIST 311/The Early Medieval West</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Traces the transformation of Europe from domination by the Roman Empire to the new and social and political order formed by Christianity and Islam, and the new peoples—the barbarians.	
<b>HIST 312/High Medieval Europe</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Political, economic, and social changes from the 12th century to the breakdown of the Middle Ages.	
<b>HIST 313/Medieval Christianity</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
This course examines the evolution of Christianity and its interaction with other social, intellectual, and cultural developments from the seventh to the 13th century C.E. The focus will be on Western Europe, though with some comparison with developments in other regions.	
<b>HIST 316/History of the Byzantine World</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
An examination of the world of the late Roman Empire and its evolution into the Byzantine, Romano-German, and Islamic worlds which emerged during the period of the fourth to 12th centuries.	
<b>HIST 320/Expansion and Revolution: Europe 1450–1800</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
An examination of European history from the 15th through the 18th centuries. Culture and social history will be emphasized.	
<b>HIST 321/The Imperial Expansion of Europe I</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Investigates the relationship between the European and non-European World in the classical and medieval periods. Emphasis on the medieval expansion of Europe, the development of geographic knowledge, crusading and the beginnings of Europe's overseas expansion.	
<b>HIST 327/World Empires in Coexistence and Conflict</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
An examination of the politics, cultures, and conflicts of two dynastic polities: the Catholic Hapsburgs and the Muslim Ottomans during the 16th and 17th centuries.	
<b>HIST 330/19th-Century Europe</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Survey of the political, economic, social, cultural, diplomatic, and military developments in Europe between the Napoleonic Era and World War I.	
<b>HIST 331/20th-Century World History</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Introduction to historical background of crises of our age. The impact of rising nationalism and declining colonialism, the struggle between democracy and dictatorship, the analysis of consequences of two wars.	
<b>HIST 332/The Imperial Expansion of Europe II</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Examines the so-called "Neo-Imperialism" of the 19th and 20th centuries. Emphasis on the cultural foundations of European domination.	

<b>HIST 335/Modern Germany</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Analysis of German political, social, economic, and intellectual development from 1871 to the present. The role of Germany in world affairs in the years before World War I and in the Nazi era will be explored.	
<b>HIST 336/The Holocaust</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
An historical and interpretive analysis of the Holocaust of Nazi Germany. Special emphasis on the history of anti-Semitism, Vatican diplomacy, United States reactions, and genocide in modern times.	
<b>HIST 338/20th-Century Russia</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Survey of developments in Russia from the ascendance of Nicholas II to the present time with emphasis on the influence of political tradition and ideology on the changing policies and conditions in the Soviet Union.	
<b>HIST 340/Early Russia</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Survey of Russian history from its beginning to 20th century; emphasis on Russia's autocratic and communal traditions, rising intelligentsia, modern political ideas, and the beginning of revolutionary movements.	
<b>HIST 341/Islamic Society</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The course will focus on the development of social, political, and religious institutions in Islamic societies from Muhammad up to the Ottoman Empire. Special attention will be placed on understanding the development of political systems, the military-patronage state, the relationship between religion and politics, and the problem of political legitimacy in the medieval period.	
<b>HIST 342/History of the Modern Middle East</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
This course provides an introduction to the history of the modern Middle East. The first half of the course focuses on the social, religious, and political foundations of the modern states of the Middle East, the impact of the West on the development of nationalism, and the colonial experience. The second half of the course examines the post-colonial experience and the character of the modern Middle Eastern states with special attention paid to contemporary political and social issues in a local as well as international context.	
<b>HIST 343/Central Asia in World History and Politics</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
An examination of the role of the Central Asian peoples, particularly the Turks and Mongols, in the historical evolution of China, Russia, and the Islamic world from the 13th century to the present day.	
<b>HIST 344/Muslim Societies:</b>	<b>3 cr.</b>
<b>History and Anthropology</b>	
(3 class hours)	
(periodically)	
Assessment of the contribution of anthropological research and techniques to the historical study of the Muslim Societies of Asia, North Africa, and the Middle East. Special emphasis on the value of using both disciplines to gain a deeper understanding of the peoples and societies.	
<b>HIST 345/Indian Civilization</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The course will examine the development of Indian civilization and its major political, religious, and social institutions from the earliest times to the Moghul period. Special emphasis will be placed on the development of Islam in India, the Dehli Sultanate, and the Moghul Empire in the medieval period.	
<b>HIST 346/History of Modern India</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The course will examine the development of modern India from the decline of the Moghul Empire and the establishment of British power to the present time. Special attention will be given to the impact of the West; religious and intellectual movements; the rise of nationalism and the modern democratic state; and contemporary social and political issues.	
<b>HIST 348/A Sea of Riches: History of the Indian Ocean Basin and Its Peoples I</b>	<b>3 cr.</b>
(3 class hours)	

(periodically)

Examines the history and cultures of the Indian Ocean from the East African coast to the west coast of Australia from the pre-colonial period of development through the growth of European imperial control of India and Indonesia in the early 18th century.

**HIST 349/A Sea of Riches: History of the Indian Ocean Basin and Its Peoples II** **3 cr.**

(3 class hours)

(periodically)

Examines the regions from 1700 to the present, with emphasis on the development and interactions of the complex cultural and political entities, and the degree to which they form a historical and cultural unity.

**HIST 350/Modern East Asia** **3 cr.**

(3 class hours)

(periodically)

The course will focus on China, Japan and their relationships with the West from 1800 to the present.

**HIST 351/Early Chinese History** **3 cr.**

(3 class hours)

(periodically)

A history of China from its origins until the 17th century.

**HIST 352/Late Imperial China** **3 cr.**

(3 class hours)

(periodically)

A history of China from the 17th century to the early twentieth century.

**HIST 353/20th-Century China** **3 cr.**

(3 class hours)

(periodically)

The course will examine Chinese history from 1911 to the present, focusing on social and political movements.

**HIST 355/Modern Japan** **3 cr.**

(3 class hours)

(periodically)

The course will examine the social, political, and economic development of modern Japan from 1800 to the present.

**HIST 361/History of Mexico** **3 cr.**

(3 class hours)

(periodically)

A concise survey of Indian Mexico and the Spanish legacy followed by an intensive study of Mexico's quest for independence—political, economic, and cultural—with particular attention to the Revolution of 1910–1920.

**HIST 364/Latin-American Studies** **3 cr.**

Cross-listed with MDLA 364

Offers an interdisciplinary overview of society and culture in Latin America. Although specific topics vary from year to year, course content will be problem-based. The course will cover the following historical periods: the conquest, the colonial period, independence and the nineteenth century, the twentieth century. Examples of areas of inquiry covered are: legacies of conquest, patterns of economic development, changing roles of women, expressions of popular culture, intellectuals and society, cycles of political change, identity constructions, and U.S.-Latin American relations.

**HIST 365/Latin American-United States Relations** **3 cr.**

(3 class hours)

(periodically)

A comprehensive description and analysis of the events, institutions, and issues that have dominated Latin American relations with the United States.

Particular attention given to twentieth-century affairs.

**HIST 367/Indian-White Relations** **3 cr.**

(3 class hours)

(periodically)

An introduction to the patterns of Indian-European interaction followed by a more comprehensive survey of the relations between the Indians and the rising United States.

**HIST 368/The Moving Frontier in America** **3 cr.**

(3 class hours)

(periodically)

The conquest of a continental wilderness from the days of the early pioneers until the turn of the 20th century. Analysis of the influence of the frontier in shaping national character.

<b>HIST 371/Colonial America</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
A survey of the European (primarily Spanish, English, and French) colonization of North America with a special emphasis on the concatenation of Indian, African, and European cultures from Columbus through the various wars of independence.	
<b>HIST 372/Revolutionary Period in America</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The struggle for independence and formulation of a workable structure of government. Emphasis on causes of the American Revolution, the Critical Period, and the writing and implementation of the U.S. Constitution through the election of Jefferson.	
<b>HIST 373/United States: The Nineteenth Century</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Social, economic, cultural, and political developments, 1815–1896.	
<b>HIST 374/United States: Civil War and Reconstruction</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The sectional crisis and the coming of the war; the military struggle between the Union and the Confederacy; the social and economic consequences of the war.	
<b>HIST 375/The Old South</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Focuses on the nineteenth century, when North/South differences in the United States increased and perceptions of differences became more acute. While emphasizing social history there will be an examination of the political context which framed and determined The Old South's violent destiny. Impact of Civil War and Emancipation will be considered.	
<b>HIST 376/Technology in the United States</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The impact of technological innovation on U.S. social and economic history.	
<b>HIST 378/History of New Jersey</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
Survey of New Jersey history from the first settlement to the present, covering the development of political and cultural institutions, as well as the growth of agriculture and industry.	
<b>HIST 381/United States: 1877–1917</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The impact of big business, immigration, and the new woman on American life; class conflict and social reform; the populist and progressive assaults on laissez-faire; and imperial expansion and the approach of World War I.	
<b>HIST 382/United States: 1917–1947</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The impact of the world wars on foreign policy and domestic institutions; ethnic culture and consumer capitalism; the Great Depression and the New Deal.	
<b>HIST 383/United States: 1947–1989</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
The Cold War and U.S. hegemony; civil rights, the women's movement, and the Great Society; conservative assault on modern liberalism; and the end of the Cold War.	
<b>HIST 386/United States Diplomacy Since 1898</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	
A concise overview of the economic, political, military, and ideological aspects of U.S. foreign relations from 1898 to the present.	
<b>HIST 388/History of Urban America</b>	<b>3 cr.</b>
(3 class hours)	
(periodically)	

The changing urban pattern in the United States. The increasing influence of the city on the social, political, and cultural life of the nation.

**HIST 398/Topics in History**

**3 cr.**

(3 class hours)

(periodically)

Focuses on differing topics of historical significance. This course may be repeated for credit when the topic changes. May fulfill distribution requirements.

**HIST 400/Teaching Secondary School**

**3 cr.**

**Social Studies\***

(3 class hours)

(every semester)

Selecting and organizing content, materials, and activities consistent with current educational goals. Focus on handling of controversial issues, current affairs, developing critical thinking; evaluating progress in understanding and skills.

**HIST 401/Student Teaching Seminar\***

**1 cr.**

(1 class hour)

(every semester)

Analysis of student teaching experience which must be taken concurrently with SCED 490.

**HIST 402/Student Teaching\***

**10 cr.**

(full time—full semester)

(every semester)

*Prerequisite:* Meeting of all criteria for admission to student teaching

Teaching during the senior year with approved teachers in the public schools. Supervised and observed by college and public school teachers. Observation, participation, and responsible teaching.

*\*Only for secondary education majors.*

**HIST 455/Tutorial in History**

**3 cr.**

(3 class hours)

(every semester)

An intensive study of a defined area and/or problem in history through extensive readings by the student, and a series of oral and written reports. Open to students from the second semester of their sophomore year. One semester required for all history majors. May fulfill distribution requirements.

**HIST 476, 477/Honors Course in History**

**3, 3 cr.**

(3 class hours)

(each of two semesters)

Qualified students selected during second semester of their junior year. The project is executed during senior year. The project will be conducted on an individual basis with careful advisement from the faculty consultant.

**HIST 492/Internship**

**3 cr.**

*Prerequisite:* Twelve hours in history completed with an overall GPA of 3.00 and/or approval of instructor and department chair

Application of historical principles and methods through placement in a paid or non-paid work setting such as a museum, archive, or living history site. All placements must be approved by the department chair.

**HIST 498/Seminar in History**

**3 cr.**

(3 class hours)

(every semester)

Small classes that will focus on specific topics in history. Formal seminar reports and completion of major research paper. Open to students during junior or senior year. One semester required for all history majors. May fulfill distribution requirements.

**HIST 499/Independent Study in History**

**3 cr.**

(class hours by arrangement)

(every semester)

*Prerequisites:* Twelve hours in history completed with an overall GPA in history above 3.00 and approval of instructor and department chair

An intensive study of a problem or area of history through consultation and a close working relationship between student and instructor. This course may be repeated for credit when the topic changes.

**AFAM 205/African-American History Before 1865**

**3 cr.**

(3 class hours)

(See African-American Studies for description.)

**AFAM 206/African-American History After 1865**

**3 cr.**

(3 class hours)

(See African-American Studies for description.)

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## **International and Area Studies Minor**

*Adviser:* Sullivan

*The minor programs in international and area studies are under revision. Interested students should see Professor Sullivan for advising.*

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## **Journalism Minor**

*Adviser:* Cole

The journalism minor is designed to offer students experience in journalism theory, technique, and practice and to prepare them for careers in the news media.

Only six credits, either required or elective, may be used to satisfy requirements for both a major field and a minor field.

### **The following four courses are required for the journalism minor:**

ENGL	208/Introduction to Journalism	3
ENGL	309/Modern Journalism (Press Law)	3
ENGL	310/Beats and Deadlines	4
ENGL	311/News Editing and Production	3

The other required six credits are to be chosen by advisement from the courses listed below.

ENGL	307/Topics in Journalism	3
ENGL	499a/Independent Study (Media Experience)*	3
ENGL	499b/Media Experience**	3

\*Work in these courses must relate to journalism.

\*\*Only three credit hours of this course may be applied to the journalism minor.

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## **Law and Justice**

*Faculty:* Krimmel, Chair; Collins, Fenwick, Fradella, Goedecke, Lengyel, McCormack

Students who successfully complete the required curriculum in the Department of Law and Justice receive the degree of Bachelor of Science. The goals of the Department of Law and Justice are to prepare students to enter related disciplines such as law, legal studies, and the paralegal professions; and to prepare them to become change agent professionals in the major institutions of criminal justice, i.e., law enforcement, courts, and corrections.

The department's academic program is interdisciplinary (law, criminology, and organizational theory). It focuses upon the genesis of legal systems and their development, the impact of the criminal justice system on social control, the system's role and organization, the etiology of crime and delinquency, research and planning methods to expand knowledge in the field, and the techniques of applied criminal justice through an intensive program of internship and independent study.

In order to achieve these purposes, the following four-year program is required of all law and justice majors:

### **Requirements for the Major**

Thirty-six (36) credits in law and justice including LAWJ 100, 101, 200, 205, 240, 325, 415, 420, 421, 498, and two courses (6 cr.) of LAWJ options. Students must also take six credits of social sciences, specifically LAWJ 305 and 435, and six credits of mathematics, specifically STAT 115 and IDSC 105.

### **Law and Justice Major (LAWJ)**

#### **Freshman Year**

LAWJ	099/Department Seminar	0
LAWJ	100/Introduction to Criminal Justice	3
LAWJ	101/Judicial Process	3
LAWJ	205/History and Philosophy of Corrections	3
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
Foreign Language		6
STAT	115/Statistics I	3
Electives	6	
<b>Total for year</b>		<b>33</b>

**Sophomore Year**

LAWJ 200/Principles of Law Enforcement	3
LAWJ 325/Juvenile Justice	3
IDSC 252/Society, Ethics, and Technology	3
Foreign Language	3
Natural Sciences (GE)	8
STAT 116/Statistics II	3
Electives 6	

**Total for year**      **29**

**Junior Year**

LAWJ 240/Legal Research and Writing	3
LAWJ 305/Criminology	3
LAWJ 435/Research and Planning	3
Options 3	
Artistic/Humanistic Perspectives	6
Electives 10	

**Total for year**      **28**

**Senior Year**

LAWJ 420, 421/Criminal Law I, II	6
LAWJ 415/Criminal Procedure	3
LAWJ 498/Seminar in Law and Justice	3
LAWJ Options	3
Artistic/Humanistic Perspectives	6
Electives 9	

**Total for year**      **30**

Recommended cognate courses: SOCL 101, PSYC 101, PHIL 275, POLS 323.

**Accelerated Graduate Degree Program**

*Adviser:* McCormack

In cooperation with the Graduate School of Criminal Justice at Rutgers University, the department sponsors a program of study leading to both Bachelor of Science and Master of Arts degrees in criminal justice in four-and-one-half years. Selected students will complete their first three years of study at The College of New Jersey and transfer to Rutgers Graduate School of Criminal Justice for the final three semesters. Courses taken at the graduate school will be applied to fulfill the undergraduate requirements for a Bachelor of Science degree from The College of New Jersey (conferred after completing senior year) and to fulfill the graduate school requirements for the Rutgers Master of Arts degree. Requirements: by the end of the third year candidates must have a 3.2 GPA or above; completed all of general education and elective requirements; satisfactorily completed the Graduate Record Exam (GRE) and met all admissions requirements for the MA program at Rutgers; and successfully competed in a comprehensive graduate degree program examination administered by the department's faculty. (This program is for students who begin their academic career at The College of New Jersey as freshmen.)

**Legal Studies**

*Advisors:* Fradella, Lengyel

Traditionally, the department has had a large number of its majors apply for and be accepted into law school. As a result, a member of the faculty has been assigned to seek out, identify, and mentor students (both majors and minors) who indicate an interest in law as a career area. This faculty member is also a member of The College Pre-Law Advisory Committee.

**Internships in Law and Justice**

*Adviser:* McCormack

The department has a dynamic internship program for majors and minors. The program matches each student's internship interest with a field placement. The program is academically rigorous since, in addition to the worksite activities as an intern, students are required to complete a challenging research report on which they are graded. Typical internship sites are the New Jersey Attorney General's Office, the New Jersey Department of Insurance, the Administrative Office of the Courts, the Mercer County Prosecutor's and Public Defender's Office, federal and state law enforcement agencies, and the Juvenile Justice Commission. This program is open to seniors and juniors with GPAs of 2.5 and above.

**Law and Justice Minor**

Students participating in the department's minor are required to take the following courses:

LAWJ 100/Introduction to the Criminal Justice

System (3 cr.)

LAWJ 101/Judicial Process (3 cr.)

LAWJ 415/Criminal Procedure (3 cr.)

LAWJ 420/Criminal Law I (3 cr.)

LAWJ Options (two other law and justice courses) (6 cr.)

LAWJ 425/Internship in Law and Justice\*  
**Total 18 semester hours**

\*LAWJ 425/Internship in Law and Justice may be taken as an option after students have taken nine semester hours of the minor and meet the other requirements for an internship (i.e., junior/senior status and a 2.5 GPA).

Note: Students will be required to receive permission from the department chairperson to participate in the minor and must submit appropriate declaration forms to the registrar's office. All courses must be taken at The College of New Jersey.

**Forensic Science Concentration**

Students participating in the department's Forensic Science Concentration will be able to take the following courses:

LAWJ 210/Introduction to Forensic Science (3 cr.)

Fall semester prerequisites: LAWJ 100 or permission of instructor

LAWJ 330/Forensic Toxicology, Drugs,

and the Law (3 cr.) Spring semester prerequisites: junior/senior standing or permission of instructor

LAWJ 440/Laboratory and Field Analysis in Forensic Investigation (4 cr.) Spring semester prerequisites: LAWJ 210 or permission of instructor

LAWJ 345/The Trial Process (3 cr.) Occasionally, prerequisites: LAWJ 101/Judicial Process and LAWJ 415/Criminal Procedure; or permission of instructor

LAWJ 445/Forensic Psychology (3 cr.) Fall semester prerequisites: PSYC 101/General Psychology I and junior/senior status, or permission of instructor

LAWJ 450/Principles of Forensic Medicine (3 cr.) Occasionally, prerequisites: BIOL 181–182; or BIOL 183–184; or LAWJ major or minor status with senior class standing; or permission of instructor

**Departmental Honors in Law and Justice**

A departmental honors program in law and justice is offered to students who meet departmental requirements.

**Academic Regulations**

Department retention and graduation standards are the same as those of The College. Students wishing to make internal transfers into the department must have a GPA of 2.5 or over.

**Major Curriculum Categories:**

**A) Legal Studies**

LAWJ 101/Judicial Process

LAWJ 225/Prisoners' Rights

LAWJ 240/Legal Research and Writing

LAWJ 245/Torts I

LAWJ 255/Legal Problems in a Domestic Setting

LAWJ 360/Homicide

LAWJ 365/Psychiatry and the Law

LAWJ 415/Criminal Procedure

LAWJ 420/Criminal Law I

LAWJ 421/Criminal Law II

LAWJ 490/International Issues in Law, Justice,

and Human Rights

**B) Criminology/Theory**

LAWJ 215/Juvenile Delinquency

LAWJ 250/White Collar Crime

LAWJ 305/Criminology

LAWJ 310/Victims in the Criminal Justice System

LAWJ 330/Comparative Criminology

LAWJ 340/Terrorism

**C) Organizational Theory/Systems**

LAWJ 200/Principles of Law Enforcement

LAWJ 205/History and Philosophy of Corrections

LAWJ 300/Police Administration and Organization

LAWJ 315/Contemporary Police Problems

LAWJ 320/Probation and Parole

LAWJ 325/Juvenile Justice

LAWJ 350/Municipal Court Practice and Administration

LAWJ 405/Institutional Corrections

LAWJ 410/Community-Based Corrections

**D) Forensic Science**

LAWJ 210/Introduction to Forensic Science

LAWJ 330/Forensic Toxicology, Drugs, and the Law  
LAWJ 440/Laboratory and Field Analysis in Forensic Investigation  
LAWJ 445/Forensic Psychology

**E) Miscellaneous**

LAWJ 425/Internship in Law and Justice  
LAWJ 435/Research and Planning  
LAWJ 491/Topics in the Justice System  
LAWJ 498/Seminar in Law and Justice  
LAWJ 499/Independent Study in Law and Justice

**LAWJ 100/Introduction to Criminal Justice System      3 cr.**

(3 class hours)  
(every semester)

Perspectives on the World: Social Sciences-Content

Criminal justice process from detection of crime and arrest of suspects through prosecution, adjudication, sentencing, and imprisonment, to release and revocation. Policies and practices of agencies involved in criminal justice process.

**LAWJ 101/Judicial Process      3 cr.**

(3 class hours)  
(every semester)

An in-depth study of the judicial process to include a study of the philosophical issues and problems inherent therein, as well as its major components and the individuals who support the system.

**LAWJ 200/Principles of Law Enforcement      3 cr.**

(3 class hours)  
(every semester)

History, development, and philosophy of law enforcement in a democratic society; interrelationships of law enforcement with customs, mores, and norms in controlling human behavior. Survey of local, state, and federal law enforcement agencies.

**LAWJ 205/History and Philosophy of Corrections      3 cr.**

(3 class hours)  
(every semester)

Theory and practice of correctional institutions and their functions. Historical development and underlying philosophy of approaches used in the care and treatment of both adult and juvenile offenders.

**LAWJ 210/Introduction to Forensic Science      3 cr.**

(3 class hours)  
(annually)

*Prerequisite:* LAWJ 101 or permission of the instructor

This course will introduce students to the fundamental principles of forensic science. Students will learn the meaning and significance of scientific evidence and its role in criminal investigations and in criminal trials. Students will learn the scope of the work performed by various specialists subsumed under the title "forensic scientists" including evidence technicians, criminalistics experts, fingerprint examiners, forensic chemists and toxicologists, ballistic experts, forensic pathologists, forensic odontologists, forensic anthropologists, forensic serologists, and DNA specialists.

**LAWJ 215/Juvenile Delinquency      3 cr.**

(3 class hours)  
(every semester)

Nature and causes of juvenile delinquency: psychology and sociological factors; characteristics and typologies of youthful offenders. Concepts and theories of delinquency related to modern trends in prevention, control, and treatment.

**LAWJ 225/Prisoners' Rights      3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* LAWJ 100 or LAWJ 101 or permission of the instructor

Study of the legal rights and civil disabilities of convicted persons (prisoners, parolees, and probationers) at the present time. Attention is also given to the historical background of these groups and their rights.

**LAWJ 230/Women in the Criminal Justice System      3 cr.**

(3 class hours)  
(annually)

*Prerequisite:* LAWJ 101

An understanding of the treatment of women as professionals, litigants, victims, and offenders in the justice system.

**LAWJ 240/Legal Research and Writing      3 cr.**

(3 class hours)  
(every semester)

*Prerequisite:* LAWJ 101

This course is designed to give the layman a working knowledge of legal analysis, research, and writing.

**LAWJ 245/Torts I**

**3 cr.**

(3 class hours)

(occasionally)

An in-depth study of the civil law of torts. The study will include the civil liability theories and defenses thereto. The numerous variations in the doctrinal theories, rules, and formulas utilized by the courts will be examined.

**LAWJ 250/White Collar Crime**

**3 cr.**

(3 class hours)

(occasionally)

An investigation and analysis of white collar crime in American society. Based on the major classic and contemporary writings in this area of law violation, this course is designed to explore white collar crime in relation to the political economy, corporate and government organization, the legal system, and structural and cultural features of the workplace.

**LAWJ 255/Legal Problems in the Domestic Setting**      **3 cr.**

(3 class hours)

(every semester)

Through reading and discussion of legislation, judicial opinions, journal articles, and government documents, students develop an awareness of the rights and responsibilities of individuals within the family setting. The course examines the legal status of premarital proceedings and arrangements, marriage and its dissolution, as well as the status of children in their relationships to the family unit.

**LAWJ 300/Police Administration and Organization**      **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* LAWJ 200

Principles of organization and management in the law enforcement field. Introduction to concepts of organizational behavior as applied to complex organizations. Planning, research, and systems analysis in police administration.

**LAWJ 305/Criminology**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* LAWJ 100

Perspectives on the World: Social Sciences-Content

Philosophies and orientations of various schools of criminology. The course traces theories of criminal behavior from the 18th century classical school through 19th century positivism to contemporary criminological thought concerning the etiology of crime.

**LAWJ 310/Victims in the Criminal Justice System**      **3 cr.**

(3 class hours)

(occasionally)

The discipline of victimology has developed quite recently out of the social sciences of sociology and criminology. In historic terms, concern for the victim has been a major consideration in society. In contemporary times, however, the state has assumed surrogate victim status, and as a result, individual victims have been relegated to the role of witnesses in their cases. This course explores the traditional role of the victim as an agent of social control: one who alerts the community to norm violations, establishes his or her status as a victim, and negotiates a settlement for the wrong.

**LAWJ 315/Contemporary Police Problems**      **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* LAWJ 200

Aspects of law, ethics, and custom affecting and determining relationships between police and policed. Police-minority group relations, police-juvenile relations, community relations programs, police personnel considerations, police contacts with citizens, and grievances of citizens.

**LAWJ 320/Probation and Parole**      **3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* LAWJ 100, 101, and 205

History, philosophy, practice, and theories in the fields of probation and parole, with emphasis on significant problems, developments, and recommendations for improvement.

**LAWJ 325/Juvenile Justice**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* LAWJ 100 and 101

An in-depth study of the juvenile justice system, including its philosophical basis, its historical origins, and both its theoretical and actual practice.

**LAWJ 330/Forensic Toxicology, Drugs, and the Law**      **3 cr.**

(3 class hours)

(annually)

*Prerequisites:* Junior or senior or permission of the instructor

This course is designed to expose students to the basic principles of drug actions on the human body and the implications of drug use for the criminal justice system. This is a science-based course which focuses on the pharmacological and toxicological characteristics of commonly abused drugs. Principles stressed include anatomy and physiology relevant to drug absorption, metabolism, and excretion; routes of administration and mechanism of action for popular drugs of abuse; receptor theory and central nervous system reactions to various neurotransmitters; and both acute and long-term effects of drugs of abuse on the human body.

**LAWJ 340/International Terrorism**

**3 cr.**

(3 class hours)

(annually-fall)

Perspectives on the World: Social Sciences-Content

A critical examination of the theories, literature, and practices of terrorists from Robespierre's Reign of Terror to the present.

**LAWJ 345: The Trial Process**

**3 cr.**

*Prerequisites:* LAWJ 101/Judicial Process and LAWJ 415/Criminal Procedure; or permission of the instructor

The United States justice system centers around the legal trial. Using weekly role-playing exercises in simulated courtroom situations, this course explores pretrial and trial techniques with an emphasis on procedural, evidentiary, tactical, and ethical problems experienced by lawyers, witnesses, and parties as part of the legal trial process. Mock-trial simulations require students to engage in all aspects of the trial process: voir dire, opening statements, direct and cross-examinations, and closing arguments. Special attention is paid to the rules of evidence governing relevance, hearsay, scientific evidence, chain-of-custody, demonstrative evidence, and expert testimony.

**LAWJ 350/Municipal Court Practice and**

**3 cr.**

**Administration**

(occasionally)

This course is designed to explore the jurisdiction, administration, and operation of the municipal court. The municipal court handles criminal, quasi-criminal, and civil matters. Topics discussed will include arraignment, criteria for setting bail, indictables and non-indictables, sentencing options and criteria, and alternative dispute resolution.

**LAWJ 360/Homicide**

**3 cr.**

(3 class hours)

(occasionally)

An exploration of the legal, medical, cultural, social, geographical, and ethical issues relevant to the crime of homicide, a psychiatric view of those who kill, patterns in criminal homicide, and the prosecution of a homicide matter.

**LAWJ 365/Psychiatry and the Law**

**3 cr.**

(3 class hours)

(annually)

A historical overview, evaluation, and analysis of mental health issues and the judicial process.

**LAWJ 400/Correctional Administration**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* LAWJ 100 and 205, or permission of instructor

Principles or organization and management in correctional administration. Concepts of organization behavior as applied to complex organizations; prisons, probation, and parole. Specialized problems faced by institutional management.

**LAWJ 405/Institutional Corrections**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* LAWJ 100 and 205, or permission of instructor

Evaluation of principles, practices, and problems of services and programs designed to rehabilitate offenders in various types of adult and juvenile correctional institutions.

**LAWJ 410/Community-Based Corrections**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* LAWJ 205

Analysis of theories, rationale, efforts, and practices to provide services for the offender in the community, exclusive of probation and parole.

**LAWJ 415/Criminal Procedure**

**3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* LAWJ 100 and 101, or permission of instructor

Rules of evidence as applied to evidence in criminal cases. Development of constitutional doctrine as control on the administration of justice; the effect of the due process clause as applied to the states through a study of the leading Supreme Court decisions.

**LAWJ 420, 421/Criminal Law I, II**

**3, 3 cr.**

(3 class hours each semester)

(annually)

*Prerequisites:* LAWJ 100 and 101, 420 or permission of instructor

Analysis of cases and leading treatises illustrating the principles, doctrines, legal standards, and reasoning devices applied to the law of crimes.

**LAWJ 425/Internship in Law and Justice**

**3-6 cr.**

(every semester)

By arrangement. May be repeated for credit.

**LAWJ 435/Research and Planning**

**3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* LAWJ 100, STAT 115

Perspectives on the World: Social Sciences-Process

Principles of research and planning in criminal justice. Analysis of the various methods of data collection. Comparative analysis of manual and computer systems for the interpretation and evaluation of criminal justice data.

**LAWJ 440/Laboratory and Field Analysis**

**4 cr.**

**in Forensic Investigation**

(4 class hours)

(annually)

*Prerequisite:* LAWJ 210 or permission of the instructor

This course will advance the student's understanding of the theory and fundamental principles of forensic science and take the theory out of the classroom and into the laboratory. Students will learn the scientific basis of various aspects of forensic scientists' work through lectures and "hands-on" laboratory exercises. Case studies and crime scene simulations will demonstrate the application and basis of scientific principles to forensic science.

**LAWJ 445/Forensic Psychology**

**3 cr.**

(3 class hours)

(annually)

*Prerequisites:* PSYC 101, junior or senior standing, permission of instructor

An interdisciplinary examination of the relationships between clinical psychology and the legal system. Students are first exposed to the constructs of dynamic psychology, psychiatric assessment and treatment, and the nomenclature of mental disorders. Then, the class explores the medicalization of deviance when dealing with the mentally ill offender (especially in contexts of the insanity and diminished capacity defenses) and the mentally incompetent person under the civil law (especially civil commitment, guardianship, and conservatorship). Legal and ethical issues that face both the clinician and legal counsel are explored.

**LAWJ 450/Principles of Forensic Medicine**

**3 cr.**

*Prerequisites:* BIOL 181–182; or BIOL 183–184; or LAWJ major or minor status with senior class standing, or permission of the instructor

This multi-media course examines the various ways the medical profession contributes to the criminal justice system using lecture, slide presentations, and films. After a historic overview, the course focuses on forensic pathology and its role in the medico-legal investigation of death via post-mortem examinations. Study of the autopsy includes means of identification, thanatology, and thanato-etiology of unexpected natural deaths, accidental deaths, suicides, and homicides. Special attention is paid to deaths by gunshot wound, sharp force injury, blunt force trauma, and asphyxiation. Forensic examination of living people is also covered with regard to selected crimes such as sexual assault, traffic offenses, child abuse, and drug crimes. No natural sciences background is required or presumed beyond a fundamental knowledge of general biology.

**LAWJ 455/Applied Criminal Justice Policy Analysis**      **3 cr.**

*Prerequisites:* STAT115 and LAWJ 435

Applied Criminal Justice Policy Analysis is designed to prepare students for the application of sound experimental and quasi-experimental research designs to the measurement of the effects of American crime reduction policies and programs. Students will be exposed to the underlying concepts of crime policy and program development and explore how these concepts affect political decision making regarding crime control strategies.

**LAWJ 490/International Issues in Law,**

**Justice, and Human Rights**

(occasionally)

Basic concepts related to the development of law, justice systems, and human rights. Emphasis will be placed on contemporary initiatives for establishing international standards in these areas. Discussions will include case studies of human rights violations examined within the context of specific national cultures.

**LAWJ 491/Topics in the Justice System**

**3 cr.**

(occasionally)

Current or specialized topics proposed by faculty or students and approved by the department. May be taken for credit more than once as the topics differ.

**LAWJ 498/Seminar in Law and Justice**

**3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* Law and justice major, senior standing

A study of critical issues to assist in the integration of the component parts of the criminal justice system: moral dilemmas and choices faced by professionals and citizens concerning laws, law enforcement, legal system, and corrections.

**LAWJ 499/Independent Study in  
Law and Justice****3 or 6 cr.**

(every semester)

*Prerequisites:* Law and justice major and permission of instructor

For advanced students wishing to pursue a special area of interest in law and justice. Students develop a proposal around a sophisticated research design, including problems definition, hypotheses, methodology, etc. to complete a comprehensive study. Topic and research design developed in consultation with a faculty adviser.

## **Modern Languages**

*Faculty:* Landreau, Chair; Al-Kasey, Compte, Figueroa, Gabriel-Stheeman, Goebel, Huguet-Jerez, Morin, Murphy, Otero, Pfenninger, Rosman-Askot, San Pedro, Wright

The modern languages curriculum is designed to increase a student's proficiency in another language by developing four skill areas: aural comprehension, speaking, reading, and writing. The knowledge of another language and culture is a cornerstone of a liberal arts education and is a key to interacting in a complex and multicultural world. The department offers beginning and intermediate language instruction in Arabic, Chinese, French, German, Italian, Japanese, Spanish, and Swahili. Classes are conducted in the target languages, and there is a language laboratory to supplement classroom instruction. Advanced courses in linguistics, literature, history, and culture are offered in French, German, Italian, and Spanish. Students may pursue a minor in these fields. In addition, we are currently expanding our offerings in Arabic, Chinese, Japanese, and Swahili.

The Spanish major provides intensive study of the literature, language, and cultures of the Spanish-speaking world. The Spanish major can be very successfully combined with a major or minor in another discipline such as business, English, history, international studies, political science, or psychology in preparation for graduate and professional studies. A minor in another foreign language is recommended.

The department offers four major tracks: Spanish/Liberal Arts, Spanish/Secondary Education, Spanish/Elementary Education, and Spanish/Early Childhood Education.

### **Requirements for the Spanish Major**

A total of 36 credits is the minimum requirement for the Spanish major. To provide the student with a broad exposure to the various components of the discipline, the following courses are required:

SPAN 203 or 204  
SPAN 216 or 217  
SPAN 211  
SPAN 241 or 242  
SPAN 301  
SPAN 303  
SPAN 304  
SPAN 311  
SPAN 312  
SPAN 360 (Senior Seminar)

The Spanish/Secondary Education, Spanish/Elementary Education, and Spanish/Early Childhood Education majors require an additional 30 credits in professional education courses in preparation for certification.

### **Requirements for the Minor**

A minor is offered in French, German, Italian, and Spanish. The minor consists of 18 credits, of which at least 12 credits must be taken at The College of New Jersey. See chair for additional information.

### **Spanish Major: Teaching**

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching.

### **Transfer Students**

Transfer students who have successfully completed three semesters of a language or the equivalent in any accredited college or university will receive exemption from the foreign language requirement. Students who have taken fewer than three semesters of language in college are required to take the TCNJ Language Placement Test to determine the appropriate level for the next language course.

## **Foreign Language Requirement**

*The Requirement*—As part of The College of New Jersey's general education program all degree candidates in the Schools of Art, Media, and Music; Culture and Society; and Science are required to show proficiency in a foreign language unless exempted. Satisfactory evidence of proficiency is completion of the 103-level of language study (equivalent to three semesters—nine credits of college language study). While most students opt to continue in the foreign language previously studied, they may begin study of a new foreign language.

*Placement*—Students who choose to begin the study of a new foreign language should enroll at the 101 level. All students who wish to continue studying a language taken previously must take the TCNJ Language Placement Test for placement at the appropriate level. The TCNJ Language Placement Test is offered in the spring during freshman basic skills testing, or by appointment throughout the academic year in the Basic Skills Testing Center.

*Exemption*—Students may be exempted from the foreign language requirement if they show sufficient proficiency in a foreign language as certified by one of the following means:

- a score of 4 or 5 on the ETS Advanced Placement Language or Literature Examination
- a score of 650 or above on the ETS Language Achievement Test
- exemption through the TCNJ Language Placement Test

While students may be exempt from the language requirement in the Schools of Art, Media, and Music; Culture and Society; and Science, they may still be required to take additional foreign language courses by their major program. See specific department or program for details.

Students who are exempt from the Schools of Art, Media, and Music; Culture and Society; and Science language requirement are eligible to take courses at the 200 level.

If a student wishes to gain exemption in a language not taught at The College of New Jersey, the Department of Modern Languages will arrange an approved test. However, the cost of that test must be paid by the student. Bilingual students are eligible for exemption in all of the ways described above.

*The Best Time to Begin Language Study*—Students are urged to enroll in a foreign language during their first year and to continue their study in consecutive semesters.

*Credit for 101 Language Courses*—Students who have taken more than three years of one language in high school will **not** receive credit for 101 in that language. Typically, these students are more appropriately placed at the 102 or 103 level, and can fulfill the Foreign Language Requirement with successful completion of 103.

## **Credit by Examination**

Students may take a maximum of six credits through credit by examination in one language. The student may select courses at the 300 level or higher.

## **Four-Year Suggested Sequence**

### **Spanish/Liberal Arts**

#### **Freshman Year**

SPAN	099/Department Seminar	0
SPAN	203/Speech and Grammar Review	3
<i>or</i>		
SPAN	204/Spanish for Heritage Speakers	3
RHET	101/Rhetoric I	3
Math 1 (GE)		3
Math 2 (GE)		3
IDSC	151/Athens to New York	3
Natural Sciences 1		4
Natural Sciences 2		4
SPAN	216 or 217	3
RHET	102/Rhetoric II	3
Electives	3	
<b>Total for year</b>		<b>32</b>

#### **Sophomore Year**

SPAN	211/Composition and Grammar Review	3
SPAN	241/Intro. to Span. Lit. I	3
IDSC	252/Society, Ethics, and Technology	3
Social Sciences Content (GE)		3
Art/Lit./Hist./Phil. (GE)		6
Electives (SPAN 242 is recommended)		6
Social Sciences Process (GE)		3
SPAN	301/Advanced Span. Grammar	3
<b>Total for year</b>		<b>30</b>

**Junior Year**

SPAN	312/Survey Span. Amer. Lit.	3
SPAN	303/Culture and Society in Spain	3
Electives	15	
Art/Lit./Hist./Phil. (GE)		3
SPAN	311/Survey Span. Penin. Lit.	3
SPAN	304/Culture and Society in Span. Amer.	3
<b>Total for year</b>		<b>30</b>

**Senior Year**

Art/Lit./Hist./Phil. (GE)		3
SPAN	Option	3
SPAN	Option	3
Electives		16
SPAN	360/Senior Seminar	3
<b>Total for year</b>		<b>28</b>

**Spanish/Secondary Education****Freshman Year****First Semester**

SPAN	099/Department Seminar	0
SPAN	203/Speech and Grammar Rev.	3
<i>or</i>		
SPAN	204/Spanish for Heritage Speakers	
RHET	101/Rhetoric I	3
Math 1 (GE)		3
IDSC	151/Athens to New York	3
Art/Lit./Hist./Phil. (GE)		3
SPAN	216 or 217	3

**Second Semester**

Math 2 (GE)		3
SPAN	211/Comp. and Grammar Review	3
SPED	101/Exceptional Pop. in Society	3
RHET	102/Rhetoric II	3
Social Sciences Process (GE)		3
<b>Total for year</b>		<b>33</b>

**Sophomore Year****First Semester**

SPAN	241/Intro. Literature in Span. I	3
PSYC	224/Adolescent Psychology	3
Natural Sciences 1		4
SCED	203/Sophomore Field Experience	2
Art/Lit./Hist./Phil. (GE)		3

**Second Semester**

RDLA	328/Teaching Reading	2
Art/Lit./Hist./Phil. (GE2)		3
Natural Sciences 2		4
SPAN	301/Advanced Span. Grammar	3
Elective (recommended SPAN 242)		3
IDSC	252/Society, Ethics, and Technology	3
<b>Total for year</b>		<b>33</b>

**Junior Year****First Semester**

MDLA	390/Methods Teaching Foreign Lang	3
SCED	303/Junior Prof. Experience	6
HLED	160/Current Health and Wellness	3
EDFN	403/School in American Culture	3
Electives	2	

**Second Semester**

SPAN	311/Survey Span. Penin. Literature	3
SPAN	304/Culture and Society Sp.	3
SPAN	Option I and II	6
	Art/Lit./Hist./Phil. (GE4)	3
	Electives	2
	<b>Total for year</b>	<b>34</b>

**Senior Year****First Semester**

SPAN	303/ Culture and Society in Span. Am.	3
SPAN	312/Survey Span. Am. Lit.	3
SPAN	360/Senior Seminar	3
	Electives	7

**Second Semester**

SCED	489/Student Teaching Seminar	1
SPAN	490/Student Teaching	10
SPAN	489/Student Teaching Seminar	1
	Electives	3
	<b>Total for year</b>	<b>31</b>

**Spanish/Early Childhood****Freshman Year****First Semester**

SPAN	203/Speech and Grammar Rev.	3
<i>or</i>		
SPAN	204/Spanish for Heritage Speakers	
RHET	101/Rhetoric I	3
MATH	101/Found. of Math I	3
IDSC	151/Athens to New York	3
SPED	101/Exceptional Pop. in Society	3
ECED	099/School of Ed. Dept. Seminar	0
SPAN	216 or 217	3

**Second Semester**

SPAN	211/Comp. and Grammar Rev.	3
ECED	105/Intro. Early Childhood	1
SOCL	101/Intro. to Sociology	3
ART	101/Found. of Art	3
RHET	102/Rhetoric II	3
	Math 2 (GE)	3
	<b>Total for year</b>	<b>34</b>

**Sophomore Year****First Semester**

SPAN	241/Intro. to Span. Literature I	3
ECED	206/Gd. Lrng. Young Child.	2
IDSC	252/Society, Ethics, and Technology	3
Natural Sciences 1		4
INCD	140 or 240	3

**Second Semester**

SPAN	301/Advanced Span. Grammar	3
ECED	340/Dev. and Lrng. Young Children	4
MUSC	350/Music Mod. American Soc.	3
Natural Sciences 2		4
RDLG	205/Children Lit. and Story	3
	<b>Total for year</b>	<b>32</b>

**Junior Year****First Semester**

ECED	314/Observation and Participation	5
ECED	319/Social St. and Science ECE	3

RDLG	316/Rdg. and Com. Exp. Young Child.	3
MATH	342/Teaching Math Elem. School	1
PHED	494/Survey Teaching HPE and Saf. Ece.	1
ELEM	307/Environmental Awareness	2

**Second Semester**

SPAN	303/Culture and Society in Spain	3
SPAN	311/Survey Span. Penin. Lit.	3
Spanish Option		3
Spanish Option		3
Electives 2		
Perspectives (GE)		3
<b>Total for year</b>		<b>32</b>

**Senior Year**

**First Semester**

SPAN	304/Culture and Society in Span. America	3
SPAN	312/Survey Span. Amer. Literature	3
SPAN	360/Senior Seminar	3
Spanish Option		3
History (GE)		3
Social Sciences-Content		3

**Second Semester**

ECED	491/Creative Lrn. Exp. Yng. Child.	2
ECED	489/Student Teaching Early Child.	10
ELEM	497/Topics in Elementary Ed.	1
RDLG	422/Diagnosis of Read. Diff.	2
<b>Total for year</b>		<b>33</b>

**Spanish/Elementary Education**

**Freshman Year**

**First Semester**

ELEM	099/School of Ed. Dept. Seminar	0
SPAN	203/Speech and Grammar Review	3
<i>or</i>		
SPAN	204/Spanish for Heritage Speakers	
RHET	101/Rhetoric I	3
MATH	101/Found. of Math I	3
IDCS	151/Athens to New York	3
SOCL	101/Intro. Sociology (process)	3
SPAN	216 or 217	3

**Second Semester**

SPAN	211/Comp. and Grammar Review	3
ELEM	103/Intro. Elementary Ed.	1
SPED	101/Except. Pop. in Society	3
ART	101/Found. of Art	3
RHET	102/Rhetoric II	3
Math 2 (GE)		3
<b>Total for year</b>		<b>34</b>

**Sophomore Year**

**First Semester**

SPAN	241/Intro. Span. Literature I	3
ELEM	203/Child Growth and Learning	5
ELEM	292/Ana. Class Behavior	2
IDSC	252/Society, Ethics, and Technology	3
Natural Sciences 1		4

**Second Semester**

INCD	140 or 240	3
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MUSC	350/Music Mod. American Society	3
Natural Sciences 2		4
Perspectives 2 Lit./Phil./Hist. (GE)		
(recommended SPAN 242)	3	
SPAN	301/Advanced Span. Grammar	3
	<b>Total for year</b>	<b>33</b>

### **Junior Year**

#### **First Semester**

Spanish Option	3	
ELEM	301/Observation and Participation	5
ELEM	326/Social St. and Science Elem.	3
RDLG	304/Reading and Lang. Arts	3
ELEM	307/Environmental Awareness	2
MATH	342/Teaching Math Elem. School	1
PHED	496/Survey Teaching HPE and Saf. Elem.	1
	<b>Total for year</b>	<b>33</b>

#### **Second Semester**

SPAN	303/Culture and Society in Spain	3
SPAN	311/Survey of Span. Penin. Lit.	3
Spanish Option		3
Social Sciences-Content		3
Perspectives 4 (GE)		3
	<b>Total for year</b>	<b>33</b>

### **Senior Year**

#### **First Semester**

Electives	2	
Perspectives 3 Lit./Phil./Hist. (GE)	3	
SPAN	304/Culture and Society Span. Am.	3
Spanish Option 3		3
SPAN	312/Survey of Span. Am. Lit.	3
SPAN	360/Senior Seminar	3
	<b>Total for year</b>	<b>33</b>

#### **Second Semester**

ELEM	483/Creative Arts Elem. School	2
ELEM	489/Student Teaching Elem. School	10
ELEM	497/Topics in Multiculturalism	1
RDLG	422/Diag. of Read. Diff.	2
	<b>Total for year</b>	<b>32</b>

## **Course Offerings**

In all 100-level language courses, students may not enroll in a course at a lower level once they have completed a more advanced-level course.

### **Arabic**

**ARAB 105, 106/Intensive Arabic for** **4.5, 4.5 cr.**

#### **Beginners I, II**

(every semester)

An intensive introduction to spoken and written Arabic, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement the textbook and emphasize the link between language and culture.

**ARAB 201/Intermediate Arabic** **3 cr.**

(annually)

*Prerequisite:* ARAB 106 or permission of instructor

Selected readings of classical Arabic, Islamic texts as a vehicle to build the student's understanding of grammar and working vocabulary, and to provide insight into the world of classical Islam. In addition, audio-visual materials will be used to increase the student's ability to improve the student's fluency in speech.

### **Chinese**

**CHIN 101, 102, 103/Chinese for Beginners** **3, 3, 3 cr.**

#### **I, II, III**

(every semester)



A study of contemporary France, and of intellectual, artistic, and spiritual aspects of French society. Reading and discussion of cultural texts, articles, and interviews; written exercises and compositions designed to give students an active command of the language.

**FREN 340/Contemporary French Literature**                   **3 cr.**

(occasionally)

*Prerequisite:* FREN 240 or permission by instructor

A study of literary trends in 20th-century France as shown in the works of such representative authors as Gide, Malraux, Sartre, Camus, Robbe-Grillet, Duras, Beckett, Ionesco, and Anouilh. May be repeated for credit.

**FREN 341/Contemporary French Literature**                   **3 cr.**

**in English**

(occasionally)

**FREN 360/Topics in French**                                  **variable**

(annually)

*Prerequisite:* 300-level course or equivalent

Focuses on a different topic each semester.

**FREN 361/Topics in French (English)**                          **variable**

(occasionally)

Focuses on a different topic each semester.

**FREN 499/Independent Study in French**                          **variable**

(every semester)

*Prerequisite:* Permission of instructor

Study of advanced grammar, or of a period, genre, or problem in French literature or civilization, selected following consultation between student and instructor.

**FREN/Montpellier Summer School (France)**                          **variable**

Each summer the Department of Modern Languages, in cooperation with the Institut Universitaire de Technologie, offers a French language and culture program in Montpellier in southern France. This program, which lasts three weeks, is taught by faculty from The College of New Jersey and the Institut Universitaire and offers an opportunity to earn college credit in a French university setting. This program also provides excursions and other extracurricular activities. Offerings in French include language courses at different levels. Inquiries should be directed to the Department of Modern Languages—French section.

## **German**

**GRMN 101, 102, 103/German for**                                  **3, 3, 3 cr.**

**Beginners I, II, III**

(every semester)

An introduction to spoken and written German, emphasizing the four skills of comprehension, speaking, reading, and writing. Prepares student for situations which may be encountered in German-speaking countries. Audio-visual aids and video tapes are used regularly. (Language laboratory required.)

Students with more than three years of high school study in German will not receive credit for 101.

**GRMN 201, 202/Intermediate German I, II**                          **3, 3 cr.**

(every semester)

*Prerequisite:* GRMN 103 or placement in 200-level course

Improves the student's ability to speak German using contemporary stories, slides, and film strips depicting everyday scenes and cultural accomplishments of German-speaking nations. (Language laboratory available.)

**GRMN 203/German Grammar Review**                                  **3 cr.**

(annually)

*Prerequisite:* GRMN 103 or placement in 200-level course

This course provides an in-depth and comprehensive review of German grammar focusing on the salient points of the language. It includes communicative activities through learner-generated exchanges of information, experiences, and opinions. (Language laboratory required.)

## **Italian**

**ITAL 101, 102, 103/Italian for**                                  **3, 3, 3 cr.**

**Beginners I, II, III**

(every semester)

An introduction to spoken and written Italian, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. The textbook, to be used over three semesters, will be complemented by the video programs in Italiano and Attualita. (Language laboratory required.)

Students with more than three years of high school study in Italian will not receive credit for 101.

**ITAL 105, 106/Intensive Italian for**                                  **4.5, 4.5 cr.**

**Beginners I, II**

(every semester)

An intensive introduction to spoken and written Italian, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement the textbook and emphasize the link between language and culture.

**ITAL 203/Italian Grammar Review**                           **3 cr.**

(annually)

*Prerequisite:* ITAL 103 or placement into 200-level course

This course gives the student an in-depth review of Italian grammar by touching on the salient points of the language. The course provides a complete review of the verbs and their more utilized forms. Vocabulary and idiomatic expressions will also be stressed. (Language laboratory required.)

**ITAL 211/Intermediate Italian Composition and**                           **3 cr.**

**Conversation**

(annually)

*Prerequisite:* ITAL 203 or placement into 200-level course

Designed to provide intensive oral and written practice in Italian at the intermediate level through selected readings and discussion of contemporary issues. Emphasis on vocabulary building, increased aural comprehension, and development of oral and written expression. May be repeated for credit.

**ITAL 212/Culture and Civilization**                           **3 cr.**

(offered during Summer Program in Italy)

(occasionally)

*Prerequisite:* ITAL 103

Designed to provide intensive oral and written practice at the intermediate level. Through total immersion in the Italian culture and civilization and through selected readings and discussion of contemporary issues, students will acquire an increased aural comprehension and will develop refined oral skills. Emphasis on vocabulary building and on the development of proficient written expression.

**ITAL 240/Introduction to Literature in Italian**                           **3 cr.**

(occasionally)

*Prerequisite:* ITAL 211 or equivalent

Selected readings from the literary tradition of Italy. Progressive development of reading and literary skills in Italian. Seminar format emphasizes oral and written expression. Fundamental approaches to literary interpretation will be introduced.

**ITAL 301, 302/Advanced Italian Composition**                           **3, 3 cr.**

**and Conversation I, II\***

(occasionally)

*Prerequisite:* ITAL 211 or permission by instructor

Designed to give students an active command of the language by means of oral and written exercises, accompanied by a review of vocabulary, idioms, and grammar. (Language laboratory required.) May be repeated for credit.

\*Not sequential, may be taken separately.

**ITAL 360/Topics in Italian**                                   **variable**

(occasionally)

*Prerequisite:* 200-level course or permission by instructor

Focuses on a different topic each semester.

**ITAL 361/Topics in Italian (English)**                           **variable**

(occasionally)

Focuses on a different topic each semester.

**ITAL 499/Independent Study in Italian**                           **variable**

(every semester)

*Prerequisite:* Permission of instructor

Study of a period, genre, or problem in Italian literature or civilization, selected following consultation between student and instructor.

**Japanese**

**JAPN 101, 102, 103/Japanese for**                           **3, 3, 3 cr.**

**Beginners I, II, III**

(every semester)

An introduction to spoken and written Japanese, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement the textbook and emphasize the link between language and culture.

Students with more than three years of high school study in Japanese will not receive credit for 101.

**JAPN 201/Intermediate Japanese I**                           **3 cr.**

(every semester)

*Prerequisite:* JAPN 103 or permission by instructor

Additional practice in spoken and written Japanese, emphasizing increased skill acquisition. Ancillary materials stress appreciation of the Japanese culture.

## **Spanish**

**SPAN 101, 102, 103/Spanish for  
Beginners I, II, III**                   **3, 3, 3 cr.**  
(every semester)  
A comprehensive introduction to Spanish, emphasizing the four skills of comprehension, speaking, reading, and writing. Prepares student to deal with simple everyday situations encountered in Spanish-speaking countries. Cultural audio-visual materials will complement the textbook and emphasize the link between language and culture. (Language laboratory required.)

Students with more than three years of high school Spanish will not receive credit for 101.

**SPAN 105, 106/Intensive Spanish for  
Beginners I, II**                   **4.5, 4.5 cr.**  
(every semester)  
An intensive introduction to spoken and written Spanish, emphasizing aural comprehension and speaking, accompanied by practice in reading and writing. Cultural audio-visual materials complement the textbook and emphasize the link between language and culture.

**SPAN 203/Speech and Grammar Review**                   **3 cr.**  
(every semester)

*Prerequisite:* SPAN 103 or placement in 200-level course; heritage speakers will NOT receive credit for SPAN 203  
This course focuses on the development of students' aural comprehension and oral skills in Spanish. Grammar will be reviewed in order to provide the tools for increased oral expression. Oral proficiency will be continually stressed through oral presentation, storytelling, debates, role-plays, etc.

**SPAN 204/Spanish for Heritage Speakers**                   **3 cr.**

(annually)  
Introduction to the study of the Spanish language structures through grammar and basic linguistics. This course is intended for heritage or bilingual students whose primary knowledge of the language comes from home or another out-of-class setting, but who have not studied the language in a formal way. Emphasis will be placed on the study of the diversity of the Spanish-speaking world.

**SPAN 211/Composition and Grammar Review**                   **3 cr.**

(every semester)  
This course focuses on the development of students' written skills in Spanish. Grammar will be reviewed in order to provide the tools for more sophisticated written expression. Assignments will include journals, essays, autobiographical papers, and creative pieces. Students will also utilize the World Wide Web to correspond in written Spanish and to summarize and analyze current events news found at numerous sites.

**SPAN 216/Current Events in the Spanish Speaking  
World**                   **3 cr.**

(annually)  
*Prerequisite:* SPAN 211  
Students taking this course will put their language skills to work by being exposed to everyday life of Spain and Latin America as it is portrayed in the media. They will also develop an in-depth knowledge of the present cultural, economic, and political situation of the countries of the Spanish-speaking world.

**SPAN 217/Introduction to Hispanic Culture**                   **3 cr.**

(annually)  
*Prerequisite:* SPAN 211  
This course concentrates on cultural, sociopolitical, and economic issues that affect Spain and Spanish America today. In addition, particular attention will be given to ethnicity, the role of women, and the forces shaping national identity in the Hispanic world. Readings will be taken from newspapers, journals, and essays. In conjunction with these readings, both videos and movies will be incorporated into the course.

**SPAN 241, 242/Introduction to Literature**                   **3, 3 cr.**

**in Spanish I, II**  
(every semester)  
*Prerequisites:* SPAN 203 and 216 or 217, or permission by instructor  
Selected readings from the literary traditions of Spain and Latin America. Progressive development of reading and literary skills in Spanish. Seminar format emphasizes oral and written expression. Fundamental approaches to literary interpretation will be introduced.

*Prerequisite for all 300-level courses:* At least two 200-level courses or permission of the instructor. SPAN 241 or 242 strongly recommended.

**SPAN 301/Advanced Spanish Grammar**                   **3 cr.**

(annually)  
An in-depth study of the structures of the Spanish language. The course will focus on a thorough understanding of the various grammatical tenses, moods, and idiomatic expressions of the Spanish language and will provide sustained oral and written practice in their appropriate usage.

**SPAN 303/Culture and Society in Spain**                   **3 cr.**

(spring semester)  
The development of Spanish civilization in its economic, intellectual, spiritual, and artistic aspects. Correlated literary readings.

**SPAN 304/Culture and Society in Spanish America**                   **3 cr.**

(fall semester)

Historical survey of the cultures and societies of Spanish America. Readings will include Relaciones on the conquest, indigenous texts in Spanish translation, 19th- and 20th-century essays, and selected literary texts.

**SPAN 311/Survey of Spanish Peninsular Literature      3 cr.**

(spring semester)

*Prerequisite:* SPAN 241 or 242

Survey of Spanish peninsular literature from the Middle Ages to the present. The course will focus on key periods in Spanish literature through the study of representative texts to provide students with an understanding of the richness and variety of Spanish literature, an appreciation of singular masterpieces, as well as the historical and cultural forces which influenced them.

**SPAN 312/Survey of Spanish-American Literature      3 cr.**

(fall semester)

*Prerequisite:* SPAN 241 or 242

Survey of Spanish-American literature from pre-Columbian times, through the Colonial period to the present. The course will focus on key periods in Spanish-American literature through the study of representative texts to provide students with an understanding of the singularity of Spanish-American literature, an appreciation of defined masterpieces, as well as the historical and cultural forces which influenced them.

**SPAN 314/Colonial Literature      3 cr.**

(occasionally)

*Prerequisite:* One literature course, junior standing, or written permission by instructor

Survey of Colonial literature. Intensive reading of selected texts, and lectures on the history of the Spanish conquest and colonization of America.

**SPAN 316/Contemporary Spanish-American      3 cr.**

Literature

(annually)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

Intensive reading and discussion of selected works by major authors with lectures on the history of contemporary Spanish-American literature.

**SPAN 323/20th-Century Spanish Theater      3 cr.**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

Through the readings of selected 20th-century plays, students will gain insight into contemporary Spanish culture.

**SPAN 325/Theater of Spain and Spanish America      3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SPAN 241 or 242 or equivalent

A study of the theater of Spain and Spanish America from the 15th century to the present. Special attention to the development of the genre and to ways theater addresses the prevalent social, political, and cultural issues of the times. Playwrights studied include: from Spain, Juan del Encina, Lope de Vega, Galdós, Garcia Lorca, and Cervantes; from Spanish America, Sor Juana, René Marqués, Grisaldo Gambaro, and Gloria Parrado.

**SPAN 327/Modern Spanish-American Short Story      3 cr.**

(annually)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

Readings and discussion of stories from Palma, Borges, Cortazar, Arguedas, Roa Bastos, Garro, Poniatowska, Castellanos, Ocampo, Cabrera, Rulfo, Garcia Marquez, and others.

**SPAN 330/Latin-American Essay      3 cr.**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

Study of foundational concepts such as "culture," "nation," and "tradition" in the Latin-American essay from independence through the contemporary period. Essays by Bolivar, Marti, Rodo, Hernriquez Urena, Mariategui, Ortiz, Martinez Estrada, Retamar, Poniatowska, Rigoberta Menchu, Arguedas, and others. Distinct voices and rival points of view are represented throughout.

**SPAN 331/Spanish-American Novel      3 cr.**

(annually)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

A study of this genre in Spanish America. A representative range of 19th- and 20th-century texts from different countries, and from different literary traditions, will be studied. Authors include Juan Francisco Manzano, Elena Garro, Rosario Castellanos, Miguel Angel Asturias, Gabriel Garcia Marquez, Juan Rulfo, Rosario Ferre, Juan Bosch, Ciro Alegria, and others.

**SPAN 333/Puerto Rican Literature      3 cr.**

(occasionally)

*Prerequisite:* 300-level literature course or permission by instructor

Intensive reading and discussion of selected works by major authors with lectures on the history of Puerto Rican literature.

**SPAN 335/Latin-American Testimonial Literature      3 cr.**

(annually)

*Prerequisite:* Spanish 241 or 242 or equivalent

The emergence of the testimonial narrative in Latin America creates an opening within literature to new voices: to the voices of people who historically have been powerless to represent themselves—either politically or symbolically—within their societies. Each semester readings range over a variety of countries and may include Rigoberta Menchu (Guatemala), Domitila Barrios de Chungara (Bolivia), Renee Epelbaum (Argentina), and others.

**SPAN 337/Women's Literature of Spain and Latin America**      **3 cr.**

(annually)

*Prerequisite:* SPAN 241 or 242 or equivalent

This course concentrates on the creation of a literary tradition in Spain and Latin America from the 17th to the 20th centuries through the reading of representative texts by women writers. Particular attention will be given to the obstacles (cultural, social, literary) facing selected women writers and to the strategies they utilize to overcome them (pseudonym, anonymity, and alternative genres).

**SPAN 338/Women's Literature of Spain and Latin America in English**      **3 cr.**

(occasionally)

This course concentrates on the creation of a literary tradition in Spain and Latin America from the 17th to the 20th centuries through the reading of representative texts by women writers. Particular attention will be given to the obstacles (cultural, social, literary) facing selected women writers and to the strategies they utilize to overcome them (pseudonym, anonymity, and alternative genres).

**SPAN 341/Golden Age Spanish Literature**      **3 cr.**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

A thorough study of the most important works of the Spanish Golden Age by Calderon, Lope de Vega, and Cervantes.

**SPAN 348/Seminar in Hispanic Film**      **3 cr.**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

Images of Spain and Latin America: a study of history and culture through film. A wide range of films, from documentary to drama, will be viewed. Students will be responsible each week for reading assignments to prepare for screening. Seminar format emphasizes oral and written expression.

**SPAN 349/Survey of Spanish and Spanish-American Poetry**      **3 cr.**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

This is a survey of poetry from Spain and Spanish America from the 16th through the 20th centuries. Each class period will be devoted to reading and discussing sample texts from an important poet. An integral aspect of the course will be the study of the specific characteristics of poetry such as rhyme, meter, tropes, and poetic forms.

**SPAN 350/The Structure of Modern Spanish (Spanish Morphosyntax)**      **3 cr.**

(occasionally)

*Prerequisite:* Native speaker fluency or instructor's permission

Morphosyntactic analysis through the study of the grammatical structure of the Spanish language. This course is intended for bilingual students and provides a rigorous study of syntax and morphology.

**SPAN 351/20th-Century Spanish Literature**      **3 cr.**

(occasionally)

*Prerequisite:* 300-level literature course or permission by instructor

Literary trends of recent years with particular attention to the generation of 1898.

**SPAN 353/Contemporary Literature of Spain**      **3 cr.**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

This course concentrates on the literary production of Spain from the end of the Civil War to the present. The various genres (poetry, theater, and novel) will be examined within a social and historical context. Special attention will be given to the literature of exiled writers. The course will include works by Max Aub, Francisco Ayala, Eduardo Mendoza, and other such contemporary authors.

**SPAN 355/Romanticism in Spain**      **3 cr.**

(occasionally)

*Prerequisite:* 300-level literature course or permission by instructor

A study of the principal works of the Romantic period by Rivas, Espronceda, Martinez de la Rosa, Garcia Gutierrez, Hartzenbusch, Zorrilla, and Becquer.

**SPAN 360/Topics in Spanish**      **variable**

(annually)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

Focuses on a different topic each semester.

**SPAN 361/Topics in Spanish (English)**      **variable**

(occasionally)

Focuses on a different topic each semester.

**SPAN 367/19th-Century Spanish**                           **3 cr.**

**Realist Novel**

(occasionally)

*Prerequisite:* SPAN 241 or 242, or permission by instructor

A study of novels by Fernan, Caballero, Alarcon, Pereda, Valera, Galdos, Pardo Bazan, and Blasco Ibanez.

**SPAN 371/Spanish Phonetics**                           **3 cr.**

(occasionally)

*Prerequisite:* SPAN 350, or permission by instructor

Spanish phonetics and phonemics in both theory and practice. The language laboratory will be used extensively.

**SPAN 372/ History of the Spanish Language**                           **3 cr.**

(occasionally)

Develops a knowledge of the historical and geographic factors that lead to the development and spread of the Spanish language throughout the Iberian peninsula and Latin America, and a knowledge of Spanish phonetics, phonology, morphology, semantics, and syntax necessary to understand the technical aspects of the historical development of the Spanish language from Latin to Modern Spanish.

**SPAN 489/Student Teaching Seminar**                           **1 cr.**

(every semester)

Analysis of student teaching experience which must be taken concurrently with SCED 489.

**SPAN 499/Independent Study in Spanish**                           **variable**

(every semester)

*Prerequisite:* Permission of instructor

Study of a period, genre, or problem in Spanish literature and civilization, selected following consultation between student and instructor.

**MDLA 360/Topics in Foreign Language**                           **variable**

(occasionally)

Focuses on a different topic each semester.

**MDLA 361/Topics in Foreign Literature**                           **variable**

**in English**

(occasionally)

Focuses on a different topic each semester.

**MDLA 364/Latin-American Studies**                           **3 cr.**

(cross-listed with HIST 364)

Offers an interdisciplinary overview of society and culture in Latin America. Although specific topics vary from year to year, course content will be problem-based. The course will cover the following historical periods: the Conquest, the Colonial period, independence and the 19th century, and the 20th century. Examples of areas of inquiry covered are: legacies of conquest, patterns of economic development, changing roles of women, expressions of popular culture, intellectuals and society, cycles of political change, identity constructions, and U.S.-Latin-American relations.

**MDLA 390/Methods of Teaching Foreign Languages**                   **3 cr.**

(annually)

*Prerequisite:* Two 200-level Spanish courses

A study of language teaching methods; practice in the use of the language laboratory; language analysis; and instruction in the evaluation of tests.

**MDLA 499/Independent Study**                           **variable**

(every semester)

*Prerequisite:* Permission of instructor

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## Philosophy and Religion

*Faculty:* Kamber, Chair; Clouser, Gotthelf, Le Morvan, Preti, Roberts, Winston

Philosophy, as a discipline, is the systematic examination of the most fundamental questions that human beings ask. Philosophy explores such matters as the nature of reality, the nature and source of knowledge, the nature and basis of ethics, and the relationship between mind and body. The study of philosophy makes a valuable contribution to one's personal development and is a keystone of a liberal education. The philosophy major combines a thorough study of philosophies that have shaped Western civilization with rigorous training in the analysis of argument and in the development of a systematic set of reasoned philosophical views of one's own.

Philosophy majors and minors may elect to pursue either the general course of study in philosophy or, if they choose, a major or minor concentration either in the area of philosophy and law or in the area of ethics. The general course of study in philosophy is designed for students who have broad interests in philosophy or who wish to prepare for graduate school in philosophy. The concentration in philosophy and law is designed for students with an interest in law or in legal and political theory. The concentration in ethics is designed for students with interests in theoretical or applied ethics, and/or medicine, nursing, and other professions in the fields of ethics, health care, and biomedical research.

The study of philosophy provides a powerful perspective on other academic subjects ranging from literature and art to biology and mathematics, as well as an exceptionally strong background for such diverse professions as teaching, journalism, medicine, ministry, and business, as well as law. A major or minor in philosophy can thus be profitably combined with a variety of other majors.

The religion courses explore the phenomenon of religion and its place in human life and provide critical insight into the fundamental tenets and practices of the major religious traditions. The minor in religion allows a sustained and deeper study of these matters. It is a valuable background for careers in social work and counseling as well as for the various religious vocations.

### **Philosophy Major (PHIA)**

Philosophy majors, whether pursuing the general course of study in philosophy or concentrating in philosophy and law or in ethics, are required to complete a total of 12 PHIL courses, for a total of 37 credits:

#### **Logic (3 cr.)**

PHIL 120/Introduction to Logic

*or*

PHIL 220/Metalogic

#### **Ethics, Politics, or Law (3 cr.)**

PHIL 235/Contemporary Moral Issues

*or*

PHIL 240/Political Philosophy

*or*

PHIL 255/Biomedical Ethics

*or*

PHIL 275/Philosophy of Law

#### **History of Philosophy (9 cr.)**

PHIL 201/Ancient Philosophy

PHIL 205/Modern Philosophy (1600–1800)

*plus*

PHIL 301/Seminar in Ancient Philosophy

*or*

PHIL 305/Seminar in Modern Philosophy

#### **Metaphysics or Epistemology (3 cr.)**

PHIL 310/Metaphysics

*or*

PHIL 315/Theory of Knowledge

#### **Senior Thesis (4 cr.)**

PHIL 495/Senior Thesis Research 2

PHIL 496/Senior Thesis 2

*or*

PHIL 498/Senior Honors Thesis

Five additional philosophy courses (15 cr.) including at least three at the 300 level.

**Senior Thesis:** A “capstone experience” is one in which knowledge and skills developed throughout the program are brought to bear in a unified way on a research or other project presented to the department. In the philosophy major this is the Senior Thesis, an extended paper of approximately 25–40 pages, prepared under the close supervision of a member of the department’s philosophy faculty. Students register for PHIL 496, and the grade on the thesis is the grade for the course. At the end of the semester, students meet for 45 minutes with a committee of the department, including the faculty adviser, to present and discuss the thesis. The committee awards the grade for the course, based both on the quality of the written work and of the oral presentation and discussion. In regard to topic, students are advised either to select one that builds on work already done in earlier courses or to consider doing an independent study (PHIL 499) on that topic in the prior semester.

### **Philosophy Major Concentrations: Philosophy and Law, Ethics**

Students who wish to pursue a concentration within the major will be required to select specified courses as options and a thesis topic particularly related to the concentration, as follows:

#### **Philosophy and Law**

PHIL 275/Philosophy of Law

PHIL 375/Equality, Ethics, and the Law

Senior thesis on a topic in the area of philosophy and law.

### **Ethics**

PHIL 235/Contemporary Moral Issues

*or*

PHIL 255/Biomedical Ethics

PHIL 350/Ethical Theories

PHIL 355/Reason, Human Nature, and Ethics

Senior thesis on a topic in the area of ethics.

Students interested in pursuing a concentration in philosophy and law should contact Professor Roberts or the chair of the department. Students interested in pursuing a concentration in Ethics should contact Professor Gotthelf or the chair of the department.

### **Philosophy Minor**

Philosophy minors may elect to pursue either the general course of study in philosophy or, if they choose, a minor concentration either in the area of philosophy and law or in the area of ethics. All minors, whether pursuing the general course of study in philosophy or concentrating in philosophy and law or in ethics, are required to complete a total of six PHIL courses, for a total of 18 credits:

PHIL 120/Introduction to Logic

PHIL 200/Basic Philosophical Issues

PHIL 201/Ancient Philosophy

*or*

PHIL 205/Modern Philosophy

Two additional PHIL courses at any level.\*

One additional PHIL course at 300 level.\*

\*499 may be substituted where equivalent.

Students in The College Honors Program should note that those HONR courses designated as "Philosophy" in subject areas may be counted toward the philosophy minor. In particular, HONR 203 may substitute PHIL 200, HONR 200 for PHIL 201, and any HONR course designated "Philosophy" for an "additional PHIL course." Substitution for PHIL 300-level requirement, however, requires permission of the department chair.

### **Philosophy Minor Concentrations: Philosophy and Law, Ethics**

Philosophy minors concentrating in philosophy and law or in ethics must insure that, in choosing courses that satisfy the above-listed requirements, they also satisfy certain additional requirements of the concentrations. In particular, minors concentrating in philosophy and law must complete PHIL 275 and PHIL 375. Minors concentrating in ethics must complete either PHIL 235 or 255 and either PHIL 350 or 355. Because the philosophy minor may be tailored to any number of specific needs and interests, students who are considering a minor in philosophy may wish to consult with the department before selecting a particular sequence of courses.

### **Honors in Philosophy**

The department awards honors in philosophy at graduation to students who have completed a distinguished undergraduate record in philosophy, including a senior thesis of exceptional quality. A typical honors thesis is about 50 to 60 pages in length, although both shorter and longer theses have been the basis for an award of honors. The program takes two semesters, one in which a topic is chosen, supervised research is conducted, and a draft of a portion of the thesis is prepared (PHIL 497 or 499); and a second, in which additional research is conducted and the full thesis is written under close supervision (PHIL 498). At the end of the semester, the student meets for 45 minutes with a committee of the department, including the faculty adviser, to present and discuss the thesis.

To apply for the program students must have completed: 1) at least 24 credits in philosophy with a cumulative average of 3.6 or better for those courses, including: 2) at least six credits in courses at the 300 level (PHIL 499 may be counted where equivalent); and must 3) secure the agreement of a member of the philosophy faculty to serve as supervisor. Application should be made to the department chair; admission will be decided by a vote of the department, based on the quality of the applicant's overall record.

To complete the program and graduate with honors in philosophy, a student must: 1) complete the major in philosophy with a cumulative average in philosophy courses of 3.55 or better; 2) complete PHIL 497 or 499 on the topic of his or her thesis under the supervisor's guidance; and 3) complete PHIL 498 with a grade of at least an A-. The grade will be awarded by the examining committee (see above) based on the quality both of the written work and of the oral presentation and discussion.

### **Course Sequence**

Many students who choose to major in philosophy do so late in, or after, their freshman year; and some courses are offered only in alternate years. The program which follows is thus an idealized sequence; the exact semester and particular order in which the courses are taken will probably vary. To ensure that students entering the major in their sophomore or junior year complete the program on a timely basis, specific requirements may be waived for students who have covered the pertinent subject matter in other ways. For example, a combination of other courses may be counted as the equivalent of a particular course requirement; many courses in The College Honors Program will satisfy one or another philosophy requirement; and where necessary students can complete course requirements on an independent study basis. The waiving of a requirement does not, however, reduce the total number of credits required for the major.

For students electing a major concentration, the sequence listed below should be modified in accordance with the requirements and recommendations of that concentration, as given above. In particular, (i) the freshman year requirement of PHIL 235 or 240 or 255 or 275, and (ii) the senior year requirement of two 300-level PHIL courses, are both specified more narrowly in each concentration.

**Freshman Year**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
Foreign Language		6
Mathematics (GE)		6
PHIL	099/Department Seminar	0
PHIL	120/Introduction to Logic <i>or</i>	
PHIL	220/Metalogic	3
PHIL	235/Contemporary Moral Issues <i>or</i>	
PHIL	240/Political Philosophy <i>or</i>	
PHIL	255/Biomedical Ethics <i>or</i>	
PHIL	275/Philosophy of Law	3
PHIL	One additional PHIL course	3
	<b>Total for year</b>	<b>30</b>

**Sophomore Year**

IDSC	252/Society, Ethics, and Technology	3
Foreign Language		3
Perspect. on the World—Lit.		3
Perspect. on the World—Nat. Sci.		8
Perspect. on the World—Soc. Sci.		6
PHIL	201/Ancient Philosophy	3
PHIL	205/Modern Philosophy (1600–1800)	3
PHIL	One additional PHIL course	3
	<b>Total for year</b>	<b>32</b>

**Junior Year**

Perspect. on the World—Arts	3	
Perspect. on the World—History	3	
PHIL	301/ Seminar in Ancient Philosophy <i>or</i>	
PHIL	305/Seminar in Modern Philosophy	3
PHIL	310/Metaphysics <i>or</i>	
PHIL	315/Theory of Knowledge	3
Electives*		15
	<b>Total for year</b>	<b>27</b>

\*Including PHIL courses if desired.

**Senior Year**

Three additional 300-level PHIL courses**	9	
PHIL	495/Senior Thesis Research	2
PHIL	496/Senior Thesis <i>or</i>	2
PHIL	498/Senior Honors Thesis	4
Electives*		19
	<b>Total for year</b>	<b>32</b>

\*Including PHIL courses if desired.

\*\*PHIL 497 or 499 may be substituted where equivalent.

**PHIL 120/Introduction to Logic** **3 cr.**  
(3 class hours)  
(every semester)

Instruction in the basic principles and techniques of correct reasoning in ordinary life and the sciences. Analysis and evaluation of deductive arguments via formal and informal methods, detection of common fallacies, and inductive and statistical reasoning.

**PHIL 200/Basic Philosophical Issues** **3 cr.**  
(3 class hours)  
(every semester)

Perspectives on the World: Philosophy/Religion, Western

An introductory-level study of several issues from the major areas of philosophy, such as: the nature of reality, the existence of God, free will and determinism, the nature and sources of knowledge, the nature and basis of morality, the proper structure of society, and the proper role of government. Explores alternative positions on the issues selected and the arguments by which they have been defended in classical and contemporary philosophical writings, and develops methods for rationally evaluating these arguments. Students are encouraged to develop and defend their own views on each issue.

**PHIL 201/Ancient Philosophy**

**3 cr.**

(3 class hours)

(annually)\*

Perspectives on the World: Philosophy/Religion, Western

Traces the development of philosophy in the West from its beginnings in sixth-century B.C. Greece through the thought of Socrates, Plato, and Aristotle, especially on questions concerning reality, knowledge, human nature and motivation, love, the good life, and the ideal society. Attention is also given to post-Aristotelian ancient thought and to the influence of the Greek philosophers on the Western tradition to the present day.

**PHIL 203/Philosophical Issues in Philosophy,**

**3 cr.**

**Fiction, and Film**

(3 class hours)

(every semester)

Perspectives on the World: Philosophy/Religion, Western

An introductory study of selected issues from major areas of philosophy. This course addresses issues such as: "What is the nature of reality?" "Is there any knowledge of which we can be certain?" "How ought one live?" "What do we owe to other people?" "Why be moral?" "What is justice?" "Does God exist?" "How are the human mind and body related?" "Can animals think?" "Could a computer be conscious?" "Do humans have free will?" "Is time travel possible?" This course examines issues, not only as they are debated in philosophical texts, but also as they are expressed or suggested by literary works and films. Students are expected to gain familiarity with standard methods for rationally evaluating arguments for philosophical responses to these issues as well as with creative means for envisioning what the world or society would be like if a particular response were correct. Students are also encouraged to develop and defend their own views. (Students who have successfully completed either PHIL 200 or HONR 203 may not enroll in this course.)

\*Subject to minor variations.

**PHIL 205/Modern Philosophy (1600–1800)**

**3 cr.**

(3 class hours)

(annually)\*

Perspectives on the World: Philosophy/Religion, Western

Traces the development of major philosophical ideas in the West from the beginning of the 17th century to the close of the 18th century. Philosophers whose works are examined typically include some or all of: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Emphasis on the development of epistemology and metaphysics during the Enlightenment.

**PHIL 210/Chinese Philosophy**

**3 cr.**

(3 class hours)

(occasionally)

An introduction to the problems and concepts of Chinese philosophy. Areas covered include early and later metaphysics, epistemology, ethics, and philosophy of religion. Topics are typically selected from: the 100 schools, Confucianism, Idealism, Legalism, Taoism, Chinese Buddhism, Consciousness-only school, Neo-Confucianism, Chinese Yoga, and Maoist Philosophy.

**PHIL 215/American Philosophy**

**3 cr.**

(3 class hours)

(occasionally)

Major American thinkers and movements from the pre-Revolutionary period to the present. A selection will be made from: Jonathan Edwards, the founding fathers, Emerson, Thoreau, Pierce, James, Dewey, Quine, Putnam, and Rorty; and transcendentalism, idealism, and pragmatism.

**PHIL 220/Metalogic**

**3 cr.**

(3 class hours)

(occasionally)

Deductive reasoning using formal logical systems; sentential calculus, natural deduction, truth trees, predicate calculus, quantification, mixed quantification, relations, identity, and definite descriptions. Selected topics in logical theory and the philosophy of logic.

**PHIL 230/Philosophical Issues in Science**

**3 cr.**

(3 class hours)

(alternate years)

Perspectives on the World: Philosophy/Religion

This course is designed to give students a thorough understanding both of scientific reasoning and of its philosophical foundations. Topics will include the historical development of scientific and philosophical reasoning from the ancient Greeks through Kant, distinctions between science and pseudoscience, the hypothetico-deductive method, the use of theoretical models, and techniques for decision making in issues of public importance.

**PHIL 235/Contemporary Moral Issues**

**3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Philosophy/Religion, Western

This course will examine the basic concepts and theories in ethics and apply them to the analysis of a range of controversial contemporary issues such as egoism and altruism in personal relationships, sexual morality, abortion, affirmative action, euthanasia, responsibility for the environment, and morality and the free market. Students will be encouraged to examine their own moral values and beliefs and to develop reasoned positions of their own on the issues treated.

**PHIL 240/Political Philosophy**

**3 cr.**

(3 class hours)

(alternate years)\*

Selected classical and modern views on such issues as the limits of political obligation, justice, equality, rights, law, the common good, man's political nature, individualism, and collectivism.

**PHIL 245/Existentialism**

**3 cr.**

(3 class hours)

(alternate years)

A critical study of the history, themes, and insights of the existentialist movement. This course emphasizes the distinctive (and often conflicting) ideas of key figures associated with the movement such as Kierkegaard, Nietzsche, Heidegger, and Sartre.

**PHIL 246/Aesthetics**

**3 cr.**

(3 class hours)

(occasionally)

A critical examination of principal issues and theories in the philosophy of art and beauty. Readings include works by philosophers of historical importance such as Plato and Aristotle as well as the writings of contemporary aestheticians. Consideration is also given to selected issues associated with particular arts, such as meaning in music and the interpretation of poetry.

**PHIL 250/Philosophy of Religion**

**3 cr.**

(3 class hours)

(annually)\*

Philosophical evaluation of religious beliefs. Examination of arguments for and against existence of God; faith and reason; the problem of evil; nature of religious experience; problems of religious language; and immortality. (Same as HONR 272, Philosophy of Religion.)

**PHIL 255/Biomedical Ethics**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in philosophy or permission of instructor

Examination of ethical issues arising in connection with medical and nursing practice and research. Topics typically discussed include: abortion, euthanasia, research using human subjects, impact of new technologies, and aspects of the professional-patient relationship.

\*Subject to minor variations.

**PHIL 275/Philosophy of Law**

**3 cr.**

(3 class hours)

(annually)\*

Perspectives on the World: Philosophy/Religion

Concepts of liberty and privacies, interpretation of the law, and the relation between law and ethics.

**PHIL 298/Special Topics in Philosophy**

**3 cr.**

(3 class hours)

(occasionally)

200-level seminar on a problem, text, philosopher, historical period, or other philosophical topic not covered in depth in regular courses. Topics will vary.

May be repeated for credit with permission of the department.

**PHIL 301/Seminar in Ancient Philosophy**

**3 cr.**

(3 class hours)

(alternate years)\*\*

*Prerequisite:* PHIL 201 or permission of instructor

Concentrated study of the works of one or more major philosophers or themes of the ancient period. Reading of primary sources combined with study of contemporary commentary and criticism. May be repeated for credit with permission of the department.

**PHIL 305/Seminar in Modern Philosophy**

**3 cr.**

(3 class hours)

(alternate years)\*\*

*Prerequisite:* PHIL 205 or permission of instructor

Concentrated study of the works of one or more major philosophers or philosophical movements of the modern period. Reading of primary sources combined with study of contemporary commentary and criticism. May be repeated for credit with permission of the department.

**PHIL 306/20th-Century Philosophy**

**3 cr.**

(3 class hours)

(alternate years)\*

*Prerequisite:* One course in philosophy or permission of instructor

Major philosophers and movements in Continental and Anglo-American philosophy, with emphasis on the development of the analytic tradition. Philosophers studied will usually include (among others) Frege, Moore, Russell, Wittgenstein, Ayer, Quine, Heidegger, and Sartre.

**PHIL 310/Metaphysics**                                   **3 cr.**

(3 class hours)

(alternate years)\*\*

*Prerequisite:* One course in philosophy or permission of instructor

Influential conceptions of reality and human nature. Their consequences for such issues as universals, causation, the interrelation of the sciences, the existence of God, the mind/body relation, free will, and the destiny of man.

**PHIL 315/Theory of Knowledge**                           **3 cr.**

(3 class hours)

(alternate years)\*\*

*Prerequisite:* One course in philosophy or permission of instructor

Classical and contemporary theories of concepts and meaning, knowledge, belief, certainty, and truth. The relationship of sensation and perception to the acquisition of knowledge. Skepticism. The possibility of non-sensory knowledge.

\**Subject to minor variations.*

\*\**Either PHIL 301 or PHIL 305, and either PHIL 310 or PHIL 315, offered annually (subject to minor variations).*

**PHIL 320/Philosophy of Mind**                           **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in philosophy or permission of instructor

This course will examine a range of issues related to the mind-body problem including: thought, emotion, self-knowledge, consciousness, imagination, the minds of animals, and theories of artificial intelligence. Some attention will also be given to theoretical and methodological questions in current cognitive science.

**PHIL 330/Philosophy of Science**                           **3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* One course each in philosophy and a science, or permission of instructor

Philosophical problems of the natural sciences. Causality and natural law; explanation and confirmation; reduction; theoretical entities; and theories of truth.

**PHIL 335/Philosophy of Biology**                           **3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* One course each in philosophy and biology, or permission of instructor

This course will examine some of the fundamental philosophical problems within biology—particularly evolutionary and developmental biology. These include: evolution as a scientific theory, fitness and adaptation, the units of selection, species concepts, sociobiology, developmental systems, and the adequacy of genetic explanations.

**PHIL 340/Language and Reality**                           **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in philosophy or permission of instructor

Meaning, truth, relations between language and the world, relations between language and mind, necessary statements, synonymy, and the varied use of language. Selected topics in syntax, semantics, and pragmatics.

**PHIL 347/Philosophy and Literature**                           **3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* One course in philosophy, literary theory, literary criticism, or permission of the instructor

A study of literary works and the nature of literature from the vantage point of philosophy. Using a variety of literary, critical, and philosophical texts, this course examines similarities and differences between literary works (belletristic literature) and other forms of verbal expression.

**PHIL 350/Ethical Theories**                                   **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in philosophy or permission of instructor

Examines major theories in ethics and metaethics: utilitarianism, deontology, virtue-oriented ethics, relativism, intuitionism, emotivism, natural law, and theories of justice and rights. Concentrated study of works of major historical and contemporary thinkers.

**PHIL 355/Reason, Human Nature, and Ethics**                           **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in philosophy or permission of instructor

Investigates a selection of philosophical issues in ethics whose resolution must be guided by a conception of reason, a conception of human nature, or both, such as: whether the end justifies the means; whether moral reasons are reasons for everyone; whether morality is the same as (or a species of) rationality; whether moral judgments are objective (and, if so, how that objectivity is established); whether morality is essentially egoistic or altruistic (or neither); whether the demands of egoism, friendship and love, and morality are compatible; what virtues are and whether a satisfactory account of morality must make central reference to virtues.

**PHIL 375/Equality, Ethics, and the Law** **3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* PHIL 275 or permission of the instructor

Concentrated analysis of legal and moral issues relating to equality, including issues of the interpretation, application and moral assessment of the constitutional guaranty of "equal protection." The two basic questions—What is it that shall be made equal, and for whom?—will be addressed by way of a discussion of such issues as alternative theories of equality (including theories of equality of resources and equality of welfare); women's rights of equality; and children's rights of equality. A number of practical problems related to equality will be considered, including some of: abortion as an issue of equality; liberty and equality; children's constitutional rights; affirmative action; and equality in the family.

**PHIL 398/Advanced Topics in Philosophy** **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in philosophy or permission of instructor

300-level seminar on a problem, text, philosopher, historical period, or other philosophical topic not covered in depth in regular courses. Topics will vary.

May be repeated for credit with permission of the department.

**PHIL 495/Senior Thesis Research** **2 cr.**

(annually)\*

*Prerequisite:* Senior standing in the department

Guided independent study in preparation for the writing of a senior thesis.

**PHIL 496/Senior Thesis** **2 cr.**

(annually)\*

*Prerequisite:* PHIL 495

The writing of an undergraduate thesis under close faculty supervision. This thesis will be evaluated in accordance with the department's written standards and procedures.

**PHIL 497/Honors Independent Study in Philosophy** **3 cr.**

(annually)\*

*Prerequisite:* Admission to departmental honors program

Guided independent study in preparation for the writing of the senior honors thesis.

**PHIL 498/Senior Honors Thesis** **4 cr.**

(annually)\*

*Prerequisite:* PHIL 497

The writing of an undergraduate thesis whose scope and quality warrant honors recognition under the close supervision of a faculty member. This thesis will be evaluated in accordance with the department's written standards and procedures.

**PHIL 499/Independent Study in Philosophy** **3 cr.**

(every semester)

*Prerequisite:* Permission of the department

Independent study of a particular philosophical topic, in close consultation with a member of the department.

\*Subject to minor variations.

### **Religion Minor**

Six courses (18 cr.) are required for the minor in religion. Students are encouraged to choose a sequence of courses in consultation with the department to suit their specific needs. All students are required to take either RELG 200 or 210. The five additional courses may include any courses that have a RELG prefix and up to two of the following additional courses:

PHIL 200/Basic Philosophical Issues

PHIL 235/Contemporary Moral Issues

PHIL 250/Philosophy of Religion

*or*

HONR 272/Philosophy of Religion

ENGL 345/Studies in Literature

(when the topic is the Bible)

SOCL 375/Sociology of Religion

AFAM 201/Global Perspectives: Diaspora Religion and Culture

*or*

HONR 220/African Diaspora: Religion and Culture

HONR 230/Islam in Contemporary Perspective

(Students should consult the department's religious studies adviser as to whether other religion-oriented courses at The College or elsewhere may be counted toward the minor.)

**Total required**      **18 cr.**

**RELG 200/Basic Issues in Religion**

(3 class hours)

(every semester)

Perspectives on the World: Philosophy/Religion

Characterization of religious phenomena and their relationship to human understanding of oneself and society. The course is an opportunity to look at religion sympathetically but critically.

**RELG 210/World Religions**

**3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Philosophy/Religion, non-Western

An exploration of the world's major religious traditions. Students will examine and compare the essential teachings, and the historical and cultural context, of most or all of the following: Hinduism, Buddhism, Judaism, Christianity, Islam, and one or more additional non-Western tradition(s).

**RELG 211/Religion and Religious Thought**

**3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Philosophy/Religion, non-Western (Islam and Islamic Thought)

Perspectives on the World: Philosophy/Religion, Western (Judaism and Judaic Thought)

An examination of a major religion and some of the intellectual traditions that have flourished in conjunction with the evolution of that religion. Students will study the historical origins and essential teachings of a particular religion and explore some of the literary and philosophical traditions that developed from or in close connection with that religion. Among the religions that are most likely to be taught under this course are: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism. Since the religions examined will change from semester to semester, this course may be repeated for credit with permission of the department.

**RELG 220/Scientific Study of Religion**

**3 cr.**

(3 class hours)

(occasionally)

Investigation of some major methods of studying and interpreting the varieties of religious experience. Religion as a psychological, sociological, and transcultural phenomenon; and the methodology of religious study.

**RELG 240/Problems of Religious Thought**

**3 cr.**

(3 class hours)

(occasionally)

Examination of basic questions of religious thought. Nature of religious experience; ongoing relationship of religion and philosophy, e.g., existentialism in religion; and status and validation of truth claims in differing religions.

**RELG 260/History of Jewish and Christian Thought**    **3 cr.**

(3 class hours)

(occasionally)

Consideration of major Jewish and Christian thinkers, trends and movements from the Diaspora to the time of the Reformation. The world of the Talmud, and the emergence of classical Christianity.

**RELG 270/Contemporary Religious Issues**

**3 cr.**

(3 class hours)

(occasionally)

Important contemporary trends, developments, and movements in Western religion. Viewpoints of such leading thinkers as Barth, Buber, Rosenzweig, Tillich, Niebuhr, Bonhoeffer, Maritan, Chardin, and Rahner.

**RELG 298/Special Topics in Religion**

**3 cr.**

(3 class hours)

(occasionally)

200-level seminar on a problem, text, religious thinker, historical period or other topic in religion not covered in depth in regular courses. Topics will vary. May be repeated for credit with permission of the department.

**RELG 398/Advanced Topics in Religion**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* One course in religion or permission of instructor

300-level seminar on a problem, text, religious thinker, historical period or other topic in religion not covered in depth in regular courses. Topics will vary. May be repeated for credit with permission of the department.

**RELG 499/Independent Study in Religion**

**3 cr.**

(every semester)

*Prerequisite:* Permission of the department  
Independent study of a particular topic in religion, in close consultation with a member of the department.

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## **Political Science**

*Faculty:* Ball, Chair; Fair, Koch, Lowi, Perales-Hernandez, Sullivan

Political science deals with the making of binding decisions for a society. The discipline examines public policy making not only in the United States, but throughout the world and in the international arena. Political theories, both past and present, inform the decision making of participants in this process and are therefore part of the subject matter of political science.

The study of political science involves reading and interpreting texts, gathering and weighing evidence, interpreting political events, evaluating theories about politics, and analyzing public policies. By engaging in these activities, students learn the fundamentals of scholarship, develop a concept of what it means to be a citizen of a representative democracy, become familiar with the traditions of liberal education, and begin to understand emerging patterns of globalization.

Political science graduates may opt for further study in graduate or law school, or may pursue careers in government, non-profit organizations, or the private sector.

### **Requirements for the Major**

The political science major must take POLS 100/Freshman Seminar in Political Science, POLS 110/American Government, POLS 200/Political Analysis, POLS 395/Tutorial in Political Science, POLS 498/Seminar in Political Science, one course in comparative politics, one course in international politics, one course in political theory, and six political science options, for a total of 40 semester hours in political science. Eighteen semester hours of the work in political science must be at the 300 or 400 level. In addition, political science majors must take STAT 115/Statistics I, ECON 200/Principles of Economics: Micro, and ECON 201/Principles of Economics: Macro; these courses may be used to satisfy the general education requirements in mathematics and social sciences.

### **Requirements for the Political Science Minor**

Political science minor requirements are POLS 110/American Government, one course in comparative politics, one course in international politics, one course in political theory, and two political science options. Six semester hours of the course work for the minor must be at the 300 or 400 level.

### **Requirements for the International and Area Studies Minor**

See page 84.

### **Requirements for the Politics, Law, and Philosophy Minor**

See page 108.

### **Requirements for the Public Administration Minor**

See page 115.

### **Departmental Honors**

A departmental honors program is available. For information or eligibility, see the departmental honors adviser. The honors program requires nine semester hours of honors courses, including POLS 495/Honors Thesis in political science.

### **Transfer Student General Education Requirements**

General education requirements may be different for transfer students than for students entering The College as freshmen. Transfer students should refer to the Degree Programs and Requirements section of this bulletin for a statement of general education requirements.

### **General Information**

Prerequisites for all courses except special courses and field experiences may be waived by permission of the instructor.

### **Four-Year Suggested Sequence Political Science Major: Liberal Arts (POLA)**

#### **Freshman Year**

POLS 100/Freshman Seminar in Political Science	1
POLS 110/American Government	3
POLS Comparative Politics Option	3
Mathematics (GE) including STAT 115	6
IDSC 151/Athens to New York	3
Elective 3	
RHET 101, 102/Rhetoric I, II	6
Foreign Language or Elective*	6

<b>Total for year</b>	<b>31</b>
<b>Sophomore Year</b>	
POLS 200/Political Analysis	3
POLS International Politics Option	3
POLS Political Theory Option	3
Natural Sciences (GE)	8
ECON 200, 201/Principles of Economics: Micro, Macro	6
Foreign Language or Elective*	3
IDSC 252/Society, Ethics, and Technology	3
<b>Total for year</b>	<b>29</b>

<b>Junior Year</b>	
POLS 395/Tutorial in Political Science	3
Political Science Options	9
Fine or Performing Art (GE)	3
History (GE)	3
Literature (GE)	3
Philosophy/Religion (GE)	3
Electives 6	
<b>Total for year</b>	<b>30</b>

<b>Senior Year</b>	
POLS 498/Seminar in Political Science	3
Political Science Options	9
Electives 18	
<b>Total for year</b>	<b>30</b>

Above must also satisfy the diversity distribution of non-Western culture, Western culture, and gender studies courses.

\*Electives should be taken by students who have been exempted from the foreign language requirement.

## American Politics

<b>POLS 100/Freshman Seminar in Political Science</b>	<b>1 cr.</b>
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(1 class hour)  
(annually)

An orientation to higher education, to The College community, and to the major programs offered by the political science department, including curriculum, advisement, career options, internship opportunities, and an introduction to the discipline of political science. Required of all freshman political science majors.

<b>POLS 110/American Government</b>	<b>3 cr.</b>
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(3 class hours)  
(every semester)

Perspectives on the World: Social Sciences-Content, Western

Examines the strengths and weaknesses, problems and promise of representative democracy in the United States. Surveys the relationships of citizens to Congress, the president and the courts through political parties, elections, interest groups, and the media. Considers the constitutional framework of government and the rights of the individual against governmental intrusion.

<b>POLS 200/Political Analysis</b>	<b>3 cr.</b>
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(3 class hours)  
(annually)

Perspectives on the World: Social Sciences-Process

Surveys several major methods of political inquiry. Topics include research design, data analysis, statistics, and qualitative methods. Strengths and limitations of each approach are emphasized.

<b>POLS 215/Gender and Politics</b>	<b>3 cr.</b>
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(3 class hours)  
(annually)

Perspectives on the World: Social Sciences-Content, Gender Studies

The role of gender in politics is examined in a lecture/discussion format. Topics include research on gender, differences and similarities in political socialization and electoral behavior, gender-related issues in public policy, the role of gender in the decision making of public officials, and the relationship between theories of gender and the actual practice of politics.

<b>POLS 300/Politics and Public Management</b>	<b>3 cr.</b>
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(3 class hours)  
(alternate years)

*Prerequisite:* POLS 110

An examination of the field of public administration focusing on the external and internal factors that shape the performance of public agencies, the interaction of public agencies and their leaders with the presidency, Congress and the courts, and the administrative skills public administrators need to manage a public organization.

**POLS 305/American Public Policy**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110

An examination of the policy-making process, the important domestic policies that have resulted, and the evaluation of these policies. The primary focus of the course will be on the substantive issues of contemporary public policy in such areas as the environment, health care, welfare, the economy, crime, and education.

**POLS 311/The Presidency and Congress**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110

Problems of the modern American presidency and of the U.S. Congress, with an emphasis upon interrelationships and consequences for the national policy-making process.

**POLS 315/Parties, Interest Groups, and the Media**

**3 cr.**

(3 class hours)

(alternative years)

*Prerequisite:* POLS 110

An examination of the role of political parties, interest groups, and the media as intermediaries between citizens and formal governmental institutions. The course will focus on the role of parties, interest groups, and the media in leadership recruitment, issue formulation, and public policy-making.

**POLS 316/Public Opinion, Voting, and Elections**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110

A study of the origins, content, and impact of citizen attitudes on the U.S. political system. Particular attention will be given to the impact of public opinion, along with other factors, on voting and elections.

**POLS 318/Urban Political Economy**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110

Analysis of the impact of demography, economics, and politics upon decline and development in urban areas. These factors will be applied to such selected urban problems as housing and urban development, poverty and welfare, transportation, public safety, and education.

**POLS 320/Constitutional Law**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110

An analysis of how the U.S. Supreme Court interprets the Constitution, focusing on the issues of how much power the U.S. Congress, president, and courts should have and how the U.S. government should interrelate with the state governments.

**POLS 321/Civil Liberties**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* POLS 110

An analysis of how the U.S. Supreme Court interprets the Constitution, focusing on the rights of the individual, including freedom of expression, freedom of religion, the right of privacy, due process of law, and equal protection of the laws.

**POLS 323/Law and Society**

**3 cr.**

(3 class hours)

(alternate years)

An examination of what law is, the sources of law, and the impact of law on society and the individual. Examines internal aspects of the legal system, such as legal reasoning and the structure of the legal profession, as well as external factors such as the economic system and social structure, in order to illustrate the dynamic relationship between law and the society in which it exists.

**POLS 328/State and Local Government**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110

Analysis of government structure and process, and of community social, economic, and political characteristics as forces shaping public policy at the state and local level.

## **International Politics**

### **POLS 230/International Relations**

**3 cr.**

(3 class hours)

(annually)

Perspectives on the World: Social Sciences-Content

An examination of contemporary patterns of international interaction and their historic roots with attention to competing theoretical perspectives. Topics studied include foreign policy, international law and organization, and international political economy.

### **POLS 330/American Foreign Policy**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* POLS 230

Examines the formulation and execution of American foreign policy in the context of American politics and of the United States' historic role in the world; some themes considered include the domestic sources of foreign policy and the conditions under which the United States uses force abroad.

### **POLS 333/Vietnam and America**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 110 or POLS 230

Examines the origins and nature of the American role in the Vietnam conflict, 1946–1975, and the effects of that conflict on American politics, society, and foreign policy.

### **POLS 335/International Organization**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 230

Nature, structure, and functioning of international organizations, with a focus on the United Nations system, as means to maintain international peace and security, and promote international and social cooperation.

### **POLS 337/International Law**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* POLS 230

International legal principles concerning international legal personality, jurisdiction over persons and places, diplomatic and consular relations, treaties, war, and relations at sea and in space.

### **POLS 340/International Relations Theories**

**3 cr.**

#### **and Methods**

(3 class hours)

(occasionally)

*Prerequisite:* POLS 230

Various approaches to analyzing international politics including rational choice, game theory, and regime theory in addition to realism, liberalism, and Marxism.

## **Comparative Politics**

### **POLS 150/Introduction to Comparative Politics**

**3 cr.**

(3 class hours)

(annually)

Perspectives on the World: Social Sciences-Content, Western

The nature of politics and comparative analysis; examines various political systems—developed and developing, communist and non-communist—and criteria for evaluating them and their performance.

### **POLS 250/Politics and Society in Developing**

**3 cr.**

#### **Countries**

(3 class hours)

(annually)

Perspectives on the World: Social Sciences-Content, non-Western

An introduction to politics and society in developing countries from an interdisciplinary perspective. Drawing upon history, anthropology, sociology, and political science, the first half of the course examines the historical development of developing countries and the challenges and constraints they face in becoming “modern,” and in creating strong and coherent societies, economies, and policies. The second half is devoted to a more detailed examination of four central themes in social and political life in the developing world.

### **POLS 350/Politics in Europe**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 150

Examines government, politics, and society in the major European nations including but not necessarily limited to the United Kingdom, France, and the Federal Republic of Germany.

**POLS 352/Comparative Politics of Development                    3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 150 or POLS 250

An examination, within the framework of the comparative political economy of development literature, of a sample of developing countries and their efforts to develop economically and politically.

**POLS 353/Politics in East Asia                                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* POLS 150 or POLS 250

Comparative study of political thought and institutions of East Asian countries emphasizing problems of modernization and interaction of economic, cultural, and social forces.

**POLS 357/Middle East Politics                                    3 cr.**

(3 class hours)

(alternate years)

*Prerequisite:* POLS 150 or POLS 250

An examination of the politics of Middle Eastern and North African states from a comparative historical perspective. The principal focus is on the challenges and constraints that Middle Eastern societies have faced in their efforts to create modern nation-states. Topics include imperialist intervention in the region, post-colonial state-building experiences, and the role of Islam in domestic politics.

**POLS 360/Politics in Russia                                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* POLS 150

Historical-physical foundation of the former Soviet system, Marxism-Leninism, the Communist Party, newly emerging formal institutions of government, elite and functional groups, problems of industrialization, and foreign policy.

## Political Theory

**POLS 270/Enduring Questions in Western Political Thought                            3 cr.**

### Thought

(3 class hours)

(annually)

Selected political questions that have intrigued Western society from time immemorial and theoretical solutions presented by some of the great political thinkers from classical Greece to the present day.

**POLS 370/American Political Theory                            3 cr.**

(3 class hours)

(alternate years)

Employs ideas of major American political theorists, concerning the individual, community, and world, to develop a framework for evaluating contemporary political thought and practice.

**POLS 377/Issues in Contemporary Political Theory                            3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* POLS 270 or POLS 370

An examination of selected issues surrounding the interpretation of concepts such as justice, democracy, liberty, rights, equality, obligation, power, or authority within the context of major schools of contemporary political thought, e.g., conservatism, liberalism, libertarianism, communitarianism, and others.

## Special Courses

**POLS 291, 391/Topics in Political Science                            variable cr.**

### Science

(occasionally)

Current or specialized topics proposed by faculty or students and approved by the department. May be taken for credit several times if content differs each time.

**POLS 395/Tutorial in Political Science                            3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* Junior status and permission of instructor

An intensive study under close faculty supervision of a particular topic or problem in political science through extensive reading by the student and the submission of both oral and written reports to the tutor. Emphasis on the development of the student's depth of knowledge and understanding of scholarly issues through a close professional relationship between tutor and student.

**POLS 398/Independent Study in Political Science**

(every semester)

*Prerequisite:* Student proposals must be approved by the political science department prior to registration

Independent reading or research pursued under supervision of a departmental adviser; project proposals may be presented by upper-level students who have completed six credits of 300- and 400-level political science courses.

**POLS 476/Honors Independent Study**

**variable cr.**

**POLS 495/Honors Thesis in Political Science**

**3-6 cr.**

(every semester)

*Prerequisite:* Special invitation by the department

This course is designed to permit participants in the departmental honors program to pursue an advanced independent research project culminating in a paper to be defended before a departmental committee. May be repeated for credit.

**POLS 497/Internship in Public Affairs**

**3-6 cr.**

(every semester)

*Prerequisite:* Permission of intern supervisor

Supervised field experience in a public agency or an agency involving public affairs; readings and an analytical paper integrate theory with experience in public administration and politics. May be repeated for credit; no more than six credits may be counted toward the major.

**POLS 498/Seminar in Political Science**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* Junior standing

Advanced study through individual research and formal seminar reports on topics of special interest to seminar participants. May be repeated for credit.

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## **Politics, Law, and Philosophy Minor**

*Advisers:* Fair, Roberts

The Politics, Law, and Philosophy minor is intended to expose students who are considering law school to the law school application process—a process that typically commences toward the end of the third year—and to provide a sound foundation for the law school experience itself. An interdisciplinary program, the Politics, Law, and Philosophy minor enables students to focus on the law from a variety of other disciplines, including political science, philosophy, history, and economics. The minor program does not attempt to reproduce for students the specific studies of the law they will pursue once they begin law school. Rather, the minor program provides students with an interdisciplinary context within which they can more fully appreciate and understand the law as a discipline. The minor program therefore requires students to take a selection of challenging courses outside their own major. In addition, the minor program offers students rigorous preparation in analytic and writing skills. Developing such skills through a challenging course of study should be useful to students both as they prepare to take the Law School Aptitude Test and once they enter law school and begin their study of the law.

### **Requirements for the Minor**

PHIL	120/Introduction to Logic	3 cr.
PHIL	220/Metalogic	3 cr.
ECON	200/Principles of Economics: Micro	3 cr.
	Intensive Writing Course	3 cr.
	Options	6 cr.
	<b>Total</b>	<b>18 cr.</b>

### **Intensive Writing Course**

This requirement is designed to insure that students have completed an upper-level course that develops in a rigorous way their ability to write clearly and cogently. In some circumstances this requirement will be satisfied by the completion of the capstone course in the student's own major. Students interested in pursuing this minor should contact one of the advisers listed above to obtain information regarding the intensive writing requirement.

### **Options**

Options available for completing the minor vary depending on the student's major. The options are designed to have students take challenging courses outside their majors that will contribute to their understanding of the law as a discipline. Students interested in pursuing this minor should contact one of the advisors listed above to obtain information regarding approved options for their majors.

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## **Professional Writing Minor**

*Adviser:* Pearson

The professional writing minor allows students to gain a theoretical grounding and practical experience in both traditional and new media journalism, public relations, advertising, and marketing communications. Whenever possible, students in the professional writing classes work collaboratively on projects with students in other media-related disciplines.

### **Required—3 cr.**

ENGL 250/Introduction to Professional Writing	3
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### **Options—9 cr.**

ENGL 207/Advanced Writing	3
ENGL 208/Introduction to Journalism	3
ENGL 350/Magazine Writing	3
ENGL 355/Topics in Professional Writing	3
ENGL 499/Media Experience	3

### **Electives—6 cr.**

ART 160/Introduction to Graphic Design	3
ENGL 307/Topics in Journalism	3
ENGL 310/Beats and Deadlines	3
ENGL 311/News Editing and Production	3
BUSN 110/Introduction to Business	3
BUSN 210/Principles of Management	3
BUSN 217/Legal Environment of Business	3
BUSN 218/Microcomputer Software Applications	3
ECON 200/Principles of Economics: Micro	3
COMM 212/TV Production	3
COMM 371/Topics in Public Relations	3

## **Psychology**

*Faculty:* Hohmuth, *Chair*; Archer, Baenninger, Breland, Coppola, Gorczynski, Graham, Hall, Howe, Kirnan, Kobrynowicz, Krauthamer, Leynes, Paul, Phillips, Ruddy, Sarafino, Vivona, Wang, Waterman.

The psychology program is based on a scientific and humanistic study of behavior and experience. Emphasis is placed on psychological principles and research methods, and on exploration of psychological approaches to various problems in the humanities, social sciences, and the life sciences. The program provides a sound basis for graduate or professional training in psychology and related fields, and provides an introduction to career opportunities in human services, industry, merchandising, and health fields.

### **Requirements for the Major**

Forty-one credits in psychology are required, including the following:

#### **A. Four specific courses: 14 cr.**

PSYC 103/General Psychology I
PSYC 104/General Psychology II
PSYC 203/Statistics in Behavioral Sciences I
PSYC 301/Research Methods and Laboratory

*Note: Students transferring into the major may substitute PSYC 101/102 for PSYC 103/104. A student who has already taken 101 or 102 cannot get credit for 103 or 104.*

#### **B. Choice of one or more: 3 cr.**

PSYC 220/Lifespan Human Development
PSYC 222/Child Psychology
PSYC 224/Adolescent Psychology
PSYC 325/Adult Development and Aging
ELEM 203/Child Growth and Learning*

#### **C. Choice of one or more: 3 cr.**

PSYC 311/Perception
PSYC 312/Physiological Psychology

#### **D. Choice of one or more: 3 cr.**

PSYC 313/Learning, Memory, and Motivation  
PSYC 314/Cognitive Psychology

**E. Choice of two or more:** 6 cr.

PSYC 315/Social Psychology  
PSYC 316/Psychology of Personality  
PSYC 331/Introduction to Abnormal Psychology

\*For elementary education students only.

**F. Choice of one or more:** 3 cr.

PSYC 303/Statistics in Behavioral Sciences II  
PSYC 319/History and Systems of Psychology  
PSYC 366/Personnel Selection and Placement  
PSYC 387, 487/Faculty-Student Research  
PSYC 398/Research Seminar in Psychology  
PSYC 431/Introduction to Clinical Psychology  
PSYC 443/Tests and Measurements

**G. Capstone Experiences—choice of one:** 3 cr.

PSYC 477/Senior Honors Thesis II  
PSYC 487/Faculty-Student Research  
PSYC 490/Senior Topics Seminar  
PSYC 491/Senior Research Seminar  
PSYC 492/Senior Field Study in Psychology  
PSYC 499/Senior Independent Study/Internship in Psychology

**H. Psychology Options** 6 cr.

### Regulations and Other Requirements

In addition to the course work described above, the following regulations apply to the major program:

1. A student cannot take PSYC 368/Instructional Internships in Psychology more than three times. A student cannot take PSYC 368 linked to the same course more than once.
2. Transfer majors must take at least 21 credits of psychology at The College of New Jersey.

### Requirements for the Minor

An 18-credit minor in psychology is available to students who have a 2.0 cumulative average in psychology. Requirements for the minor include:

1. Completion of PSYC 101 and PSYC 102 (**students are strongly encouraged to take PSYC 102 before taking 200- or 300-level courses**). Former majors may substitute PSYC 103 and PSYC 104.
2. At least six credits at the 300 or 400 level.
3. All grades C- or better.

No more than nine credits may be transferred from other institutions. The combined contribution of PSYC 368/Instructional Internships in Psychology; PSYC 397/Psychology Internship; and PSYC 399/Independent Study to the psychology minor may not exceed six credits. No more than three credits from any one of these courses may count toward the minor.

### Department Academic Requirements

To graduate with a psychology major or double major, students who have received a grade of D+ or D in a psychology course and who want to apply the course toward the 41 credits for major requirements must repeat the course, earning a higher grade. However, a psychology course for which the grade is D+ or D may be applied toward graduation as a free elective.

Transfer students who wish to enter The College of New Jersey with a psychology major or double major must meet college transfer admission standards and have a minimum grade point average (GPA) of 2.5 for all prior college work.

The Psychology College Seminar is a department-oriented course which is one (additive) credit and is not counted toward graduation.

### Psychology Major (PSYA)

#### Freshman Year

PSYC	099/Psychology College Seminar	0
PSYC	103, 104/General Psychology I, II	6
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
STAT	115/Mathematics (GE) Foreign Language Science (GE) (BIOL 181, 182 recommended)	3 3 3 8
	Elective	3

<b>Total for year</b>	<b>32</b>
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Note: Students transferring into the major may substitute PSYC 101/102 for PSYC 103/104. A student who has already taken 101 or 102 cannot get credit for 103 or 104.

If a student who is transferring into the psychology major has taken PSYC 101 (or its equivalent at another school), PSYC 102 should be selected (not PSYC 103 or PSYC 104). Psychology minors should take PSYC 102 before taking upper-level courses.

#### Sophomore Year

PSYC 203/Statistics in Behavioral Sciences	4
PSYC 222, 224, 325, or 220	3
PSYC 301/Research Methods and Laboratory	4
PSYC 315/ or PSYC 316 or PSYC 331	3
IDSC 252/Society, Ethics, and Technology	3
Remaining General Education or Electives	12
<b>Total for year</b>	<b>29</b>

#### Junior Year

PSYC 311/or PSYC 312	3
PSYC 313/or PSYC 314	3
PSYC 315, 316, or 331	3
PSYC 303/319/366/398, 431 or 443 or PSYC 387	3
Psychology Options	3
Remaining General Education	
or Electives	14
<b>Total for year</b>	<b>29</b>

#### Senior Year

PSYC 490, 491, 492, 499, 477, or 487	3
Psychology Options	3
Electives	24
<b>Total for year</b>	<b>30</b>

### Psychology Major with Education as Professional Major (ECPS and ELPS)

See advisers in education and in psychology departments. Psychology course requirements and regulations for ECPS and ELPS are identical to those for PSYA. To graduate, 128 credits are required for ECPS and ELPS.

### Departmental Honors in Psychology

#### 1. Entrance Requirements

At the time of application for entrance to the Departmental Honors Program, the student must have:

- a. Completed at least one-half of the credits The College of New Jersey requires for graduation;
- b. Completed a *minimum* of 18 cr. of psychology course work at The College;
- c. Achieved a *minimum* grade point average (GPA) at The College of 3.5 in psychology and 3.5 overall;
- d. Previously completed Statistics in Behavioral Sciences I (PSYC 203) with a grade of B or better; and
- e. Previously taken or be currently enrolled in Research Methods and Laboratory (PSYC 301) and subsequently complete with a grade of B or better.

#### 2. Program Requirements

The program in Departmental Honors in Psychology requires six credits of honors study in psychology. This program will consist of Senior Honors Thesis I (PSYC 476, 3 cr.) and II (PSYC 477, 3 cr.) taken sequentially.

The project for the thesis would typically be an *empirical* work (e.g., experimental, field study, survey, or archival research) or a *substantial and integrative review*. All theses would represent an original contribution by the student. The project will be designed jointly by the student and thesis director who must be a full-time psychology faculty member.

In addition to preparation of the written thesis, the student will be expected to make a public oral presentation of the work to students and faculty. The student will present a copy of the thesis to the psychology department for the department library.

#### 3. Application Procedure and Registration

Application for Departmental Honors should be made during the registration period preceding the semester in which the thesis will be conducted. For most students, this will be during the spring semester when registering for courses in the fall of senior year.

Detailed instructions on the content and format of the application and thesis proposal can be obtained from the department's Independent Study/Internship Committee. This committee will also receive and review all applications. Notification regarding acceptance will be provided to the student's thesis director.

Briefly, the application must include:

- a. Transcripts from TCNJ and any other relevant institutions;
- b. Identification of thesis director (must be a full-time psychology faculty member) and two additional full-time faculty members at The College who have agreed to serve on the thesis committee; and
- c. Detailed thesis proposal for the first semester of work which has been read, approved, and signed by all three committee members and the student.

Upon acceptance, the student will register for Senior Honors Thesis I (PSYC 476). Prior to the end of the first semester of the senior honors thesis, the student will schedule an oral presentation of the work and findings to date to an audience including, at a minimum, the thesis director, two committee members, and a representative from the Independent Study/Internship Committee.

A second-semester proposal must be submitted following this presentation which details the project's progress to date and the course of research for the final semester. This proposal should follow the format described above and in the departmental guidelines. Upon acceptance, of which notification will be made in writing to the thesis director, the student may register for Senior Honors Thesis II (PSYC 477).

#### 4. Program Completion and Awarding of Departmental Honors

To receive the designation of Departmental Honors in Psychology at *graduation*, the student must have:

- a. Completed the psychology major;
- b. Completed all the program requirements specified above with a *minimum grade* of B; and
- c. Maintained a *minimum GPA* of 3.5 in all psychology coursework taken at TCNJ and a 3.5 cumulative GPA overall.

### Industrial/Organizational Psychology Track

The psychology department also offers a business-oriented track for those majors interested in careers which would apply psychological principles and a liberal arts background in the business world. The track serves the dual purpose of preparing students for immediate entry into business as well as providing a strong background for these individuals who pursue graduate study in the field of I/O psychology. The courses outlined below provide diverse skills which focus on a) the human resource issues of employee selection, staffing, training, and evaluation; and b) general organizational structure, budgeting, computer applications, employee motivation, and job satisfaction. The track culminates in the student's completion of an acceptable field study experience in a business setting.

The criterion for admission to the track is the completion of 15 credits of college-level courses. Students who successfully complete the course requirements will receive a letter from the department detailing their accomplishments within this program.

Listed below are the courses which must be taken in addition to the psychology major and general education requirements. Please contact the department for a more detailed course advisement sheet and application.

#### Freshman Year 3 cr.

BUSN 218/Microcomputer Software Applications  
or other spreadsheet/graphics PC course  
(e.g., BUSN 100)

#### Sophomore Year 9 cr.

PSYC 265/Psychology in Business and Industry  
ECON 200/Principles of Economics: Micro  
ECON 201/Principles of Economics: Macro

#### Junior Year 9 cr.

BUSN 217/Legal Environment of Business  
PSYC 367/Organizational Psychology  
ACCT 260/Accounting Principles I

#### Senior Year 12 cr.

PSYC 366/Personnel Selection and Placement  
PSYC 397/Internship or PSYC 399/Independent Study

All require approval by I/O Committee.

Students must select six additional credits with the approval of the I/O committee.

*Note: Required psychology courses can count within the requirements for the psychology major. ECON 200 and ECON 201 can be applied toward general education requirements.*

The psychology department has two introductory sequences (PSYC 103, 104 and PSYC 101, 102) that cover similar information, but with different organization. The PSYC 103, 104 sequence, designed for psychology majors, integrates content and process in both semesters. PSYC 101 is a one-semester survey of all of the content areas. It may either stand alone, for students who are not majoring or minoring in psychology, or be followed (for psychology minors or transfer majors) by PSYC 102, which emphasizes research processes.

A student who takes PSYC 103 and 104 cannot get credit for either PSYC 101 or 102. Likewise, a student who takes PSYC 101 and 102 cannot get credit for either PSYC 103 or 104. Those students interested in continuing for an MBA program should note that MATH 127, 128/Calculus I, II are usually required in such programs.

#### PSYC 101/Introductory Psychology 3 cr.

(3 class hours)  
(every semester)

Perspectives on the World: Social Sciences-Content

Introduction to major topics in psychology, including neurobiology, development, learning and memory, cognition, motivation and emotion, social psychology, personality, assessment of individual differences, psychological disorders and treatment, health psychology, and stress.

#### PSYC 102/Ways of Knowing 3 cr.

(3 class hours)  
(every semester)

*Prerequisite:* PSYC 101

*Note: If a student who is transferring into the psychology major has taken PSYC 101 (or its equivalent at another school), PSYC 102 should be selected (not PSYC 103 or PSYC 104). Psychology minors should take PSYC 102 before taking upper-level courses.*

This course will introduce students to asking and answering questions from a psychological perspective. It is an experiential course in which students focus on learning the basics of creating and evaluating knowledge in psychology. Students will learn to appreciate the strengths, as well as to understand the limitations, of various research methods. Students will read research articles, create hypotheses, collect and interpret data, and learn how to present results in APA style.

**PSYC 103, 104/General Psychology I, II**                   **3, 3 cr.**

(3 class hours each)

(103, fall; 104, spring)

For psychology majors. Students will be introduced both to the major topics of psychology and to the methods of studying and writing about behavior. Topics in PSYC 103 will include: development, emotion, personality, psychological disorders and treatment, health psychology and stress, and social psychology. Topics in PSYC 104 will include: neurobiology, motivation, learning, memory, sensation, perception, language and thought, consciousness, and assessment of individual differences. In both courses, students will be introduced to research methods; students will evaluate research articles, and will collect and interpret their own data. Both courses will provide practice in scientific writing (APA style).

**PSYC 202/Making Decisions and Evaluating Claims**   **3 cr.**

(3 class hours)

(occasionally)

Perspectives on the World: Social Sciences-Process

Acquisition of skills, procedures, and techniques for better thinking and decision making. Students learn techniques for improving encoding and communicating. Rational methods for evaluating claims, assertions, and arguments are considered, and irrational methods are exposed. Controversial issues are explored. Deductive and inductive reasoning skills, including statistical arguments, hypothesis testing, problem solving, and decision-making strategies are developed.

**PSYC 203/Statistics in Behavioral Science I**                   **4 cr.**

(3 class hours, 3 lab hours)

(every semester)

*Prerequisites:* STAT 115, PSYC 103 and 104, or PSYC 101 and 102

*Restriction:* Open only to psychology majors

Fundamental statistical methods in psychology and education, the use of microcomputers in statistical calculation and word processing. Statistical methods include both descriptive and inferential statistics such as correlation and regression, t-tests, analysis of variance, and selected topics in non-parametric statistics.

**PSYC 220/Lifespan Human Development**                   **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* Three credits of psychology or permission of instructor

Perspectives on the World: Social Sciences-Content

The study of human development from birth to death organized topically. The history, theories, and methodology of lifespan development as well as the systematic study of physical and cognitive changes are covered, along with social, emotional, and personality development. Individual and cultural differences in adaptation to specific life events are also examined.

**PSYC 222/Child Psychology**                           **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* PSYC 101 or PSYC 103

Development of children from conception to adolescence. Age trends and influences within the areas of physical, cognitive, social, and emotional development are emphasized. Piagetian, learning, and psychoanalytic theories are considered.

**PSYC 224/Adolescent Psychology**                   **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* PSYC 101 or PSYC 103

This course involves the study of the physical, cognitive, personality, and social development of the individual during the period from puberty to the attainment of full adult status in the society. Students will examine a variety of theoretical perspectives and research findings, with special attention paid to stage theories, adolescence as a transition stage, and the influence of multicultural and gender factors.

**PSYC 227/Humanistic Psychology**                   **3 cr.**

(3 class hours)

(annually)

*Prerequisite:* Three credits of psychology or permission of instructor

An exploration of the “third force” in contemporary psychology dealing with the values, inner strivings, and social conditions related to psychological growth, expanded levels of awareness, self-realization, and social change.

**PSYC 250/Psychology of Personal Relationships**      **3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Social Sciences-Process, Gender

The focus of this course is on the development and dynamics of personal relationships. Psychological principles will be applied to the study of close relationships and examined via critical evaluations of theories and research. Topics might include interpersonal affiliation and attraction, love, sexuality, relationship development, social networks, communication, commitment, conflict, power, jealousy, dissolution, loneliness, therapeutic interventions, etc.

**PSYC 252/Psychology of the Minority Experience**      **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* Three credits of psychology or permission of instructor

Perspectives on the World: Social Sciences-Process

Psychological principles, theories, and assessment techniques. Learning, motivation, parental roles, language development, adjustment, and antisocial behavior with regard to the minority experience.

**PSYC 265/Psychology in Business and Industry**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* Three credits of psychology

This course introduces the student to the many applications of psychological theory and method in the workplace. This survey of industrial/organizational psychology will help prepare students for their roles as employees and managers.

**PSYC 301/Research Methods and Laboratory**      **4 cr.**

(3 class hours, 3 lab hours)

(every semester)

*Prerequisite:* PSYC 203

*Restriction:* Open only to psychology majors

Basic concepts in applying scientific methods to psychological problems (especially the experimental method). Collect and analyze data, and write research reports in American Psychological Association format.

**PSYC 303/Statistics in Behavioral Science II**      **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* PSYC 203

Applied statistical methods building on concepts and techniques presented in PSYC 203, Statistics in Behavioral Science I. Emphasis on assumptions and applications of the general linear model. Topics include matrix operations, analysis of variance, regression, and factor analysis. Extensive use of software packages for data analysis.

**PSYC 311/Perception**      **3 cr.**

(3 class hours)

(annually)

*Prerequisites:* PSYC 101 or PSYC 104

The basic structure and function of the sensory systems are examined and related to our experience of the world. Topics include anatomy and physiology of sense organs, perception of color, form, movement, space, sound, and illusions, perceptual development, and perceptual motor coordination.

**PSYC 312/Physiological Psychology**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* PSYC 101 or PSYC 104

This course explores biological influences on human behavior. Topics include sensation, sleep, hunger, sexual behaviors, memory, attention, movement, fear, stress, aggression, depression, obsessive-compulsive disorder, and schizophrenia. Students learn how neurotransmitters and hormones influence behavior, and how these effects are modified by drugs.

**PSYC 313/Learning, Memory, and Motivation**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* PSYC 101 or PSYC 104

Examination of the fundamental principles of major learning theories, memory and attention, motivation, and their application to human life experiences.

**PSYC 314/Cognitive Psychology**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* PSYC 101 or PSYC 104

Survey of what is known about the mechanisms responsible for human thought: how people acquire and use information in perception, memory, comprehension, communication, reasoning, and problem solving.

<b>PSYC 315/Social Psychology</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisites:</i> Six credits of psychology	
This course involves the study of individual behavior in social situations. Social factors that influence the behavior, feelings, and beliefs of an individual will be examined, as well as the methodological techniques for studying these effects.	
<b>PSYC 316/Psychology of Personality</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisites:</i> PSYC 101 and an additional three credits of psychology	
Contemporary approaches to the study of personality. Detailed treatment of various modern theories of personality. Major determinants and dynamics of personality organization.	
<b>PSYC 317/Psychology of Gender</b>	<b>3 cr.</b>
(every semester)	
<i>Prerequisite:</i> Three credits in psychology	
Perspectives on the World: Social Sciences-Process, Gender	
Students will explore the construct of gender from various psychological perspectives including: social, personality, developmental, communications, personal relations, cross-cultural, and cognitive psychology. The role of gender will be examined within psychological theory and research.	
<b>PSYC 319/History and Systems of Psychology</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
<i>Prerequisites:</i> PSYC 301 and 316	
A study of the most significant theories and discoveries in the field of psychology with emphasis on how these concepts have influenced current psychological thought.	
<b>PSYC 325/Adult Development and Aging</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> Six credits of psychology	
A study of human development from young adulthood through old age. Examination of stages, as well as physical, cognitive, and personality development throughout the lifespan. Life transitions (such as marriage, parenthood, divorce, work, illness, retirement, death) are discussed.	
<b>PSYC 331/Introduction to Abnormal Psychology</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> Six credits of psychology	
Examines the main forms of behavior disorders and considers possible etiology and potential treatments.	
<b>PSYC 333/Mental Health</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
<i>Prerequisite:</i> Six credits of psychology	
Examination of environmental factors which relate to mental health, behavior disorder, and the quality of interpersonal relationships and life experience. These factors are addressed from any of a variety of theoretical points of view chosen by the instructor. Possible theoretical points of view include, but are not limited to, Psychoanalysis, Behaviorism, Humanistic Psychology, Gestalt Theory, Transactional Analysis, and Family Systems Theory. Emphasis is placed on increasing students' self insight and understanding.	
<b>PSYC 340/Health Psychology</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisites:</i> PSYC 101 or PSYC 104, and either PSYC 312 or a college-level biology course	
Examines how psychological, social, and behavioral factors interact with and affect the success people have in maintaining their health, getting medical treatment, coping with stress and pain, and recovering from serious illness.	
<b>PSYC 350/Psychology of Women</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisite:</i> Three credits of psychology	
Perspectives on the World: Social Sciences-Content, Gender	
The purpose of this course is to examine the psychology of women in light of biological, social, and cultural influences. A variety of psychological theories and research findings will be explored to study the development and behavior of women in various social contexts.	
<b>PSYC 365/Consumer Psychology</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	

*Prerequisite:* Three credits of psychology

This course examines consumer behavior from a psychological point of view. The psychological principles of learning, cognition, and motivation are examined in their relation to advertising, consumer behavior, and consumer attitudes.

**PSYC 366/Personnel Selection and Placement                    3 cr.**

(3 class hours)

(annually)

*Prerequisite:* PSYC 203 or ECON 231

This course will introduce the student to the psychometric principles of measurement. Various methods of assessment will be reviewed with a hands-on component whenever possible. Current issues and misuses of testing and selection will also be addressed.

**PSYC 367/Organizational Psychology                    3 cr.**

(3 class hours)

(annually)

*Prerequisite:* Three credits of psychology

This course examines current theory and issues in organizational psychology. It has an applied emphasis and should prepare a student for entry and participation in business organizations.

**PSYC 368/Instructional Internships  
in Psychology                    variable cr.**

*Prerequisites:* Permission of instructor, and an above average grade as a regularly enrolled student in the course in which the student will assist Student interns will assist in instruction of a course by acting as apprentices to the professor. Students will begin to learn the art of teaching by tutoring students regularly enrolled in the courses, developing demonstration materials, and otherwise preparing for the delivery of instruction. The credit hours for the student intern will be the same as for the student regularly enrolled in the course.

**PSYC 387, 487/Faculty-Student Research                    3 cr.**

*Prerequisites:* Permission of instructor, PSYC 301, completion of at least 56 credits, minimum GPA of 2.5 (Please note: in exceptional circumstances, may be waived by the department chair.)

The course provides the opportunity for a small group of students (usually four to six) to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**PSYC 390/Topics in Psychology                    3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* varies with semester. Check current departmental course guide

In-depth study of an area of psychology. Seminar discussions, individual/group reports, research and/or field work. By advisement, may be taken more than once for credit.

**PSYC 397/Psychology Internship                    variable cr.**

(every semester)

*Prerequisites:* Sophomore status (for transfer students a minimum of one completed semester at TCNJ), minimum GPA of 2.5, and permission of instructor and department

Application of psychology principles through placement in a paid or non-paid work setting such as a mental health institution, community or educational setting, or in a business or government setting. All placements must be approved by the department's Independent Study/Internship Committee.

**PSYC 398/Research Seminar in Psychology                    3 cr.**

(3 class hours)

(annually)

*Prerequisites:* PSYC 301 and permission of instructor

Rigorous study of an area of psychology reflecting faculty interest and expertise. Students will explore current issues in depth and will conduct research individually or in groups. By advisement, may be taken more than once for credit.

**PSYC 399/Independent Study in  
Psychology                    variable cr.**

(every semester)

*Prerequisites:* Permission of faculty sponsor and departmental committee, completion of at least 56 credits, minimum GPA of 2.5, subject to waiver by department chair

For advanced students. In-depth study of specific topic in psychology. Formal proposal must be submitted to department and approved before the student can register for independent study.

**PSYC 431/Introduction to Clinical Psychology                    3 cr.**

(3 class hours)

(annually)

*Prerequisites:* PSYC 316 and PSYC 331

Introduction to common clinical methods of personality assessment and diagnosis. Introduction to most common therapeutic theories and techniques.

**PSYC 432/Community Mental Health                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* PSYC 331; PSYC 431 recommended

An analysis of delivery systems for mental health services focusing on community, hospital, and court-sponsored intervention programs. Public policy issues concerning mental health services will be considered from both a philosophical and practical perspective.

**PSYC 443/Tests and Measurements**

**3 cr.**

(every semester)

*Prerequisite:* PSYC 203 or ECON 231

Introduction to principles and instruments of psychometrics as applied in various areas of assessment.

**PSYC 476, 477/Senior Honors Thesis I, II**

**3, 3 cr.**

(every semester)

*Prerequisite:* Acceptance in the program for undergraduate departmental honors in psychology

In-depth empirical work (e.g., experimental, field study, survey, or archival research) or a substantial and integrative review, designed jointly by the student and thesis director, spanning two semesters. The program of Departmental Honors in Psychology requires the completion of Senior Honors Thesis I (PSYC 476, three credits) and II (PSYC 477, three credits), taken sequentially in the student's senior year. Senior honors thesis is counted as a capstone experience.

**PSYC 490/Senior Topics—Capstone**

**3 cr.**

(every semester)

*Prerequisites:* Senior standing, PSYC 301, and permission of instructor

*Restriction:* Open only to psychology majors

Advanced study within a major field of psychology with the specific topic selected by the instructor. Students pursue in-depth research issues and theoretical implications, develop an individual project in consultation with the instructor, prepare a major paper, and make an oral presentation of their work to the class.

**PSYC 491/Senior Research Seminar—Capstone**

**3 cr.**

(every semester)

*Prerequisites:* Senior standing, PSYC 301, and permission of the instructor

*Restriction:* Open only to psychology majors

Each student will be responsible for the design, data collection, data analysis, and write-up of an original research project within the scope of the topic designated for the course. The general area for research study will be selected by the instructor. Each student will make an oral presentation of her or his research project to the class.

**PSYC 492/Senior Field Study in Psychology—Capstone**

**3 cr.**

**Capstone**

(every semester)

*Prerequisites:* Senior standing, PSYC 301, permission of faculty sponsor and departmental committee, minimum GPA of 2.5, subject to waiver by department chair

*Restriction:* Open only to psychology majors

Combined field experience in a field setting, including but not limited to: mental health settings, educational settings, and industrial/organizational settings; with classroom supervision of work-related activities. The focus of field activities will be determined by the instructor. The preparation of an appropriate piece of written work will be required as well as an oral presentation to the class.

**PSYC 499/Senior Independent Study/Internship in Psychology—Capstone**

**3 cr.**

**Psychology—Capstone**

(every semester)

*Prerequisites:* Senior standing, PSYC 301, permission of faculty sponsor, and permission of departmental independent study/internship committee.

Internships also require acceptance by a field agency

*Restriction:* Open only to psychology majors

Independent study requires individual in-depth study in psychology which requires the integration of content from several psychology courses taken previously. Internship requires field experience in settings including, but not limited to: mental health settings, educational settings, and industrial/organizational settings; with faculty sponsor/agency supervision. Both independent study and internship capstones require the preparation of an appropriate piece of written work as well as an oral presentation to peers and faculty.

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## Public Administration Minor

*Adviser:* Koch

The public administration minor provides an occupationally oriented program of courses for students who anticipate seeking employment in the public or non-profit sectors. The program provides general background in politics and administration, as well as courses in the tools of administrative management.

### I. Required Courses for the Minor

POLS 110/American Government	3
POLS 300/Politics and Public Management	3

POLS	305/American Public Policy	3
POLS	497/Internship in Public Affairs*	3
Approved Options		6
<b>Total</b>		<b>18**</b>

## II. Approved Options

ACCT	260/Accounting Principles I	3
ECON	201/Principles of Economics: Macro	3
ECON	305/Public Finance and Fiscal Policy	3
LAWJ	300/Police Administration and Organization	3
POLS	318/Urban Political Economy	3
POLS	328/State and Local Government	3
SOCL	205/Introduction to Social Work	3

\*An appropriate substitution may be made at the discretion of the adviser.

\*\*Only six semester hours taken as part of a student's major may be counted toward the student's minor; however, "support" courses in another department which are required by the student's major may be counted toward the minor. No more than nine of the required 18 credits may be transferred from another institution.

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## Sociology and Anthropology

Faculty: Clydesdale, Chair; Adler, Anderson, Ismail, Kenen, Lawson, Li, Metz, Robboy, Shanklin

Sociology is the study of group life. Thus, sociologists study the social and cultural forces which shape people's behavior, beliefs, and relationships. This includes all types of social interaction—from economic to political to cultural, and the full range of social organization—from small groups to communities to nations. Sociologists emphasize the careful use of evidence and reason to expand our understanding of the social world. Sociology is a general liberal arts major appropriate for many jobs in industry, education, and government, as well as for graduate study in administration, health, law, social work, and the social sciences.

Anthropology is the biological and cultural study of humanity. Anthropologists employ a holistic approach to the study of likenesses and differences among human beings, past and present. Physical anthropology, cultural anthropology, linguistics, and archaeology are the main subfields of anthropological inquiry. The combination of anthropology and sociology in this department affords students a unique breadth of exposure to the study of humans and their relationships.

### Requirements for the Major

Thirty-three (33) credits in sociology and anthropology courses, including SOCL 101, SOCL 201, SOCL 301, SOCL 302, SOCL 401, and SOCL 496, and the remaining credits taken from the SOCL/ANTH options (at least nine of which must be selected from the 300- or 400-level department offerings). Majors must also take STAT 115/STAT 116 or MATH 125/STAT 215 as part of their general education requirements.

Students who want to apply a course toward graduation for which they received a C– or lower must repeat the course, earning a higher grade.

### Requirements for the Minor

Eighteen (18) credits in sociology and anthropology courses, including SOCL 101 and SOCL 201, with at least six credits selected from 300- and 400-level courses. Minors must also meet the department's graduation standards. No more than six credits toward the minor may be taken at other institutions.

### Four-Year Suggested Sequence

#### Freshman Year

SOCL	099/Freshman Sociology Seminar	0
SOCL	101/Introductory Sociology	3
SOCL/ANTH	Major Options	3
MATH	125/Calculus for Business and Social Sciences	3
	or	
STAT	115/Statistics I	3
STAT	215/Statistical Interference	
	or	
STAT	116/Statistics II	3
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
Foreign Language*		6
Elective	3	
<b>Total for year</b>		<b>30</b>

<b>Sophomore Year</b>	
SOCL 201/Socio-Cultural Theory I	3
SOCL 301/Socio-Cultural Theory II	3
SOCL 302/Computer-Based Analysis of Data	3
SOCL/ANTH Major Options (except 400 level)	6
IDSC 252/Society, Ethics, and Technology	3
Artistic/Humanistic Perspectives (GE)	3
Natural Sciences (GE)	8
Foreign Language*	3
<b>Total for year</b>	<b>32</b>

<b>Junior Year</b>	
SOCL 401/Methods of Sociological Research	3
SOCL/ANTH Major Options	9
Artistic/Humanistic Perspectives (GE)	9
Electives 9	
<b>Total for year</b>	<b>30</b>

<b>Senior Year</b>	
SOCL 496/Senior Seminar in Sociology	3
Electives 25	
<b>Total for year</b>	<b>28</b>

\*May be exempted and replaced by electives.

### Transfer Student Course Sequence

The department encourages prospective transfer students to take an introductory course in sociology, a two-course sequence in statistics, and up to two sociology electives before enrolling at The College. If the introductory and statistics courses have been taken, transfer students should enroll in SOCL 201, SOCL 302, and choose additional SOCL/ANTH options during their first semester at TCNJ.

### Sociology Major/Social Work Concentration

The Department of Sociology also offers a pre-professional concentration for students planning careers as professional social workers. This concentration, which builds upon our general sociology requirements, guides students in the selection of courses which will best prepare them for graduate study in social work. Since there is considerable flexibility within this concentration, students are encouraged to meet with the department's pre-social work coordinator to select courses and choose sub-concentrations.

### Requirements for the Pre-Social Work Concentration

Forty-five credits are required, 39 of which are taken within the department, and six taken from approved courses in psychology, political science, or law and justice. Thus, students in this concentration must take SOCL 101, SOCL 201, SOCL 205, SOCL 301, SOCL 302, SOCL 305, SOCL 401, and SOCL 490; and complete 12 credits from SOCL/ANTH options, of which nine credits must come from SOCL 210, SOCL 215, SOCL 320, SOCL 334, SOCL 335, SOCL 340, SOCL 355, SOCL 365, SOCL 370, SOCL 375, or SOCL 380. Students must also choose six (6) additional credits from PSYC 222, PSYC 224, PSYC 252, PSYC 316, PSYC 325, PSYC 331, POLS 300, POLS 305, LAWJ 215 (or LAWJ 305), LAWJ 230, LAWJ 255, and LAWJ 310. STAT 115/STAT 116 or MATH 125/STAT 215 are required as part of our major's general education requirements, and students in this concentration are encouraged to choose biology as their natural sciences sequence.

<b>SOCL 101/Introductory Sociology</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	

Perspectives on the World: Social Sciences-Content or Process

Sociology explores the intersection of biography and history. How do culture, class, race, sex, family, medicine, business, religion, education, and government affect our lives? Special attention is paid to the impact of society on self.

<b>SOCL 201/Socio-Cultural Theory I</b>	<b>3 cr.</b>
(3 class hours)	
(fall)	

Perspectives on the World: Social Sciences-Content

The response of social theorists to the consequences of the industrial revolution and the issues of capitalism, secularism, industrialism, modern consciousness, and the socio-critical enterprise, as seen through the work of such theorists as Marx, Durkheim, and Weber.

<b>SOCL 205/Introduction to Social Work</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	

*Prerequisite:* IDSC 151

Perspectives on the World: Social Sciences-Process

An overview of social work. Touches on inequality, substance abuse, alienation, crime, family violence, and divorce. Thirty hours of field experience required.

**SOCL 210/Social Deviance**                           **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* SOCL 101

The functions of deviant behavior in modern society. An analysis of deviant behavior as it related to the class structure. Comparing and contrasting contemporary theoretical positions which challenge the costs/benefits of labeling theory—focusing on the motives behind the deviant act as opposed to the behavior itself—raising issues of privilege, stratification, and social control.

**SOCL 215/Racism, Power, and Privilege**                           **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content

The social consequences of race, ethnic, and other minority identities as they affect racism, power, and privilege. Racism and ethnic relations are seen as manifestations of stratification and of the competition and conflict that develop over social rewards. Race, power, and privilege are intertwined themes in dominant minority interaction in conjunction with contemporary social issues regarding age, class, and gender. Minority identity as social phenomenon having broad consequences and considered in historical and comparative perspective.

**SOCL 227/Political and Historical Sociology**                           **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* SOCL 101

Authority, power, and alienation in societies. Comparative and historical analyses.

**SOCL 301/Socio-Cultural Theory II**                           **3 cr.**

(3 class hours)  
(spring)

Examines the work of contemporary socio-cultural theorists. Their views on stability, conflict, exchange processes, and change in social and cultural life. Social reality, meaning, and the interpretive processes in human interaction.

**SOCL 302/Computer-Based Analysis of Data**                           **3 cr.**

(3 class hours)  
(fall)

*Prerequisites:* STAT 115/116 (or MATH 125/STAT 215), SOCL 101

Use of computer systems designed for data analysis and presentation. Students analyze national survey data to produce individual or team research reports.

**SOCL 303/Women in World Perspective**                           **3 cr.**

(3 class hours)  
(occasionally)

Perspectives on the World: Social Sciences-Content, Gender, Non-Western

Interdisciplinary study of the roles of women in societies throughout the world. Their access to power and status in the context of each unique culture. Implications for the future of women in these societies.

**SOCL 305/Methods of Social Work Practice**                           **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* SOCL 205

Role of social worker in contact with client; social work as a profession; setting where social work is practiced; social work methods such as casework, group work, community organization, administration, and policy.

**SOCL 320/Cities, Suburbs, and Communities**                           **3 cr.**

(3 class hours)  
(occasionally)

An introduction to the sociological study of urbanization, suburbanization, and community life.

**SOCL 325/Topics in Sociology**   **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* Permission of instructor

Selected topics which may vary from year to year. Topic to be announced. May be repeated for credit.

**SOCL 330/Urban Population Dynamics**                                   **3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Process

How human populations grow and decline, with emphasis on urban areas. Impact of fertility, migration, and death rates examined.

**SOCL 334/Gender and American Society                    3 cr.**

(3 class hours)

(annually)

*Prerequisite:* SOCL 101 or 303

Perspectives on the World: Social Sciences-Content, Gender, Western

Sex roles and sexual behaviors of American men and women in historical and current perspectives. Institutional discrimination in the economy, education, religion, media, and the socialization process. Changing patterns in attitudes and intimate relations between men and women.

**SOCL 335/Courtship, Marriage, and the Family                    3 cr.**

(3 class hours)

(annually)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content, Gender

Comparative analysis of familial institutions. Historical development of the Western family; sex, roles, intrafamilial interaction; child-rearing patterns.

**SOCL 336/Cultural and Social Change                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content, Non-Western

The dimensions, demands, and directions of modern societies are counterposed against the reality of developing societies. Capitalism, socialism, technological growth, progress, and tradition are examined within a critical framework.

**SOCL 340/Class, Status, and Power                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content, Western

Class, status, and power inequalities are seen as prevailing conditions of modern societies. Critical, interpretive, and functional analysis are examined within a comparative and historical framework.

**SOCL 347/Consumer Behavior                    3 cr.**

(3 class hours)

(annually)

*Prerequisite:* SOCL 101 or PSYC 101

Students investigate consumers' purchase activities and the activities used by marketers and public policy actors to influence consumers' purchase processes. Discussion of both the pleasures and dark side of the consumer behavior of many different types of consumers—women and men of all ages, economic, social, cultural, and ethnic backgrounds. Cross-listed with MKTG 347.

**SOCL 350/Work, Occupations, and Professions                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

An analysis of the sociological forces which affect and shape the world of work and the industries in which work occurs. Topics include occupational choice, the rise of the professions, industrial change, technology, and social change.

**SOCL 355/Introduction to Urban Planning:                    3 cr.**

**Issues and Practice in the U.S.**

(3 class hours)

(occasionally)

A general introduction to the theory, issues, problems, and practical realities of city planning in the United States. Also discusses urban planners; the role they play in the urban environment; and how their roles have changed in response to changing political, economic, cultural, and environmental factors.

**SOCL 365/Poverty and Welfare in the U.S.                    3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content

History, nature, extent, levels, causes of poverty. Effect of industrialization, urbanization, and technology. Impact upon major institutions. Ethnic and racial group problems and reactions. Governmental and private organizational programs.

**SOCL 370/Culture, Health, and Illness                    3 cr.**

(3 class hours)

(annually)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content

Cross-cultural and historical analysis of health, illness, and health care systems. Discussion of technology and bio-ethical issues in modern society. The labeling process, the sick role, power relationships among health care professionals, social epidemiology, women's health, and health promotion will be covered.

**SOCL 372/Introduction to Comparative Public Health**                   **3 cr.**

(3 class hours)

(occasionally)

Perspectives on the World: Social Sciences-Process, non-Western

Takes a comparative approach to introduce students to the field of public health. Emphasizes public health initiatives in Western and non-Western countries on topics such as war, malnutrition, children, women, urbanization, AIDS, infectious disease, and the pharmaceutical industry.

**SOCL 375/Sociology of Religion**                   **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

Perspectives on the World: Social Sciences-Content

Impact of religious belief and institutional structure in modern secular societies. Impact of secularization and religious diversity on believers and religious institutions. Struggle of modern consciousness with religious themes. Sociology as alternate belief system.

**SOCL 380/Education and American Culture**                   **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

Provides an overview of the cultural significance of, and complexities involved in, educational processes and institutions today. Special attention is given to opportunity, equality, and mobility issues.

**SOCL 385/Introduction to Applied Sociology**                   **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101

An introduction to the substantive areas and ways in which sociological concepts and methods can be applied in non-academic settings, such as business, schools, social work, and consulting.

**SOCL 401/Methods of Sociological Research**                   **3 cr.**

(3 class hours)

(spring)

Integrative instruction and practicum in social science research methods: research design; collecting, processing, and analyzing data; and report writing.

Team or individual research project required.

**SOCL 402/Independent Study in Sociology**                   **variable cr.**

(every semester)

*Prerequisites:* SOCL 101 and permission of instructor and department

For advanced students. In-depth study of specific topic in sociology. Formal proposal must be submitted to department and approved before the student can register for independent study.

**SOCL 450/Senior Honors Seminar**                   **3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* Advanced standing in Department of Sociology and Anthropology

Individual and seminar participation. Selected topics. May be repeated for credit.

**SOCL 490/Senior Internship in Social Work**                   **6 cr.**

(every semester)

*Prerequisites:* SOCL 201, 305, and three SOCL/ANTH electives

Culminating experience for senior pre-social work students. Requires seminar participation and substantial applied internship in social work.

**SOCL 493/Internship in Sociology**                   **3, 6 cr.**

(every semester)

*Prerequisites:* SOCL 201, 302, and three SOCL/ANTH electives

Applied experience in major field of study. Consult department for details.

**SOCL 495/Senior Thesis in Sociology**                   **3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* SOCL 301, 401, and three SOCL/ANTH electives

An opportunity for exceptional students to pursue individual or collaborative research projects, with the guidance of the department faculty.

**SOCL 496/Senior Seminar in Sociology—Capstone      3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* SOCL 401

Culminating experience for sociology majors. Course draws on skills and knowledge of sociology courses as well as knowledge gained from the liberal arts broadly construed. A reexamination of the dialogue around the four central questions of the First-Year Experience: What it means to be human; to be a member of a community; to be moral, ethical, or just; and, as individuals and communities, to respond to differences in race, class, gender, and ethnicity. Senior thesis or internship are major required elements of this seminar.

**Anthropology****ANTH 110/Introduction to Cultural Anthropology      3 cr.**

(3 class hours)

(every semester)

Perspectives on the World: Social Sciences-Content and Non-Western

Consideration is given to the questions of how and why peoples around the world differ—in their ideas, customs, and habits. Emphasis is placed on common human problems and diverse solutions seen in both modern and traditional societies.

**ANTH 205/Human Evolution      3 cr.**

(3 class hours)

(occasionally)

Physical anthropology and archaeology. Human biological and cultural evolution and adaptation. Evidence, principles, and processes of change. Human variation. Influences of culture on human evolution.

**ANTH 210/Latin-American Peoples      3 cr.**

(3 class hours)

(occasionally)

Overview of Latin-American cultures from a historical and interdisciplinary perspective. Emphasis on pre-colonial indigenous societies, colonial, 20th-century culture, politics, and economics.

**ANTH 220/Cultures of the Middle East      3 cr.**

(3 class hours)

(occasionally)

Anthropological analysis of traditional and modern cultures ranging from Morocco to Egypt to Afghanistan. Social and economic organization, religion, and modernization are stressed.

**ANTH 241/Archaeological Origins of Civilization      3 cr.**

(3 class hours)

(occasionally)

Theoretical consideration and archaeological evidences of the origins of food production and the rise of Old and New World civilizations. Development of urban societies, state formation, and empire building.

**ANTH 325/Topics in Anthropology      3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* Three credits in anthropology or permission of instructor

Selected topics which may vary from year to year. Topic to be announced. May be repeated for credit.

**ANTH 335/Global Urbanization      3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* SOCL 101 or ANTH 110

Perspectives on the World: Social Sciences-Content and Non-Western

The late 20th century witnessed the rise of “world cities” in Africa, Asia, and Latin America. This course will briefly review the historical development of cities and their cultural, social, political, and economic roles. Most of the course will focus on how the roles and possibilities of cities are changing along with the development and global penetration of industrial capitalism. Special emphasis will be placed on the social problems created by mass urbanization and on the dynamic interchange between local and transnational cultures.

**ANTH 341/Dynamics of Cultural Ecology      3 cr.**

(3 class hours)

(occasionally)

Interrelationship between environment and culture. Environmental factors in adaptation, selection, and evolution of human populations. Cultural ecological approach illustrated by hunting and gathering, pastoral, horticultural, and peasant societies.

**ANTH 401/Methods of Cultural Analysis      3 cr.**

(3 class hours)

(occasionally)

Survey of methods of cultural analysis, including traditional and reflexive ethnography, life-history interviewing, and structuralist and post-structuralist analysis of textual and visual materials. Team or individual research project required.

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## Women's and Gender Studies

*Faculty:* Friedman, Coordinator; Allyn, Archer, Bennett, Biggs, Boughn, Carney, Chazelle, Compte, Dawley, Dickinson, Duffy, Fair, Fichner-Rathus, Figueroa, Fink, Graham, Gray, Gross, Hall, Howe, Kapur, Kemen, Knobler, Landreau, Lengyel, Naples, Nicolosi, Ortiz, Paces, Paul, Peterson, Preti, Robboy, Roberts, Robertson, Rosman-Aspot, Ryan, Shanklin, Shao, Tarter, Waterhouse

The women's and gender studies major is interdisciplinary, offering 63 courses in 15 programs and departments. Women's and gender studies courses enable students to understand changing social patterns and the effects of institutions and culture on behavior. Courses explore how gender shapes social roles and identities, as well as the function of race, class, and sexuality in the experience of gender within and across cultures. The major prepares students for a variety of professional and graduate schools, as well as positions in corporations, government agencies, and service industries.

### Requirements for the Major

Women's and gender studies courses include WGST and courses from other departments. The women's and gender studies major requires 36 credits: 15 credits of required WGST courses (200, 201, 350, 497, 498), and 21 credits of women's and gender studies options. For the women's and gender studies options, nine credits must be connected to a single topic or theme, approved by the program coordinator. Students must select 12 additional women's and gender studies credits. Six credits of the women's and gender studies options must be cross-cultural in focus. Students may also pursue independent study and internships for credit.

#### Required Courses: Total 15

WGST 200/Introduction to Women's Studies	3
WGST 201/Gender and Popular Culture	3
WGST 350/Feminist Theory	3
WGST 497/Feminism in the Workplace: Field Study in Women's and Gender Studies	3
WGST 498/Senior Seminar: Methods and Theory	3

#### Women's and Gender Studies Options: Total 21

<i>Theme or Topic Constellation:</i>	9
Coordinator's approval required.	

#### Women's and Gender Studies Courses: 12

See full list at the end of this section.

#### Cross-Cultural Requirement:

Of the 21 women's and gender studies options, at least two courses must fulfill the cross-cultural requirement and be drawn from the following:

WGST 280/Africana Women in Historical Perspectives (cross-listed with AFAM 280)	3
WGST 320/Global Women Writers	3
WGST 330/Global Feminisms	3
WGST 334/Literature by Latinas and Latin-American Women (cross-listed with ENGL 334)	3
*HIST 455/Tutorial: Women in the Middle East	3
*HIST 455/Tutorial: Women and Family in Eastern Asia	3
HIST 455/Tutorial: The Social History of African Women	3
HONR 212/Sex, Class, and Race: America in the 20th Century	3
HONR 214/20th-Century International Women's Literature	3
POLS 312/Politics of Minorities and Women	3
*PSYC 390/Women of Color	3
SOCL 303/Women in World Perspective	3
SPAN 337, 338/Women's Literature of Spain and Latin America	3

\* Instructor's permission or other prerequisites apply.

## **Requirements for the Minor**

The women's and gender studies minor requires WGST 200 plus 15 credits of women's and gender studies courses. You may take as many WGST courses as you like, but you may take only six credits from any single department outside of the WGST program. Students may also pursue independent study and an internship for credit.

After completion of the required course, Introduction to Women's Studies, there is no other required sequence in the program. Students will choose 15 credits from courses listed below, but no more than six credits can be taken in any one discipline.

## **Women in Learning and Leadership**

Women in Learning and Leadership (WILL) is a curricular and co-curricular, certificate-bearing program designed to develop leadership skills and experience. WILL provides active learning opportunities that empower women as leaders and fosters a deeper understanding of women's roles and contributions to society.

## **Requirements for WILL**

Students accepted into WILL are required to complete 13 credits of women's and gender studies courses, in addition to 15 hours/semester of co-curricular activities. When appropriate, WILL-only sections of WGST courses are offered. Thirteen credits include two courses designed specifically for the WILL curricula that are open only to students accepted into the WILL program: Introduction to Women in Leadership and Senior Seminar: Women in Leadership and Social Change. Other required courses include Introduction to Women's Studies, Feminist Theory, and a WILL Internship.

### **WGST 200/Introduction to Women's Studies (GE)      3 cr.**

(every semester)

Perspectives on the World: Social Sciences-Content, Gender

An interdisciplinary course taught from feminist perspectives, integrating knowledge from social sciences, humanities, and personal experience to analyze issues and public policies affecting women's lives.

### **WGST 201/Gender and Popular Culture (GE)      3 cr.**

(every semester)

Perspectives on the World: Social Sciences-Content, Gender, Western

This course will explore the relationship between popular culture and gender. It will examine how the media constructs gender and how those constructions become cultural norms and mores. Students will investigate how gender is defined and replicated by the media. They will learn to critically analyze the effects of popular culture in their own lives.

### **WGST 250/The Politics of Sexuality (GE)      3 cr.**

(every semester)

Perspectives on the World: Social Sciences-Content, Gender, Western

This course takes a close look at debates over sexuality and gender. We take up questions surrounding such contemporary issues as the AIDS dilemma, pro-sex and anti-pornography feminists, the apparent connections between violence and sexuality, and the negotiation of personal and political power.

### **WGST 270/Gendered Technoculture (GE)      3 cr.**

(every semester)

Perspectives on the World: Social Sciences-Content, Gender, Western

This course examines the nature and role of technologies of representation and their relationship to gender issues, focusing on how to use different media to represent Western notions of gender. Students will be introduced to current technologies like electronic communications, desktop publishing, video production, and multi-media.

### **WGST 280/Africana Women in Historical**

#### **Perspective (GE)      3 cr.**

(every semester)

(cross-listed with AFAM 280/Africana Women in Historical Perspective)

Perspectives on the world: Social Sciences-Process, Gender, Non-Western

This course is a cross-cultural survey of the lives and contributions of the Africana women of Africa and descendants in North and South America and the Caribbean. Emphasis will be placed upon the elements of African culture that, when impacted by colonialism and/or the Atlantic slave trade, resulted in similar types of resistance to oppression, and analogous cultural expressions among the women of these four locales.

### **WGST 290/Women and Health: Power,**

#### **Politics, and Change (GE)      3 cr.**

(annually)

Perspectives on the World: Social Sciences-Content, Gender

This course concerns the domain of women's bodies. Students will examine how social constructs impact upon the health of women. As a result of this exploration, students will deepen their ability to care for themselves and for others, to use and understand power and empowerment, and to advocate and to be an activist for themselves and for others.

### **WGST 296/Eat/Drink, Man/Woman: A Gendered**

#### **History of Food      3 cr.**

(annually)

(cross-listed with HIST 296/Eat/Drink, Man/Woman: A Gendered History of Food)

An introduction to the history of food consumption and preparation in the Western world, and its place in defining gender roles; food as part of religious ceremony; development of table manners; the politics of breast-feeding; the changing of kitchen roles; and the history of eating disorders.

**WGST 310/Men and Masculinity (GE)                    3 cr.**

(every semester)

Perspectives on the World: Gender, Literature

This course examines modern literary representations of masculinity. The course readings consist primarily of works of narrative fiction and poetry, although we will also be reading some analytical essays as well. Some of the problems we will be looking at include: the construction of modern male identities, the complex diversity of men's lives, and the problematics of men's relationships.

**WGST 320/Global Women Writers (GE)                    3 cr.**

(every semester)

Perspectives on the World: Gender, Literature, Non-Western

This course looks at texts by women writing in non-Western cultures and genres as a way of examining the nature and role of women in systems of colonization and imperialism. Analysis of novels and essays will focus on the problems and possibilities of indigenous, colonized, and post-Colonial women writing within these systems.

**WGST 325/Introduction to Gay and Lesbian Studies                    3 cr.**

(annually)

This course will survey the growing field of gay and lesbian studies, giving particular attention to literature and its role in contributing to debates about identity, community, and social change. Fiction, poetry, and essays by Audre Lorde, Oscar Wilde, Jeanette Winterson, Langston Hughes, and Toni Morrison will be considered next to music by The Indigo Girls, photographs by Mapplethorpe, and movies like Cheryl Dunye's *The Watermelon Women*.

**WGST 330/Global Feminisms (GE)                    3 cr.**

(every semester)

Perspectives on the World: Social Sciences-Content, Gender, Non-Western

What does "feminism" mean in non-Western cultures, and how have local movements and international agencies addressed gendered oppression around the world? Global Feminisms will explore a series of localized case studies showing how the analysis of gender has been applied to defining and addressing social issues such as sexuality and reproduction, health care, the effects of war, modernization/westernization, and the globalization of economics and mass culture.

**WGST 334/Literature by Latinas and                    3 cr.**

**Latin-American Women**

(annually)

(cross-listed with ENGL 334/Literature by Latinas and Latin-American Women)

A comparative study of Latina and Latin-American women's literature in English. Open to a wide range of literary traditions, nations, time periods, and genres including those specific to non-Western and post-Colonial cultures. Focus varies by semester. Works by Isabel Allende, Julia Alvarez, Gloria Anzaldua, Ana Castillo, Sandra Cisneros, Sor Juana Inez de la Cruz, Laura Esquivel, Rosario Ferre, Cristina Garcia, Judith Ortiz Cofer, Elena Poniatowska, and others.

**WGST 340/Women in America (GE)                    3 cr.**

(annually)

(cross-listed with HIST 398/Topic: Women in America)

Perspectives on the World: Gender, Western, History

This course explores the diverse ways in which women have lived, worked, and contributed to U.S. history. It examines the general experiences of women and their political, social, cultural, and familial relationships, as well as the "great women" of U.S. history.

**WGST 343/Looking at Women: Representation,                    3 cr.**

**Feminisms, and Film**

(annually)

(cross-listed with ART 343/Looking at Women: Representation, Feminisms, and Film)

This course will explore the enormous impact feminism has had on film theory, criticism, and production. Various feminist approaches to the study and production of "cinematic apparatus" will be explored including structuralism, issues of representation, spectatorship, questions of ethnicity and hybrid sexualities. Screenings and the readings will cover a wide range of positions and strategies as we investigate Hollywood and independent films as well as new media forms.

**WGST 350/Feminist Theory (GE)                    3 cr.**

(annually)

Perspectives on the World: Social Sciences-Content, Gender, Western

Philosophical and sociological perspectives and feminist theories are used to illuminate the assumptions and ideologies that maintain the asymmetry that exists between women and men. The course analyzes the relationship of cultural values and assumptions to scientific processes and knowledge as the systemic nature of gender, race, class, and other forms of subordination and oppression are explored.

**WGST 492/Topics in Women's and Gender Studies                    3 cr.**

This course focuses on a different aspect of women's and gender studies each semester offered.

**WGST 497/Feminism in the Workplace:** **3 cr.****Field Study in Women's and Gender Studies**

(annually)

What does it mean to be feminist on the job? Students placed in the corporate, governmental, and nonprofit sectors will meet to analyze the organizational structures, institutional objectives, and daily life of the workplace. While each student will develop a research project tailored to her/his placement, class discussions will be based on common readings on feminist ethics, feminist social research, and the gendered politics of the workplace.

**WGST 498/Senior Seminar: Methods and Theory** **3 cr.**

(annually)

In this seminar students will produce a research paper (25 pages) applying feminist theories and methodologies. Students will choose a research topic and develop their own projects using the methodology best suited to their specific needs. In addition, they will share their work with other students, providing analysis and critiques of one another's papers in progress. There will be common readings and students will also choose readings from required texts pertinent to their projects and present these readings to the class.

**WGST 499/Independent Study in Women's and** **3 cr.****Gender Studies**

Independent study credit is available; see women's and gender studies coordinator for approval.

**Women's and Gender Studies Course Options (for course descriptions see department listings):**

AFAM 280/Africana Women in Historical Perspective	3
(cross-listed with WGST 280)	
ART 343/Looking at Women: Representation, Feminism, and Film (cross-listed with	
WGST 343)	3
ART 345/Topic: Women Artists in History	3
COMM 343/Looking at Women: Representation, Feminism, and Film (cross-listed with	
WGST 343)	3
ECON 325/Women, Gender, and Work	3
ENGL 233/Women Writers	3
ENGL 333/Topics In Women Writers	3
ENGL 334/Literature by Latinas and Latin-American Women (cross-listed with WGST 334)	3
ENGL 345/Studies: American Feminist Literature: The 1960s–1980s	3
ENGL 345/Studies: Women's Autobiographies	3
ENGL 345/Studies in Literature: Language, Gender, and Culture	3
ENGL 345/Studies in Literature: Study of Medieval and Renaissance Women Writers	3
ENGL 345/Studies in Literature: Gay and Lesbian Literature (cross-listed with WGST 325)	3
ENGL 345/Studies in Literature: Men and Masculinity (cross-listed with WGST 310)	3
ENGL 427/Major Writers: Emily Dickinson	3
ENGL 427/Major Writers: Jane Austen	3
ENGL 428/Major Writers: Toni Morrison	3
HIST 217/Medieval Women	3
HIST 295/History of Western Sexuality	3
HIST 296/Eat/Drink, Man/Woman: A Gendered History of Food (cross-listed with	
WGST 296)	3
HIST 398/Topic: Women in America (cross-listed with WGST 340)	3
HIST 398/Topic: Gender and Modern European History	3
HIST 455/Tutorial: History of the European Family	3
HIST 455/Tutorial: The Social History of African Women	3
HIST 455/Tutorial: Medieval Women Writers	3
HIST 455/Tutorial: Women in the Middle East	3
HONR 210/Women in Art and Literature	3
HONR 212/Sex, Class, and Race: America in the 20th Century	3
HONR 214/20th-Century International Women's Literature	3

HONR	335/Women, Law, and Society	3
LAWJ	230/Women in the Criminal Justice System	3
LAWJ	255/Legal Problems in the Domestic Setting	3
MGMT	435/Women in Management	3
PHIL	375/Equality, Ethics, and the Law	3
POLS	215/Gender and Politics	3
POLS	312/Politics of Minorities and Women	3
PSYC	250/Psychology of Personal Relationships	3
PSYC	317/Psychology of Gender	3
PSYC	350/Psychology of Women	3
PSYC	390/Topic: Women of Color	3
PSYC	390/Women in the Family	3
SOCL	303/Women in World Perspective	3
SOCL	334/Gender and American Society	3
SOCL	335/Courtship, Marriage, and the Family	3
SPAN	337/Topic: Women's Literature of Spain and Latin America (In Spanish)	3
SPAN	338/Topic: Women's Literature of Spain and Latin America (In English)	3

## School of Education

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**Associate Dean:** Lawrence J. Marcus

The School of Education is composed of six departments of which five participate in undergraduate education. The departments are fully accredited by the New Jersey State Department of Education and by national accrediting organizations. The School of Education's teacher preparation programs have certification reciprocity with many states.

The School of Education also participates in the state's program to certify alternate route teachers. The College serves as one of the instructional centers designated by the New Jersey State Department of Education to provide professional instruction to teachers holding provisional certification.

### Creating Exemplary Professionals

*Creating Exemplary Professionals* is the conceptual framework for professional education at The College of New Jersey, guiding all programs in the School of Education and throughout The College. Based on current thinking, research, and practice regarding the nature of learning, teaching, and schooling, the framework supports the creation of an active, reflective, interactive educator, who is not only effective but exemplary. The mission, themes, and outcomes define our shared vision of Creating Exemplary Professionals.

**Mission Statement:** The mission of the School of Education is to create exemplary professionals prepared to enrich the lives of the people of New Jersey through education and, consequently, to provide a national model for the preparation of educators. Through their practice and scholarship, members of our professional community model the outcomes candidates are to attain as they prepare for and develop in their professions as teachers, administrators, counselors, and clinicians. Commitment to exemplary professionalism is expressed thematically, in all programs and across the continuum of professional practice, with focus on knowledge and inquiry; excellence in practice; multiculturalism, diversity, and inclusion; leadership and advocacy; and the preparation of professionals who function effectively and reflectively in multiple contexts and communities.

**Themes and Associated Learning Outcomes:** The themes and learning outcomes, presented next, are emphasized in all courses and field experiences in the School of Education. Five programmatic themes support and define the overarching concept of Creating Exemplary Professionals. The phrases listed immediately beneath each theme are dispositions that develop the meaning and intent of the theme and become significant as directions for action and guidelines for programs. These are followed by the associated learning outcomes expected to be attained by graduates at the completion of their programs of study.

### Knowledge and Inquiry

- Learners viewed as active constructors of knowledge.
- Knowledge generated and disseminated by faculty, students, and professional community partners.

- Teaching based on research, best practice, inquiry, and analysis.
- Reflection practiced for professional development and program improvement.

*TCNJ graduates demonstrate highly advanced communication and ethical decision-making skills in their interactions with others.*

*They apply and transform the growing knowledge bases in the content and practice of their professions.*

*They value inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation.*

*As reflective, effective educational decision makers, they attain and demonstrate efficacy in the best educational practices.*

## **Excellence in Practice**

- Instructional strategies exemplifying best practice.
- Technology as a tool for teaching and learning.
- Collaboration to enhance growth for all members of the learning community.
- Ethical behavior and integrity modeled.

*TCNJ graduates work to maintain excellence across the continuum of educational practice through ongoing inquiry and learning.*

*They use defensible, appropriate instructional/therapeutic strategies, grounded in the knowledge bases of their profession and on assumption of personal responsibility for effective practice.*

*They use technology effectively as a tool to support and enhance learning, and they understand how technology changes teaching and learning, including the contexts in which learning may occur.*

*They make connections among theory, research, and practice; between content and pedagogy; between special and general education; between the contexts of the classroom or clinic and the community; between ethics and actions; and among professionals.*

## **Multiculturalism, Diversity, and Inclusion**

- Knowledge about and respect for human commonalities affect practice.
- Knowledge about and respect for human differences affect practice.
- Equity and social justice through education.

*TCNJ graduates work successfully with learners and clients of increasingly diverse backgrounds, many of whom speak English as a second language, and who come from communities different from their own.*

*They are knowledgeable about how universal characteristics of human development interact with individual and cultural differences to influence learners and are competent in using that information to promote development in all populations and with all persons they serve.*

## **Multiple Contexts and Communities**

- Efficacy demonstrated in multiple contexts that include urban, multicultural, multilingual, and global.
- Positive interactions in multiple communities that include families, neighborhoods, schools, and agencies.

*TCNJ graduates are collegial and professional in their interactions and competent in collaborating with others in a community of learners to create positive educational environments.*

*They demonstrate success in multiple contexts and with members of multiple communities, acknowledging the potency of context and relationships and using that knowledge positively.*

## **Leadership and Advocacy**

- Providing service on behalf of students and clients.
- Developing leadership for the enhancement of practice and the profession.
- Promoting individual development and social justice through education.

*TCNJ graduates are leaders in the improvement of practice in their professions.*

*They are active advocates for their students and clients.*

*They are active in establishing policy that has a positive impact on those they serve.*

## **Requirements for Teacher Education Candidates:**

1. As a result of New Jersey State Department of Education code revisions (section 6.11-5.1), a cumulative grade point average (GPA) of at least 2.75 is required for students to successfully complete their teacher education program and be recommended for certification and licensure. To help assure that students at The College of New Jersey meet their requirement by graduation: 1) admission to candidacy in all teacher education programs, following completion of 60 credits, requires a 2.5 minimum GPA; and 2) admission to student teaching in all teacher education programs requires a 2.75 minimum GPA, both also effective as of September 2000. Exceptions involving admission will be considered on an individual basis and granted upon approval of the chair of the department offering the program and the dean of education.

2. Students must meet a state hygiene/physiology requirement, and pass the appropriate Praxis examination before receiving a certificate of eligibility to teach in the state. (This requirement does not apply to students in the Special Education and Education of the Hearing Impaired programs, who are eligible to be certified upon meeting the health/physiology requirement and graduating with a 2.75 cumulative grade point average.)
3. A Mantoux or tuberculosis test is required of all students in the School of Education and in teacher preparation programs by their sophomore year. This test is a state requirement and can be obtained through the The College of New Jersey Health Center.

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## **Educational Administration and Secondary Education**

*Faculty:* Farber, Chair; Evangelisto, Leake, Morrison, Palmer, Smith, Titone, Wright

The Department of Educational Administration and Secondary Education provides all educational field experiences that meet State of New Jersey teacher education requirements for students enrolled in secondary education programs in the departments of biology, chemistry, English, history, mathematics, physics, and Spanish. The department also offers a broad spectrum of educational foundations courses for undergraduates in all teacher education programs that include experiences that meet state multicultural education certification requirements.

**EDFN 403/The School in American Culture**                   **3 cr.**

(every semester)

Perspectives on the World: Social Sciences-Content

Study of the nature of the school in a complex contemporary, rapidly changing American culture. Examination of schools within the context of their communities, includes topics such as: urban and suburban social structures, values, multicultural student bodies, socialization of children, and economic and political forces on the national and local levels which affect education as a cultural institution.

**SCED 203/Secondary Education Sophomore**                   **2 cr.**

**Professional Experience**

(every semester)

An introduction to secondary education for the academic disciplines integrating clinical field experiences and analysis of the nature and the contemporary secondary school. Emphasis is placed upon the role of the secondary teacher, facilitation of learning, and career opportunities. Observation in schools and other educational settings is required. The course also includes preliminary assessment of teaching skills such as writing and speaking.

**SCED 303/Junior Professional Experience**                   **6 cr.**

**for Secondary Education Majors**

(every semester)

*Prerequisites:* Minimum 2.75 GPA; junior standing in one of the following curricula: biology, chemistry, English, history, mathematics, physics, or Spanish; SCED 203

Development of competency in teaching strategies and directed observation and participation in teaching/learning activities in field-based cooperating schools are the emphases of this course that prepares secondary education students for senior student teaching. Topics include outcomes objectives, short- and long-term planning, evaluation of instruction and assessment portfolios, discipline and classroom management techniques, affective education, the use of media and technology, cooperative learning, individualization of instruction techniques, and curriculum design and revision.

**SCED 489/Secondary Education**                           **1 cr.**

**Student Teaching Seminar**

(every semester)

*Prerequisite:* SCED 303

(Taken concurrently with senior student teaching.)

The seminar provides students with the opportunity to integrate theory and practice and to analyze the senior student teaching experience.

**SCED 497/Selected Topics in Secondary Education**   **1-6 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics proposed by the faculty and approved by the department.

**SCED 499/Independent Study**                           **3 cr.**

**in Secondary Education**

(every semester)

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## **Elementary Education and Early Childhood Education**

*Faculty:* Sherman, Chair; Carroll, Conte, Frede, Hinitz, Hornberger, Kern, Konzal, Leake, Norris, Pan, Prince, Thompson

The Conceptual Framework for Creating Exemplary Professionals serves as the philosophical foundation for all courses in elementary and early childhood education, the two programs offered by the department. The themes that guide the framework are:

1. Knowledge and Inquiry
2. Excellence in Practice
3. Multiculturalism, Diversity, and Inclusion
4. Multiple Contexts and Communities
5. Leadership and Advocacy

Both elementary and early childhood programs offer a sequence of course work in the theory and practice of education and provide students with field experiences beginning with the first course. The elementary education program focuses on nursery through grade eight; the early childhood program specializes in infancy through grade three. Students who successfully complete either program are certified nursery through grade eight.

For admission to the department, students must apply to The College of New Jersey and select a professional program of elementary or early childhood education. They must also select an academic major. The choices are art; biology; English; history; mathematics; music; psychology; sociology; Spanish or Mathematics/Science/Technology major. In certain academic majors, students are eligible to take a state certification examination, which will enable them to teach at the secondary level.

The courses of study for both elementary and early childhood programs include the following field experiences:

1. An introductory course with on-site visits to public, nonpublic, and charter schools.
2. The sophomore professional experience where students observe and begin to teach in classrooms. This experience includes a child study.
3. The junior professional experience block (JPE) integrates courses that cover learning theories, teaching strategies, classroom practices, and classroom management in a one-semester practicum. Admission to JPE block occurs when a student completes specific courses and has at least a 2.5 grade point average.
4. The senior student teaching experience takes place in the senior year when students receive a full semester of supervised classroom teaching. Students generally are clustered in small groups at professional development school sites located a short distance from The College of New Jersey. Student teaching is available in other countries as well as San Juan, Puerto Rico, and Santa Fe, New Mexico. The global teaching program is jointly supervised by faculty from The College of New Jersey and the host institution. Countries that have participated in this program include Botswana, England, Germany, Ireland, the Netherlands, South Africa, Spain, The Gambia, United Arab Emirates, and Venezuela. The international programs are available in the spring semester only.

All programs and all courses reflect state and national standards, with special emphasis on the New Jersey Core Curriculum Content Standards.

## **Elementary Education**

Elementary school teachers must have a broad academic background as well as practical understanding of the elementary school curriculum. In the freshman year, students study the functions and organization of the elementary school. Field visits to elementary schools enable students to apply theory to school situations. During the sophomore year, students observe and participate in an elementary classroom and study specified teacher and student behaviors and interaction. In the junior year, one semester is devoted to professional experiences which relate theory and practice in the teaching of reading, language arts, social studies, science, mathematics, health, physical education, safety, and environmental education. Student teaching in the senior year offers the student an opportunity to teach under the guidance of a classroom teacher in an elementary school.

The first year of a student's program of study is set out below. Students should consult with their departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

### **ELEM/Art**

RHET 101, 102/Rhetoric I, II	6
MATH 101/Foundations of Math I	3
An Additional Math*	3
ART 101/Foundations of Art	3
(Major Section)	
ART 114/Color Theory and Practice	2
ART 116/Design	2
IDSC 151/Athens to New York	3
ELEM 103/Introduction to Elementary Education	1
SPED 101/Exceptional Populations in Society	3
Natural Sciences*	8
ELEM 099/Departmental/School of Education Seminar 0	
<b>Total for year</b>	<b>34</b>

### **ELEM/Biology**

RHET 101, 102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
BIOL 183, 184/General Biology I, II	8
CHEM 201, 202/General Chemistry I, II	8
SOCL 101/Introduction to Sociology	3
ELEM 103/Introduction to Elementary Education	1
SPED 101/Exceptional Populations in Society	3

ELEM 099/Departmental/School of Education  
Seminar 0

**Total for year**                   **32**

**ELEM/English**

RHET	101,102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
An Additional Math*		3
IDSC	151/Athens to New York	3
SOCL	101/Introduction to Sociology	3
Natural Sciences*		8
ELEM	103/Introduction to Elementary Education	1

\*Consult adviser for appropriate courses.

ART	101/Foundations of Art	3
SPED	101/Exceptional Populations in Society	3
ELEM	099/Departmental/School of Education Seminar	0
<b>Total for year</b>		<b>33</b>

**ELEM/History**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
An Additional Math*		3
IDSC	151/Athens to New York	3
ELEM	103/Introduction to Elementary Education	1
HIST	131/World History I	3
HIST	132/World History II	3
HIST	125/Intro. Seminar in History	3
SPED	101/Exceptional Populations in Society	3
ART	101/Foundations of Art	3
SOCL	101/Introduction to Sociology	3
ELEM	099/Departmental/School of Education Seminar	0
<b>Total for year</b>		<b>34</b>

**ELEM/Mathematics**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	200/Princ. of Math	3
MATH	127, 128/Calculus I, II	6
PHYS	201, 202/General Physics I, II	4
ELEM	103/Introduction to Elementary Education	1
ART	101/Foundations of Art	3
ELEM	099/Departmental/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MATH	205/Introduction to Linear Algebra	3
<b>Total for year</b>		<b>34</b>

**ELEM Mathematics/Science/Technology (M/S/T)**

RHET	101, 102/Rhetoric I, II	6
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Science (Group A)		8
ELEM	103/Intro. Elementary Education	1
Math (Group B)		6
STEC	161/Creative Design	3
TSNG	171/Intro. to Hum. Tech. Behav.	3
<b>Total for year</b>		<b>33</b>

**ELEM/Music**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
MUSC	160/Music Fundamentals	3
MUSC	251/HIS/LIT Anal. I Classical	2

MUSC	261/Harmony	2
Performance Lessons		2
Ensemble		1
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Natural Sciences*		8
ELEM	103/Introduction to Elementary Education	1
ELEM	099/Departmental/School of Education Seminar	0
<b>Total for year</b>		<b>34</b>

#### **ELEM/Psychology**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
An Additional Math*		3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
PSYC	101, 102/Introduction Psychology I/II (Special Section)	6
ELEM	103/Introduction to Elementary Education	1
ELEM	099/Departmental/School of Education Seminar	0
<b>Total for year</b>		<b>33</b>

#### **ELEM/Sociology**

RHET	101, 102/Rhetoric I, II	6
STAT	115/Statistics I	3
STAT	116/Statistics II	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Natural Sciences*		8
SOCL	101/Introduction to Sociology	3
ELEM	103/Introduction to Elementary Education	1
ART	101/Foundations of Art	3
ELEM	099/Departmental/School of Education Seminar	0
<b>Total for year</b>		<b>33</b>

#### **ELEM/Spanish**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	(from approved list)	3
MATH	101/Foundations of Math I	3
ELEM	099/Departmental/School of Education Seminar	0
ELEM	103/Introduction to Elementary Education	1
SPED	101/Exceptional Populations in Society	3
SOCL	101/Introduction to Sociology	3
ART	101/Foundations of Art	3
SPAN	203/Span. Grammar Review <i>or</i> SPAN	6
SPAN	211/Inter. Span. Comp/Conv <i>or</i> SPAN	6
SPAN	220/Int. Span. Nat. Speaker I	6
<b>Total for year</b>		<b>31</b>

\*Consult adviser for appropriate courses.

A five-year dual certification in education of the deaf and hard of hearing and elementary education leading to a Master of Arts in Teaching is available. Students will earn a bachelor's degree, without teacher certification, at the end of their fourth year. The degree will be in education of the deaf and hard of hearing and elementary education with an academic major. The course of study continues through the following summer and academic year and culminates with the earning of a master's degree and two certifications.

#### **Junior Professional Experience for Elementary**

##### **Education Majors**

(every semester)

*Prerequisite:* Junior standing in elementary education

Successful completion of previous professional courses is required before admission to the JPE block. A GPA of 2.5 is also required for admission. The following courses are taken as a 15-credit block:

ELEM	301/Observation and Participation
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RDLA 304/Reading/Language Arts in Elementary Education  
ELEM 326/Social Studies/Science in Elementary Education  
ELEM 483/Creative Arts in the Elementary School  
ELEM 497/Selected Topics in Elementary Education  
MATH 342/Teaching Mathematics in the Elementary School  
PHED 496/Survey of Teaching Health, Physical Education, and Safety in Elementary Grades

**ELEM 103/Introduction to Elementary Education      1 cr.**

(every semester)

Examines the functions and organization of the elementary school, with emphasis upon current trends in education. Explores teacher roles and responsibilities. Coordinates guided observations with theory and readings from contemporary professional literature. Field trips may be required at student expense.

**ELEM 203/Child Growth and Learning      5 cr.**

(every semester)

The systematic study of children in the elementary school environment emphasizing the application of psychological principles as a basis for classroom procedures. The descriptive and predictive factors affecting the developmental growth patterns of children including socialization, motivation, and individual differences related to the learning process. Concepts of testing and student assessment techniques along with test construction and test interpretation are stressed.

**ELEM 292/Analysis of Classroom Behavior      2 cr.**

(every semester)

An integrated course coordinating theory and field experience in analyzing specified teacher and student behaviors. Additional emphasis is on learning centers, developing and implementing an instructional design in micro-teaching episodes.

**ELEM 301/Observation and Participation      5 cr.**

(every semester)

Coordinates theory and practice. Guided observation of and participation in teaching. Field trips may be required at student expense.

**ELEM 307/Environmental Awareness      3 cr.**

(occasionally)

*Prerequisite:* Non-departmental majors require permission of instructor

Study of the environment and methods of expanding educational activities to the out-of-doors; field work with public schools; readings, discussions, and evaluations. P/U grading.

**ELEM 326/Social Studies/Science      3 cr.**

**in Elementary Education**

(every semester)

Brings principles of developmental, behavioral, and cognitive psychology into practice in planning and teaching science and social studies lessons and developing integrated thematic units; links instruction and assessment in a constructivist setting; focuses on creating performance-based assessments; provides extensive opportunities for collaborative planning and team teaching. Prepares teachers to implement New Jersey Core Curriculum Content Standards and familiarizes them with New Jersey's statewide assessments: Elementary School Performance Assessment (ESPA) and Grade Eight Performance Assessment (GEPA). The course includes a field placement as well as instruction in the college classroom.

**ELEM 483/Creative Arts in the Elementary School      1 cr.**

(every semester)

This course emphasizes the integration and application of the creative arts to the elementary school curriculum and demonstrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

**ELEM 489/Student Teaching      10 cr.**

(every semester)

The student teaching experience will be completed in a professional development school or in other schools. The student teacher gradually assumes responsibility for planning, teaching, and directing the learning activities of the class. Each student teacher is supervised by college supervisors and cooperating teachers. A minimum GPA of 2.75 is required for entrance to student teaching.

**Senior Professional Experience**

**(to be taken as a block)**

(every semester)

ELEM 497/Seminar in Diversity and Multiculturalism

ELEM 489/Student Teaching

RDLG 422/Diagnosis of Reading Difficulties

**ELEM 497/Topics in Elementary Education      1-6 cr.**

(every semester)

In-depth study and/or field experience in current or specialized topics in elementary education selected by the faculty and approved by the department. The seminar in diversity and multiculturalism is a special topics course.

**ELEM 498/Independent Study in  
Elementary Education**

(every semester)

*Prerequisite:* Departmental approval

An independent study of an aspect of elementary education chosen through consultation between the student and a faculty adviser.

**Early Childhood Education**

Effective teachers must have a broad background of knowledge. In addition to providing the specific training for a teacher of young children, The College seeks to enable each student to acquire a liberal education. The early childhood specialization courses are designed to increase knowledge in specific areas as well as to prepare for future teaching. Actual participation in the schools begins in the freshman year. In the sophomore course Guiding the Learning Experiences of Young Children, the student not only learns about young children but also observes and participates in the activities of a nursery school.

For one semester in the junior year, each student engages in professional experiences. While studying and learning the techniques of teaching mathematics, reading, science, social studies, creative arts, and multicultural education, the student also will observe children and teachers as they engage in the process of learning and teaching. The students will participate in the activities and gain experience in planning, organizing, and directing the learning experiences of children. A study of developmental growth as a determiner of learning, and psychological principles as a basis for classroom procedures are also studied in the junior year.

Student teaching in the senior year is under the direction of a college supervisor and a cooperating teacher in a school.

The first year of a student's program of study is set out below. Students should consult with their departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

**ECED/Art**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
An Additional Math*		3
ART	101/Foundations of Art (Major Section)	3
ART	114/Color Theory Practice	2
ART	116/Design	2
IDSC	151/Athens to New York	3
ECED	105/Introduction to Early Childhood Ed.	1
SPED	101/Exceptional Populations in Society	3
Natural Sciences*		3
ECED	099/Departmental/School of Education Seminar 0	
	<b>Total for year</b>	<b>34</b>

**ECED/Biology**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
BIOL	183, 184/General Biology I, II	8
CHEM	201, 202/General Chemistry I, II	8
SOCL	101/Introduction to Sociology	3
ECED	105/Introduction to Early Childhood Ed.	1
SPED	101/Exceptional Populations in Society	3
ECED	099/Departmental/School of Education Seminar 0	
	<b>Total for year</b>	<b>32</b>

**ECED/English**

RHET	101,102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
An Additional Math*		3
IDSC	151/Athens to New York	3
SOCL	101/Introduction to Sociology	3
Natural Sciences*		8
ECED	105/Introduction to Early Childhood Ed.	1
ART	101/Foundations of Art	3
SPED	101/Exceptional Populations in Society	3
ECED	099/Departmental/School of Education Seminar 0	
	<b>Total for year</b>	<b>33</b>

**ECED/History**

RHET	101, 102/Rhetoric I, II	6
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MATH	101/Foundations of Math I	3
An Additional Math*		3
IDSC	151/Athens to New York	3
ECED	105/Introduction to Early Childhood Ed	1
HIST	131/World History I	3
HIST	132/World History II	3
ECED	099/Departmental/School of Education Seminar	0
HIST	125/Intro. Seminar in History	3
SPED	101/Exceptional Populations in Society	3
ART	101/Foundations of Art	3
SOC	101/Introduction to Sociology	3
	<b>Total for year</b>	<b>34</b>

#### **ECED/Mathematics**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	200/Princ. of Math	3
MATH	127, 128/Calculus I, II	6
PHYS	201, 202/General Physics I, II	4
ECED	105/Introduction to Early Childhood Ed.	1

\*Consult adviser for appropriate courses.

ART	101/Foundations of Art	3
ECED	099/Departmental/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MATH	205/Introduction to Linear Algebra	3
	<b>Total for year</b>	<b>34</b>

#### **ECED Mathematics/Science/Technology (M/S/T)**

RHET	101, 102/Rhetoric I, II	6
SPED	101/ Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Science (Group A)		8
ECED	105/Introduction to Early Childhood Ed.	1
Math (Group B)		6
STEC	161/Creative Design	3
TSNG	171/Intro. To Hum. Tech. Behav.	3
	<b>Total for year</b>	<b>33</b>

#### **ECED/Music**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
MUSC	160/Music Fundamentals	3
MUSC	251/History and Literature Anal. I Classical	2
MUSC	261/Harmony	2
Performance Lessons		2
Ensemble		1
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Natural Sciences*		8
ECED	105/Introduction to Early Childhood Ed.	1
ECED	099/Departmental/School of Education Seminar	0
	<b>Total for year</b>	<b>34</b>

#### **ECED/Psychology**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I	3
An Additional Math*		3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Natural Sciences*		8
PSYC	101, 102/Introduction to Psychology I, II	6
(Special Section)		
ECED	105/Introduction to Early Childhood Ed.	1
ECED	099/Departmental/School of Education Seminar	0

<b>Total for year</b>	<b>33</b>
<b>ECED/Sociology</b>	
RHET 101, 102/Rhetoric I, II	6
STAT 115/Statistics I	3
STAT 116/Statistics II	3
SPED 101/Exceptional Populations in Society	3
IDSC 151/Athens to New York	3
Natural Sciences*	8
SOCL 101/Introduction to Sociology	3
ECED 105/Introduction to Early Childhood Ed.	1
ART 101/Foundations of Art	3
ECED 099/Departmental/School of Education Seminar 0	
<b>Total for year</b>	<b>33</b>

<b>ECED/Spanish</b>	
RHET 101, 102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
MATH (from approved list)	3
MATH 101/Foundations of Math I	3
ECED 105/Introduction to Early Childhood Ed.	1
ELEM 099/Departmental/School of Education Seminar	0
SPED 101/Exceptional Populations in Society	3
SOCL 101/Introduction Sociology	3
ART 101/Foundations of Art	3
SPAN 203/Span. Grammar Review	
<i>or</i>	
SPAN 211/Inter. Span. Comp./Conv.	
<i>or</i>	
SPAN 220/Int. Span. Nat. Speaker I	6
<b>Total for year</b>	<b>31</b>

\*Consult adviser for appropriate courses.

### **Junior Professional Experience for Early Childhood Education Majors**

*Prerequisite:* Junior standing in early childhood education Successful completion of previous professional courses is required before admission to the JPE block. Course ECED 314, RDLG 316, ECED 319, ELEM 483, ELEM 497, MATH 340, and PHED 494 are to be taken as a block of study. A GPA of 2.5 is also required for admission.

### **Requirements for the Professional Major in Elementary Education**

Thirty (30) credits in professional courses including an introductory course, ELEM 103 and the sophomore professional experience, ELEM 292. The junior professional experience is a block of courses including ELEM 301, ELEM 326, RDLG 304, MATH 342, PHED 496, ELEM 483, and ELEM 497. RDLG 422 is taken with ELEM 489 Student Teaching. Additionally ELEM 203 is taken in the sophomore year.

### **Requirements for the Professional Major in Early Childhood Education**

Thirty (30) credits in professional courses including an introductory course, ECED 105 and the sophomore professional experience, ECED 206. The junior professional experience is a block of courses including ECED 314, ECED 319, RDLG 316, MATH 342, and PHED 496. ECED 491, ELEM 497, and RDLG 422 are taken with ELEM 489 Student Teaching. Additionally, RDLG 205 is taken in the sophomore year and ECED 340 in the junior year.

As part of their degree program, students in elementary education and early childhood education must complete both a professional and academic major. A single degree is awarded. Academic majors are: art, biology, English, history, mathematics, mathematics/science/technology, music, Spanish, psychology, or sociology.

Upon graduation with a professional major in either elementary education or early childhood education, the student receives the Bachelor of Science degree and is eligible for certification to teach pre-school through grade eight in the public schools of New Jersey. Candidates for a teacher certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the PRAXIS before the New Jersey Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a mentoring fee during his or her first year of teaching.

### **Requirements for the Academic Majors in Elementary and Early Childhood Education**

#### **ELEM/ECED—Art**

Forty-five credits including ART 101, 105, 114, 116, 180, 201, 202, 211, 230, 280, 348, 394. Three credits in an art history option and five/six credits in crafts options. In addition eight/nine credits are taken in art studio/history/crafts/art therapy/ computer graphics options.

**ELEM/ECED—Biology**

Major requirements include BIOL 321, 261, and eight credits of biology options. In addition, CHEM 353, 354, and PHYS 191\* and 192.\* Additional requirements are BIOL 211, 498, ART 101, CHEM 201, 202.

\*May substitute PHYS 201-202 [*Calculus prerequisite*].

**ELEM/ECED—English**

Thirty-six credits include ENGL 201, 235, 236, 206, or 207, 228, 229, 202, 497. Twelve credits of literature courses at the ENGL 300 to 400 levels.

**ELEM/ECED—History**

Forty-two credits including a freshman seminar in history, World History, HIST 131, 132, U.S.-Latin American, HIST 261-280, 368-385. In addition, Ancient-Renaissance-Reformative 3 cr., HIST 201-210; 222; 311-312; Modern Europe 3 cr., HIST 215-230; 234-235; 301-310; 312-320. Six credits in African-Asian History, HIST 233; 251-259; 330. HIST 498, three credits and nine credits in history options (200-400 level). Additionally, HIST 455, three credits.

**ELEM/ECED—Mathematics**

Forty-two credits including MATH 200, 205, 229, 230, 305, 306, 316, 351, 410. CMSC 115. In addition, nine credits of math options—upper level.

**ELEM/ECED—Music**

Thirty-two credits include MUSC 251, 252, 351, 271, 272, 261, 262, 263, 381, 383, 240, 280, 340, 380. Lessons and Ensembles: Performance Lessons, eight credits; Class Lessons, three credits including two for piano and one for other. Additionally, Ensembles, three credits; primary two and optional one.

**ELEM/ECED—Psychology**

Thirty-five-thirty-eight credit hours including PSYC 101, 102, 203, and 301. Choice of one or more; PSYC 222, 224, 325. Choice of one or more, PSYC 311, 312. Choice of one or more, PSYC 313, 314. Choice of two or more, PSYC 315, 316, 331. Choice of one or more PSYC 303, 319, 366, 398, and 443. Capstone Experience—choice of one, PSYC 477, 490, 491, 492, 499. Psychology options three–six credits.

**ELEM/ECED—Sociology**

Thirty credits, including SOCL 101, SOCL 201, SOCL 301, SOCL 302, SOCL 401, and SOCL 496. Sociology majors must also take STAT 115 and STAT 116.

**ELEM/ECED—Spanish**

Thirty-six credits including Language Studies, six credits. Select from SPAN 203, 211, 220, 221, 350, 371. Studies in Literature six credits, Culture Studies six credits, Spanish three credits, Spanish Literature six credits select from SPAN 323, 341, 367, 425, 435, 410. Spanish-American Literature six credits, select from SPAN 314, 316, 327, 330, 331, 344, 348, 414, 417, 418. Senior Seminar (choose one) SPAN 360, 499, or MDLA 390.

**ECED 105/Introduction to Early**

**1 cr.**

**Childhood Education**

(spring)

Overview of the profession and programs of early childhood education with emphasis on current trends; explores the range and types of developmentally appropriate early education programs in the United States; includes guided observation coordinated with theoretical background and readings from contemporary professional literature. Required field trips at student expense.

**ECED 206/Guiding the Learning Experiences**

**2 cr.**

**of Young Children**

(fall)

Study of the needs of young children; significance of experience to development; importance of indoor and outdoor materials and equipment; the role of teacher; basic principles and practices in teaching young children; history of early childhood education; and observation and participation in a child care setting.

**ECED 314/Observation and Participation**

**5 cr.**

(every semester)

*Prerequisites:* Junior standing in early childhood education; successful completion of previous professional courses is required before admission to the JPE block. Courses ECED 314, ECED 319, RDLG 316, PHED 494, and MATH 340, ELED 491, and ELEM 497 are to be taken as a 13-credit block of study Theory and experience in teaching the nursery-kindergarten primary grades. Demonstrations, observations, and guided participation. An interdepartmental seminar with faculty of the teaching center and several college departments. Focus on addressing state and national standards. Field trips may be required at student expense.

**ECED 319/Social Science and Science  
in Early Childhood Education**

**3 cr.**

(every semester)

Examines the purpose, scope, and sequence of social science and science instruction in early childhood education. Develops methods of teaching social science and science to the young child at the preschool, primary and intermediate (pre-K–Grade 6) with a focus on pre-K–3 school levels. Focus on addressing state and national standards.

**ECED 340/Development and Learning  
of Young Children**

**4 cr.**

(3 class hours, 2 lab hours)

(spring)

The young child in the educational setting; developmental growth as a determiner of human learning; socialization, motivation, individual differences; and psychological principles as a basis for classroom procedures. Field trips may be required at student expense.

**ECED 489/Student Teaching**

**10 cr.**

(every semester)

*Prerequisites:* Senior standing in early childhood education; successful completion of previous professional courses before admission to the senior professional experience block

Student teaching during the senior year is under the direction of a college supervisor and a cooperating teacher. The student teaching experience will be completed in a professional development school or in other schools. The student teacher gradually assumes responsibility for planning, teaching, and directing the learning activities of the class culminating in two weeks of full-time classroom management. A minimum GPA of 2.75 is required for entrance into student teaching.

**ECED 491/Creative Learning Experience  
for Young Children**

**2 cr.**

(every semester)

Emphasizes the integration and application of the creative arts to the early childhood school curriculum and illustrates how the arts serve to enrich, extend, and intensify learning experiences across a broad range of curricular fields.

**ECED 498/Independent Study in Early  
Childhood Education**

**1-3 cr.**

(every semester)

*Prerequisite:* Departmental approval

An in-depth independent study of an aspect of early childhood education chosen through consultation between the student and a faculty adviser.

## **Instructional Computing Development**

**INCD 240/Computer Literacy**

**3 cr.**

(3 class hours)

(every semester)

Develops computer literacy in use of hardware, software, and applications to teaching and learning; builds competencies in the creation of files for word processing, mail merge, databases, spreadsheets, graphics, e-mail, Internet research, and Web/home page development; examines the historical, ethical, and social aspects of computer technology.

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## **Health and Physical Education**

*Faculty:* Hill, Chair; Chilakos, Cochrane, Fisher, Herzstein, Hoffman, Kang, Malley, Oshel

The Department of Health and Physical Education prepares students as K–12 teachers and for health promotion professions.

Students who have matriculated in health and physical education must complete their major required courses within the health and physical education department at The College of New Jersey unless special permission is granted by the student's program director to allow completion of a major required course at another college.

The department will not accept a grade below C in any health and physical education subject required in the academic major from a transfer student.

In agreement with The College policy, a combination of transfer credits and credit by examination may not exceed 83 credits; however, the health and physical education department reserves the right to specify certain courses which must be taken at The College of New Jersey before the student will be permitted to enroll in student teaching or a practicum and internship.

The department maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major component of the program, fulfilling department requirements, and/or teacher certification requirements.

### **Requirements for the Major**

Thirty-seven credits in common core courses are required for health and physical education students. This requirement applies to the teaching and non-teaching options. An additional 31 credits are required in the health and physical education department as part of the professional sequence courses.

*Certification*—(0–3 course credits)

All health and physical education students are required or advised to earn certificates in the following:

- Emergency Care (Required)—no credit
- Water Safety (Recommended)—no credit
- Coaching (Recommended)—3 credits
- Driver Education Teacher Certification (Recommended)—3 credits
- Teacher Certification

## **Health and Physical Education: Teacher Preparation Option**

Applicants must be interviewed by members of the faculty and must take a physical fitness/performance test. Students will be tested in their freshman year, in their sophomore year as part of the admission requirements to junior-level courses, and in their junior year prior to being permitted to register for their senior student teaching experience.

Additionally, students are required to attend at least one professional meeting/conference per semester. Proof of attendance must be submitted to the student's adviser.

Health and physical education students are prepared with a background in general education. Most course work consists of specialized health and physical education subjects. Class work and activity skills are combined in the physical education courses to cover all facets of this major. Practical teaching experience is provided on the elementary and secondary levels. Health and physical education majors are expected to participate in the intercollegiate, intramural, and club programs and be members of the department majors' clubs, as well as state and national professional organizations.

Students who apply for transfer into the department must have established a minimum cumulative average of 2.75 for teacher education certification preparation.

All teacher-preparation students must apply for admission to teacher education prior to the junior professional experience and:

1. Have a 2.75 overall cumulative average;
2. Have a 2.75 cumulative average in HPE courses;
3. Have successfully completed PHED 292/Field Experience I;
4. Present evidence of involvement in professional, departmental, campus, and community activities;
5. Pass the physical fitness test;
6. Have recommendations from three full-time HPE faculty members they have had in class;
7. Have demonstrated ethical and professional behavior;
8. Be approved by the Department Selection and Retention Committee; and
9. Earn a C- or above in major courses.

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher education candidate also will have to pay a fee during his or her first year of teaching.

The teaching option provides not only a high-quality but a cutting-edge program that is consistent with the standards of the National Association for Sport and Physical Education (NASPE) and the National Council for the Accreditation of Teacher Education (NCATE). The program culminates in the preparation of exemplary health and physical education K-12 teachers who collaborate with other professionals to teach the whole child while achieving the goals of content mastery, professionalism, and pedagogical expertise common to the preparation of all teachers. The objectives of the program present TCNJ graduates as reflective, inquiry-oriented, pre-professionals who are cognizant of equity and diversity issues, competent in their subject matter, and able to select instructional strategies best suited for the varying needs of their students.

## **Health and Physical Education: Non-Teaching Option—Health Promotion Professions**

Students selecting the non-teaching curriculum must complete 37 credits listed as major common core courses and 31 credits within the professional sequence which are designated courses for the non-teaching option students.

Students interested in pursuing non-teaching careers in health promotion, wellness, sports medicine, and other related professions such as physical therapy, cardiac rehabilitation, and exercise science will develop their academic programs on an individualized basis with their advisers.

Requirements for the non-teaching option:

1. 2.0 cumulative grade point average in major courses.
2. A grade of C- or above will be accepted for major courses.
3. A current CPR certification is required for the practicum and internship field experience.
4. Annually passing the departmental fitness test.
5. Present evidence of involvement in departmental or professional activities.

## **Pre-Physical Therapy Professional Counseling**

The health and physical education department **does not have an approved curriculum in physical therapy**; however, the department recognizes the expanded professional career opportunities for the student who successfully completes the recommended programs of physical therapy. A significant number of qualified students from this department have been accepted into schools offering the postgraduate certificate in physical therapy. All have completed the prescribed health and physical education curriculum at The College of New Jersey.

## **Driver Education—Teacher Certification**

(recommended elective)

Students who complete the traffic safety course, SAFT 335, with a degree in a secondary school teaching discipline will be certified to teach three phases (classroom, simulation, behind-the-wheel) in the public high schools of New Jersey. Teaching certification in driver education is highly recommended for those students planning to teach at the secondary level.

## **Health and Physical Education: Coaching Certification Option**

### **PHED 307/Principles and Problems of Coaching**

Course includes national coaching certification requirements. Students interested in coaching at the interscholastic level are advised to complete the coaching course which contains the American Sports Education Program (ASEP) certification. The ASEP certification is regarded as one of the top coaching certifications in the country.

## **Elective Physical Education**

All students are invited to elect any of the following lifetime sport activity courses for pleasure and to develop satisfactory skills for participation in adult life. These courses may be used as electives.

**PHED 098/Water Safety Instructor**                           **0 cr.**

(two 55-min/sem.)

(annually)

*Prerequisite:* Current senior lifesaving certification

Demonstration and analysis of American Red Cross required swimming and lifesaving skills. Theoretical principles and practical skills involved in teaching Red Cross swimming, lifesaving, and water safety courses.

**SAFT 099/Emergency Care**                           **0 cr.**

(two 80-min/sem.)

(every semester)

Basic safety and emergency first aid knowledge and skills with opportunity to attain American Red Cross CPR and first aid certification.

**PHED 113/Judo**                                   **1 cr.**

(two 80-min/qtr.)

(every semester)

Fundamental skills, rules, and tactics.

**PHED 116/Yoga**                                   **1 cr.**

(every semester)

Bodily postures, relaxation, breath control, and mental concentration.

**PHED 125/Weight Training**                           **1 cr.**

(two 80-min/qtr.)

(every semester)

Fundamental skills of weight training including safety measures and an understanding and appreciation of weight training to individual and team development.

**PHED 131/Golf**                                   **1 cr.**

(two 80-min/qtr.)

(every semester)

Development of golfing skills, plus knowledge of basic rules and etiquette. Field trips may be required at student expense.

**PHED 153/Basketball**                           **1 cr.**

(two 80-min/qtr.)

(every semester)

Development and use of basic skills and game strategies plus a study of the rules accompanied by introduction to applicable teaching techniques and methodologies.

**PHED 155/Track and Field**                           **1 cr.**

(two 80-min/qtr.)

(every semester)

Development and analysis of skills, events, rules and conditioning comprising a track program for men and women accompanied by introduction of teaching techniques and methodologies.

**PHED 159/Softball**                                   **1 cr.**

(two 80-min/qtr.)

(annually)

Development and use of basic skills and game strategies plus a study of the rules accompanied by introduction to applicable teaching techniques and methodologies.

**PHED 162/T'ai Chi Chuan**                           **1 cr.**

(one 80-min/sem.)

(every semester)

An introductory Chinese martial arts course performed through up to 96 postures. Techniques increase balance, range of motion, general muscle tone, and are excellent for stress reduction.

**PHED 212/Tennis** **1 cr.**

(two 80-min/qtr.)  
(every semester)

Basic skills: forehand and backhand drives, serve and volley, rules and strategy.

## Major Courses

**HPED 172/Foundations I: Critical Issues** **3 cr.**

(fall)

This course is designed to introduce students to the critical issues in physical education, fitness, sports, and health promotion. Changing philosophies and basic concepts will be discussed. Professions related to physical education, sports, fitness, and health wellness will be included.

**HPED 182/Team Sports I** **2 cr.**

(meets two times/week, fall)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three team sports activities. Primary emphasis on knowledge of the skills and methodology. (Suggested sports: softball, soccer, and basketball.)

**HPED 183/Team Sports II** **2 cr.**

(meets two times/week, spring)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three team sports activities. Primary emphasis is on knowledge of the skills and methodology. (Suggested sports: volleyball, field hockey, and lacrosse.)

**HPED 272/Foundations II: Fundamental Movement** **2 cr.**

(two 80-min/sem.)  
(spring )

Study of the concept and underlying principles of movement; application of these principles to sports and dance.

**HPED 274/Concept-Based Fitness** **2 cr.**

(every semester)

This course is designed to provide the student with a broad background in the principles of fitness conditioning and exposure to various types of fitness activities. Instruction will be given in procedures for self-evaluation as well as the development of an individualized exercise program for the development of health and physical fitness.

**HPED 282/Individual and Dual Sports** **2 cr.**

(every semester )

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three individual and dual sports activities. Primary emphasis is on knowledge of the skills and methodology. (Suggested sports: golf, tennis, badminton, and racquetball.)

**HPED 293/Developmental Activities** **2 cr.**

(spring)

Develop competence and ability to teach complex motor skills related to dance, gymnastics, and elementary games. These experiences develop conceptual understanding.

**HPED 372/Foundation III: Prevention and Care of Sports Injuries** **2 cr.**

(two 80-min/lab sem.)

(every semester)

*Prerequisites:* PHED 203, 204

Principles, organization, and administration of training room facilities. Preventive and remedial athletic bandaging, analysis of common injuries, first aid and rehabilitation procedures, athletic training techniques.

**PHED 203, 204/Human Anatomy and Physiology** **6 cr.**

(two 80-min lecture, one 55 min lab each semester)

(annually; 203 fall and 204 spring)

*Prerequisites:* BIOL 181, 182

Structure and function of the various tissues, organs, and systems of the human body, with applications of structural and functional relationships pertinent to the professions of health and physical education.

**PHED 221/Theory and Practice of Aerobic Exercise** **3 cr.**

(two 80-min/sem.)

(every semester)

Cardiovascular fitness through dance and generic movement including knowledge of physiological, anatomical, and biochemical characteristics and values of aerobics. A small additional fee may be required.

<b>PHED 292/Field Experience I</b>	<b>2 cr.</b>
(one 55-min lecture, one 110-min lab)	
(every semester)	
Observation of methods, techniques, organizational procedures, philosophies, and teaching styles currently used in elementary, middle/intermediate, and high school health and/or physical education classes. Field trips may be required at student expense.	
<b>PHED 301/Kinesiology</b>	<b>3 cr.</b>
(two 55-min/sem., one 110-min lab/sem.)	
(every semester)	
<i>Prerequisites:</i> PHED 203, 204	
Scientific principles of mechanics as they relate to motor skills. Individual projects and independent research will be stressed in laboratory sessions.	
<b>PHED 302/Measurement and Evaluation of Health and Fitness Activities</b>	<b>3 cr.</b>
(two 80-min lab/sem.)	
(every semester)	
<i>Prerequisites:</i> 2.50 GPA. Minimum of five activity courses and PHED 205. Formal acceptance into teacher education. Current enrollment in PHED 390	
Development of a basic working knowledge in handling statistical data and an appreciation of testing and measuring in the improvement of health and physical education programs.	
<b>PHED 304/Adapted Kinetics</b>	<b>2 cr.</b>
(two 80-min lab/sem.)	
(every semester)	
<i>Prerequisites:</i> PHED 203, 204	
Organization and administration of corrective programs in schools. Types and causes of postural deviations, postural examination procedures, corrective exercise, programs, and equipment. Experience in individual corrective procedures.	
<b>PHED 307/Principles and Problems of Coaching</b>	<b>3 cr.</b>
(two 80-min/sem.)	
(every semester)	
An analysis of the multi-faceted problems that confront the present day coach of scholastic activities. Practical solutions for these problems sought. National coaching certification ASEP is available.	
<b>PHED 311/Physiology of Exercise</b>	<b>3 cr.</b>
(every semester)	
<i>Prerequisites:</i> PHED 203, 204	
Techniques, principles, and physiological requirements of exercise. Participation in individual fitness teams, development of exercise specificity in individual and group exercise programs, and the use of laboratory sessions and equipment in designing exercise protocol and assessing improved physiological function.	
<b>PHED 350/Nutrition, Exercise, and Energy Balance Research</b>	<b>3 cr.</b>
(two 80-min/sem.)	
(every semester)	
Focuses on research processes and communication skills applied to the role of exercise and proper nutrition in regard to their positive influence on weight control. Techniques for evaluating energy balance and planning for weight-loss programs are discussed in light of established scientific principles and procedures.	
<b>PHED 368/Outdoor Recreation</b>	<b>3 cr.</b>
(one 60-min/weekly)	
(every semester)	
Significance of outdoor recreation. Scope of natural resources and how they may be used for people's enjoyment. The responsibilities of agencies and organizations and the current and potential future problems facing outdoor recreation. Field trips may be required at student expense.	
<b>PHED 371/Outdoor Education</b>	<b>3 cr.</b>
(two 80-min/weekly)	
(every semester)	
Introduction to the development of outdoor recreation and school camping. Theories, practices, educational significance, organization, administration, and basic program concepts. Field trips may be required at student expense.	
<b>PHED 374/Motor Learning</b>	<b>3 cr.</b>
(fall)	
Study physical and psychological factors related to learning motor skills. Knowledge of motor skills will be applied to learning principles needed to teach physical education.	
<b>PHED 390/Methods and Materials of Health and Physical Education</b>	<b>3 cr.</b>
(two 80-min/sem.)	

(every semester)

*Prerequisites:* Formal acceptance into teacher education, and 2.75 GPA

Innovative strategies for facilitator/learner in the development of health and physical education programs. Emphasizes personalized and individualized learning.

**PHED 392/Field Experience II**

**2 cr.**

(one 55 min lecture, one 110 min lab)

(every semester)

*Prerequisites:* Current enrollment PHED 390, 2.50 GPA

Prepares prospective student teachers in physical education by providing visits to public and private schools of elementary, middle, and secondary levels. Physical education programs will be observed and discussed, and some teaching experience may be provided. Field trips may be required at student expense.

**PHED 393/Practicum I**

**3 cr.**

(every semester)

*Prerequisite:* PHED 301 or instructor's permission

Practical experience, observation, and participation in programs of corporate fitness/wellness, cardiac rehabilitation, physical therapy, or other health/wellness and sport promotion programs.

**PHED 400/Organization and Administration  
of Health and Physical Education**

**2 cr.**

(every semester)

*Prerequisites:* 2.75 GPA. Concurrent enrollment in PHED 490

Program organization and administration in health and physical education. Legal foundations, personnel functions, budget and finance, facilities and equipment, public relations, and professional organizations discussed.

**PHED 490/Student Teaching—  
Health and Physical Education**

**10 cr.**

(full-time—first or second semester)

*Prerequisite:* Meeting of all criteria for admission to student teaching

Full semester of student teaching during the senior year with approved teachers in selected schools of the state. Direct supervision by teachers and college supervisors. Observation, participation, and responsible teaching.

**PHED 493/Internship**

**12 cr.**

(every semester)

*Prerequisites:* PHED 393, 401, HLED 170, and current in CPR

Emphasis upon practical experience, research, observation, participation, organization, administration, and supervision in programs of fitness, wellness, cardiac rehabilitation, physical therapy, or other health/wellness and sport promotion programs. Students may not take more than one additional course (max. four credits) while doing an internship.

**PHED 496/Survey of Teaching Health, Physical  
Education, and Safety in the Elementary Grades**

**1 cr.**

(one 110-min/qtr.)

(every semester)

Designed to help individuals gain knowledge, assimilate information, and experience activities related to the teaching of physical education, health, and safety in grades K–8.

**PHED 497/Selected Topics  
in Physical Education**

**1-3 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics in physical education proposed by the faculty and approved by the department.

**PHED 499A–F/Independent Study  
in Physical Education**

**1-6 cr.**

(every semester)

*Prerequisite:* Approval of topic by department

For advanced student; in-depth study of a carefully defined area of physical education.

**SAFT 335/Driver Education**

**3 cr.**

(Teacher Certification)

(three 80-min lab/sem.)

(every semester)

Methodology relating to knowledge, skill, and psychological considerations in teaching driver education. Completing this course certifies students to teach driver education in New Jersey.

**HLED 160/Current Health and Wellness Issues**

**3 cr.**

(two 80-min/sem.)

(every semester)

Perspectives on the World: Social Sciences-Content

Investigates a broad range of health-related problems as they affect humankind in the environment.

**HLED 351/Stress Management**

**3 cr.**

(two 80 min/sem.)

(every semester)

Designed to help individuals relax, energize, and cope through learning strategies for desensitization to stressful situations, enhancement of self-image, and development of scientific relaxation techniques. A small additional fee may be required.

**HLED 353/Analysis of Drug Dependencies**

**3 cr.**

(two 80-min/sem.)

(every semester)

Analysis of drug dependencies and their effect on the individual and society. The use, misuse, and abuse of mood-modifying substances including tobacco, alcohol, and other drugs, both therapeutic and illicit. Implications for instruction in the public schools.

**HLED 356/Foundations of Sex Education**

**3 cr.**

(two 80-min/sem.)

(every semester)

Analysis of human sexuality, including human sexual response, value clarification, contraception, abortion, reproduction, social mores, homosexuality, sex research, and sex education. Curriculum design and implementation.

**HLED 358/Perspectives on Aging,**

**3 cr.**

**Death, and Dying**

(two 80-min/sem.)

(every semester)

Analysis of personal meanings of aging, death, and dying viewed from biological, psychosocial, medical, and bioethical aspects. Roles of professionals in these areas and appraisal of current trends and research.

**HLED 456/Seminar: HIV Prevention Education**

**3 cr.**

(two 80-min/sem.)

(annually)

Transmission, risk reduction, psychosocial issues, community resources and services, current research findings, and issues relevant to prevention of HIV infection.

**HLED 459/Counseling for Health Issues**

**3 cr.**

(two 55-min/sem.)

(every semester)

Basic counseling techniques are applied to health-related areas. The health educator's role is examined as a counselor involved with students, schools, and the community.

**HLED 460/ Comprehensive School Health**

**3 cr.**

(two 80-min/sem.)

(every semester)

The programs of school and community health including their scopes, functions, organization, and administration, and their relationships to the needs of the total community are reviewed.

**HLED 480/Health Promotion Program**

**3 cr.**

**Management**

(every semester )

*Prerequisites:* HLED 172, PHED 204, PHED 301, PHED 311, PHED 393

An introduction to program management options for work-site health promotion systems. Emphasis will be placed on working within a corporate culture, examining the various opportunities for health promotion implementation while studying the impact these options have on human resource requirements.

Included in the course will be a unit focused on strength training and conditioning. Completion of this course, including all prerequisites, will assist in preparing the student for National Strength and Conditioning Association certification as a Certified Strength and Conditioning Specialist. NSCA examination fee at student's expense.

**HLED 497/Selected Topics in Health**

**1-6 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics proposed by the faculty and approved by the department. The course may be repeated each time the content changes.

**HLED 499A–F/Independent Study in Health**

**1-6 cr.**

(every semester)

*Prerequisite:* Approval of topic by department; for advanced students

In-depth study of a carefully defined area of health.

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## **Language and Communication Sciences**

*Faculty:* Blair-Larsen, Chair; Cheek, Garrett, Hornyak, Johnson, Kamen, Rubin, Smith, Speaker, Taylor, Wong, Wu

The Department of Language and Communication Sciences offers a minor in communication disorders. The communication disorders minor provides the prerequisites necessary to prepare students for graduate study in speech/language pathology or audiology. The program consists of seven courses, considered by the accrediting agency, ASHA, as essential to the students seeking admission to graduate programs in the field. These courses would be elected and taken in addition to the student's designated undergraduate major. The department also administers The College's Speech and Hearing Center where graduate students complete part of their clinical practicum requirements under the supervision of clinical faculty and staff.

The Department of Language and Communication Sciences also offers undergraduate courses in reading, language arts, and children's literature.

### **Reading**

The Department of Language and Communication Sciences administers The College of New Jersey Reading Center which provides diagnostic and corrective services for children and adolescents who are experiencing reading problems. The center also provides an instructional setting for undergraduate and graduate students enrolled in departmental courses.

**RDLG 090/Introduction to Reading and Study Skills**      **3 cr. (additive)**

**(annually-fall)**

*Prerequisite:* Reading placement examination

An introductory course; part of the basic skills requirement. Emphasis is on the development of comprehension skills, basic vocabulary skills, study skills, and writing skills.

**RDLG 098/Reading and Study Skills**      **3 cr. (additive)**

**(every semester)**

Deals with the systematic development of vocabulary, reading, listening comprehension, and study skills with a special emphasis on the higher-order thinking skills.

**RDLG 205/Children's Literature and Storytelling**      **3 cr.**

**(every semester)**

Perspectives on the World: Literature

A multimedia approach to children's books. Includes the historical background of both literature and book illustrating, criteria for selection of children's books, child development and children's literature, reading interests of children; classic and current books; topical issues; history of storytelling; techniques of presenting stories; extensive examination and reading of many books.

**RDLG 304/Reading/Language Arts in Elementary Education**      **3 cr.**

**(every semester)**

Nature and organization of reading/language arts programs in the elementary school; methods and materials; guided observations and experiences in teaching reading/language arts in an elementary school classroom. Examination of factors that influence literacy development of children.

**RDLG 316/Reading/Language Experiences for Young Children**      **3 cr.**

**(every semester)**

Nature and organization of reading and language arts programs in early childhood education; methods and materials; guided observations and experiences in teaching reading and the language arts in primary classrooms. Factors affecting literacy development of young children are investigated.

**RDLG 328/Teaching Reading in Middle through Senior High School**      **2 cr.**

**(every semester)**

A study of the theory and practice of teaching reading in the middle school, junior high school, and senior high school. Content includes: a study of the reading process; the identification and application of comprehension and study skills to be stressed in the content areas; the planning of directed reading activity; motivation for the reluctant reader; and the identification of problem readers with prescribed instructional remediation.

**RDLG 422/Diagnosis of Reading Difficulties**      **2 cr.**

**(every semester)**

General nature of reading difficulties; identification, appraisal, diagnosis, analysis, causes and corrective procedures. Emphasis is given to various diagnostic instruments including the informal reading inventory.

**RDLG 497/Topics in Reading**      **1-3 cr.**

**(every semester)**

In-depth study and/or field experience in current or specialized topics in reading and/or language arts selected by the faculty and approved by the department.

**RDLG 498/Independent Study in Reading and Language Arts**      **1-3 cr.**

**(every semester)**

*Prerequisite:* Departmental approval

An in-depth independent study of an aspect of reading and/or language arts chosen through consultation between the student and a faculty adviser.



*Prerequisites:* SPAU 318; permission of instructor

Aspects of identifying, rehabilitating and rehabilitating the aurally handicapped: screening tests, sound amplification, auditory training, speech reading, and speech conversation.

**SPAU 320/Introduction to Communication Disorders**      **3 cr.**

(3 class hours)  
(annually-fall)

*Prerequisites:* SPAU 305, 308, or permission of instructor

Study of the characteristics of the major types of speech-language disorders and their etiologies. The emphasis will be on accurately observing and recognizing these disorders in both children and adults and understanding the legal and professional responsibilities of speech-language pathologists.

**SPAU 420/Diagnosis and Treatment of Communication Disorders**      **3 cr.**

(3 class hours)  
(annually-spring)

*Prerequisites:* SPAU 305, 308, 311, 320, or permission of instructor

Study of the procedures, tests, and methods used by speech-language pathologists to diagnose and treat disorders of articulation, voice, fluency, and language.

**SPAU 495/Independent Study in Speech Pathology**      **1-6 cr.**

**Prerequisite:** Permission of instructor  
Study of a special topic with a related off-campus component, in close consultation with a member of the department.

**SPAU 498/Senior Studies in Speech Pathology and Audiology**      **1-6 cr.**

(3 class hours)  
(every semester)

*Prerequisites:* Permission of instructor; senior standing

Individual study, under faculty supervision, enabling students to engage in intensive investigation of an area of major specialization using research procedures.

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## Special Education

*Faculty:* Cohen, Dell, *Co-Chairs*; Anthony, Behre, Cohen, Dell, Johnson, McAuliffe, Rao, Rotter, Strassman

The Department of Special Education equips students with essential knowledge and skills to permit entry to the teaching profession as teacher of individuals with disabilities.

### Teacher of the Developmentally Handicapped

This curriculum is designed to prepare students for New Jersey certification as teacher of the handicapped. Preparation includes content and practice in teaching individuals with disabilities in cognition, emotional, physical, and/or neurological development. The New Jersey certificate for teaching individuals with disabilities does not distinguish between these diagnostic labels: the certificate establishes qualification to teach individuals with any one or combination of the above disabling conditions. (The department also offers a five-year dual certification in the education of the deaf and hard of hearing and elementary education leading to an MAT degree—see below.)

### Requirements for the Major

- Forty-four (44) credits in general education including SPED 101. (Consult The College's *Undergraduate Bulletin* or the undergraduate schedule of classes for acceptable courses.)
- Twenty-one (21) credits in additional general education requirements: INCD 240, PSYC 101, PSYC 222, PSYC 313, PSYC 224, PSYC 314, and three credits of electives.
- Twenty-nine (29) credits in major requirements: SPED 205, SPED 207, SPED 320, SPED 321, SPED 322, SPED 324, SPED 498, SPED 435, SPAU 311, department approved option.
- Thirty-one (31) credits in professional education: SPED 301, SPED 305, SPED 309, SPED 312, SPED 402, SPED 415, SPED 490.

### Admissions:

1. The department reserves the right to limit enrollments in the program when necessary or desirable.
2. Formal admission to the program is granted at the end of sophomore year only to those students who have met the departmental requirements as well as those of the School of Education and of The College.

3. Departmental application forms must be filed by students desiring to transfer from other departments in The College. The application includes a written response to a designated topical question. Interviews of applicants may be required. Acceptance decisions are made the week prior to spring registration.
4. Proficiency level of all students admitted to the major will be continually assessed in the areas of oral language, spelling, writing, reading, and mathematics skills.

### **Academic Regulations**

As a result of New Jersey State Department of Education code revisions (section 6.11-5.1), a cumulative grade point average (GPA) of at least 2.75 is required for students to successfully complete their teacher education program and be recommended for certification and licensure. This requirement becomes effective September 2000 for all candidates entering their junior year. To help assure that students at The College of New Jersey meet their requirement by graduation: 1) admission to candidacy in all teacher education programs, following completion of 60 credits, will require a 2.5 minimum GPA; and 2) admission to student teaching in all teacher education programs will require a 2.75 minimum GPA, both also effective as of September 2000. Exceptions involving admission will be considered on an individual basis and granted upon approval of the chair of the department offering the program and the dean of education.

### **Transfer Students**

The program is sequential in nature and structured with courses offered only during certain semesters. Potential students are advised that this may prolong their programs by at least one year, in most cases. Transfer students that are accepted into the program must schedule courses with the advisement of the undergraduate coordinator.

Outside transfers must complete an admissions process through The College admissions office. Departmental review of external transfer applications occurs immediately subsequent to the dates published by The College for the application process. Interview of applicants may be required.

#### **Freshman Year**

##### **Fall Semester**

SPED	101/Exceptional Populations in Society	3
RHET	101/Rhetoric I	3
PSYC	101/Introduction to Psychology	3
MATH	105/Math. Struc. and Alg. for Educ. I	3
BIOL	181/Principles of Biology I	4
SPED	099/School of Education Seminar	0

##### **Spring Semester**

RHET	102/Rhetoric II	3
IDSC	151/Athens to New York	3
INCD	240/Comp Literacy	3
MATH	106/Math. Struc. and Alg. for Educ. II	3
BIOL	182/Principles of Biology II	4
<b>Total for year</b>		<b>32</b>

#### **Sophomore Year**

##### **Fall Semester**

SPED	205/Sophomore Professional Experience	3
PSYC	222/Child Psychology	3
PSYC	224/Adolescent Psychology	3
IDSC	252/Society, Ethics, and Technology	3
Humanistic and Artistic Perspectives		3
EDFN	403/The School in American Culture	3

##### **Spring Semester**

SPED	207/Growth and Development of the Exceptional Child: Birth to Eight	3
SPED	309/Language and Reading for Individuals with Disabilities	3
PSYC	313/Learning, Memory, and Motivation	3
SPAU	311/Language and Speech Development	3
Humanistic and Artistic Perspectives		3
<b>Total for year</b>		<b>33</b>

#### **Junior Year**

##### **Fall Semester**

SPED	305/Curriculum and Methods for Teaching Individuals with Disabilities	3
SPED	312/Assessment and Remedial Techniques for the Disabled: Language and Reading	3

SPED	320/Nature/Needs of Individuals with Mental Retardation	3
SPED	324/Nature/Needs of Individuals with Learning Disabilities	3
PSYC	314/Cognitive Psychology	3
	Humanistic and Artistic Perspectives	3

#### **Spring Semester**

SPED	321/Nature/Needs of Individuals with Emotional and Behavioral Disorders	3
SPED	322/Nature/Needs of Individuals with Multiply Disabling Conditions	3
SPED	415/Practicum: Junior Experience	6
SPED	435/Learning and Behavior Management	3
	<b>Total for year</b>	<b>33</b>

#### **Senior Year**

##### **Fall Semester**

SPED	301/Curriculum for Transition Planning	3
SPED	498/Seminar in Special Education: Advanced Research and Writing	3
SPED	Approved Elective	2
	Humanistic and Artistic Perspectives	3
	Perspectives on the World: Social Sciences	3
	General Education Elective	3

##### **Spring Semester**

SPED	490/Student Teaching	10
SPED	402/Seminar in Professional Issues and Practices	3
	<b>Total for year</b>	<b>30</b>

#### **SPED 101/Exceptional Populations in Society** 3 cr.

(2 class hours and observations)

(every semester)

Perspectives on the World: Social Sciences-Content

Investigates the historical, philosophical, and sociological implications of exceptional populations. Being exceptional is analyzed through literary perspectives. Overview is presented of characteristics, etiology, prevalence/incidence of, and delivery services for exceptional populations. Field trips are required at student expense.

#### **SPED 205/Sophomore Professional Experience** 3 cr.

(2 class hours, field experience)

(annually)

*Prerequisites:* SPED 101, departmental approval

Orientation to the educational resources and services available and essential to the disabled individual and the family. Emphasizes proper referral and use of resources in the schools, rehabilitation facilities, and other public and private agencies serving individuals with disabilities. Travel to field experience is at student expense.

#### **SPED 207/Growth and Development of the Exceptional Child: Birth to Eight** 3 cr.

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

This course considers the growth and development of children, focusing primarily on the physical, social, cognitive, and linguistic aspects of developmental changes as presented by the child with disabilities. An array of influences on the developing child are considered, from the biological to the cultural. The course presents a foundation in the development of typical children as well as discussion of the issues facing children and families of children who have exceptional educational needs. A limited number of field observations will be required at student expense.

#### **SPED 301/Curriculum for Transition Planning** 3 cr.

(3 class hours)

(annually)

*Prerequisite:* SPED 205

This course focuses on issues related to preparing students with all types of disabilities to make successful transitions from school to adult living. Topics include self-determination and person-centered planning, the transition planning process, legal mandates, family-centered practices, inter-agency collaboration, communication skills for successful collaboration, career exploration, supported employment, post-secondary education, and supports for independent living. Emphasis will be on planning curricula which maximize opportunities for independent living for young adults with disabilities.

**SPED 305/Curriculum and Methods for Teaching Individuals with Disabilities 3 cr.****Individuals with Disabilities**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, 205, departmental approval

This course integrates best practices, learning theory, and hands-on experience with the materials and processes needed to teach children with mild disabilities in a variety of contexts. Emphasis will be on mathematics, social studies, science, and cross-curricular and collaborative planning. Students will be required to develop and use a micro-teaching experience, and to analyze and adapt standard curriculum to the particular needs of learners with disabilities, in special classes and in inclusion settings.

**SPED 309/Language and Reading for Individuals with Disabilities 3 cr.****with Disabilities**

(3 class hours)

*Prerequisites:* SPED 101, 205, departmental approval

Basic understanding of the developmental processes and problems presented by individuals with disabilities in learning to read, write, and communicate effectively. Techniques and methodology in gaining insight into the nature and process of language development and reading. Methods and approaches for enhancing language development and teaching reading are presented and used, including direct instruction, basal systems, whole language, and language experience.

**SPED 312/Assessment and Remedial Techniques for Individuals with Disabilities: Language and Reading 3 cr.****for Individuals with Disabilities: Language and Reading**

(2 class hours, 2 lab hours)

(annually)

*Prerequisites:* SPED 309, departmental approval

Theories and practices related to language and reading problems of individuals with disabilities. The course includes using computer programs for reading instruction, and critical review of multicultural themes in reading materials. Laboratory work involves two hours per week of supervised experiences using corrective or remedial evaluation/teaching techniques. Field experiences at student expense are required.

**SPED 320/Nature/Needs of Individuals with Mental Retardation 3 cr.****Mental Retardation**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Examination of the nature of mental retardation: conceptual model, definitions, classification systems, and epidemiology. Investigation of etiological factors, behavioral correlates, affective and cognitive development. A study of students with mental retardation, including family relationships, residential options, best practices in education, advocacy, and rights.

**SPED 321/Nature/Needs of Individuals with Emotional and Behavioral Disorders 3 cr.****Emotional and Behavioral Disorders**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Introduction to types of behavior disorders; major concepts and historical antecedents of special education for students with emotional and behavioral disorders; assessment procedures and problems; origins of disordered behavior; and examination of conceptual models of emotional disturbance including psychoanalytic and behavioral approaches toward treatment and prevention.

**SPED 322/Nature/Needs of Individuals with Multiply Disabling Conditions 3 cr.****Multiply Disabling Conditions**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Introduction to various multiply disabling conditions with focus on primary disability and associated secondary conditions. Needs of multiply disabled individuals will be investigated in terms of learning and behavior problems, socio-emotional development, speech and language development, and mobility. Advances in technological support for persons with disabilities, and computer-assisted approaches in instruction are explored.

**SPED 324/Nature/Needs of Individuals with Learning Disabilities 3 cr.****Learning Disabilities**

(3 class hours)

(annually)

*Prerequisites:* SPED 101, departmental approval

Overview of learning disabilities as an interdisciplinary field and its historical development. Reviews the various theories, diagnostic approaches, and intervention strategies.

**SPED 387, 487/Faculty-Student Research 3 cr.***Prerequisites:* Permission of instructor; SPED 101, 205, 207; completion of at least 65 credits; minimum GPA of 2.5

The course provides the opportunity for a student, or a group of students, to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**SPED 402/Seminar in Professional Issues                    3 cr.**

**and Practices**

(3 class hours)

(annually)

*Prerequisite:* SPED 490

This course is designed to act as a student teaching seminar. Activities include specialized problem solving in professional issues, developing a model for professional development, analysis of instructional strategies, and direct observational assessment methodologies and tools.

**SPED 415/Junior Professional Experience                    6 cr.**

(annually)

(field experience each morning, weekly seminar)

*Prerequisites:* SPED 305, 312, departmental approval

*Corequisite:* SPED 435

Practicum in observation and participation in multiple contexts for children with and without disabilities. Observation of the developmental behavior and learning needs of children with varying abilities; developing and using instructional methods and materials recommended by cooperating teachers and college supervisors; and participation as a teacher assistant. Collaborative projects, strategy instruction, and adapting methods and materials to individual needs are emphasized. Field experiences are required at student expense.

**SPED 423/Methods for Teaching Intellectually                    3 cr.**

**Gifted and Talented Students**

(occasionally)

Strategies and learning activities with emphasis on the development of appropriate materials for the gifted and talented student. Attention will also be devoted to identification techniques and to the characteristics of the gifted and talented.

**SPED 435/Learning and Behavior Management                    3 cr.**

(annually)

*Prerequisite:* Departmental approval

*Corequisite:* SPED 415

Focus on theories of behavior change and classroom management strategies which can be applied to individuals with and without disabilities. Included are the theoretical foundations and applications of such procedures as behavior modification, reality therapy, self-monitoring, and goal setting. Relationship between active learning and self control is emphasized.

**SPED 476/Honors Independent Study                    3 cr.**

**SPED 477/Honors Independent Study                    6 cr.**

(occasionally)

*Prerequisite:* Departmental permission

An opportunity for advanced work in the honors program.

**SPED 490/Student Teaching                    10 cr.**

(annually)

*Prerequisites:* Senior standing and departmental approval

*Corequisites:* SPED 402

Teaching individuals with disabilities in approved special education programs under direct supervision of cooperating teachers and college faculty. Observation, participation, and effective teaching in special education settings is required.

**SPED 497/Selected Topics in Special Education                    1-3 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics in special education proposed by the faculty and approved by the department.

**SPED 498/Seminar in Special Education: Advanced                    3 cr.**

**Research and Writing**

(annually)

*Prerequisites:* Senior standing and departmental approval

Designed to have students explore current issues in special education and communicate their findings via completion of a written study project. Synthesis of previous learning (course work and field experience) is expected.

**SPED 499/Independent Study in Special Education                    1-6 cr.**

(occasionally)

Independent exploration of a specific topic under supervision of a faculty member. Could include a unique case study, exploration of a research topic, extensive reading in an area of interest, participation in department of interagency clinics, workshops, etc., or such other independent studies that would contribute to professional growth of the student.

## **Five-Year Dual Certification in the Education of the Deaf and Hard of Hearing and Elementary Education (MAT)**

*A five-year dual certification in education of the deaf and hard of hearing and elementary education leading to a Master of Arts in Teaching is available. Students will earn a bachelor's degree, without teacher certification, at the end of their fourth year. The degree will be in education of the deaf and hard of hearing and elementary education with an academic major. The course of study continues through the following summer and academic year and culminates with the earning of a master's degree and two certifications.*

The Master of Arts in Teaching degree in Education of the Deaf and Hard of Hearing/Elementary Education is designed for students who have completed high school and are first-time freshman and for transfer students from community colleges or other four-year programs. The program is based on the School of Education's conceptual framework for preparing exemplary professionals and meets all of the standards of the Council on Education of the Deaf (CED) as well as the requirements of the State of New Jersey for licensure as a teacher of the deaf or hard of hearing, K–12 as well as for licensure as an elementary level teacher. Students will earn a bachelor's degree without teacher certification, at the end of their fourth year. The bachelor's degree will be in the area of their academic major. The course of study, however, continues through the following summer and academic year and culminates with the students' earning a master's degree and two certifications. Students will need to meet all requirements of The College and School of Education as set forth for each degree.

Students enter the program as undergraduates, enrolling in courses in general education, elementary education, deaf studies, and a liberal arts major. Upon completion of all college requirements, a bachelor's degree (without teacher certification) in education of the deaf and hard of hearing and elementary education with a liberal arts major will be awarded after the fourth year of study. At the undergraduate level, a full major in the arts and sciences is incorporated into the program of study. Students select one of the following as a major: English, mathematics, history, biology, Spanish, psychology, sociology, or math/science/technology.

### **Academic Regulations**

In compliance with the State of New Jersey's regulations, a student must have a grade point average of 2.5 prior to enrolling in the junior professional experience block of courses. At the completion of the fourth year of study, the student's grade point average will be assessed to determine if the standard for graduate study at TCNJ has been met. Students must repeat a required departmental, academic sequence, or professional education course in which a grade of D or F has been received. Such a course may only be repeated one time. Students unable to meet departmental criteria as noted will be dismissed from the department. Dismissal will be made at the end of the academic year.

### **Transfer Student Standards**

The program is sequential in nature and structured with courses offered only during certain semesters. Potential students are advised that this may prolong their programs. Continued advisement is essential to timely program completion.

### **First-Year Sequence**

The first year of a student's program is set out below. Students should consult with their departmental advisers in planning the remainder of their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

#### **DHBI/Biology**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
BIOL	183, 184/General Biology I, II	8
CHEM	201, 202/General Chemistry I, II	8
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	101/Exceptional Populations in Society	3
SPED	099/School of Education Seminar	0
<b>Total for year</b>		<b>31</b>

#### **DHEN/English**

RHET	101,102/Rhetoric I, II	6
MATH	101/Fundamentals of Math	
plus one approved option		6
IDSC	151/Athens to New York	3
PSYC	101/Introduction to Psychology	3
Natural Sciences*		8
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	101/Exceptional Populations in Society	3
SPED	099//School of Education Seminar	0
<b>Total for year</b>		<b>32</b>

#### **DHHI/History**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Fundamentals of Math	
plus one approved option		6
IDSC	151/Athens to New York	3
HIST	131/World History I	3

HIST	132/World History II	3
HIST	125/Intro. Seminar in History	3
SPED	101/Exceptional Populations in Society	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SOCL	101/Introduction to Sociology	3
SPED	099/School of Education Seminar	0
<b>Total for year</b>		<b>33</b>

\*Consult adviser for appropriate courses.

#### **DHMA/Mathematics**

RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
MATH	200/Princ. of Math	3
MATH	127, 128/Calculus I, II	6
PSYC	101/Introduction to Psychology	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
MATH	205/Introduction to Linear Algebra	3
<b>Total for year</b>		<b>30</b>

#### **DHST/Mathematics/Science/Technology (M/S/T)**

RHET	101, 102/Rhetoric I, II	6
MATH	127, 128	6
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Science (Group A)		8
STEC	161/Creative Design	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
<b>Total for year</b>		<b>32 cr.</b>

#### **DHPS/Psychology**

RHET	101, 102/Rhetoric I, II	6
MATH	101/Foundations of Math I (plus one approved course)	6
STAT	115/Statistics I	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
PSYC	103, 104/Introduction Psychology I, II (Special Section)	6
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
<b>Total for year</b>		<b>30</b>

#### **DHSO/Sociology**

RHET	101, 102/Rhetoric I, II	6
STAT	115/Statistics I	3
STAT	116/Statistics II	3
SPED	101/Exceptional Populations in Society	3
IDSC	151/Athens to New York	3
Natural Sciences*		8
SOCL	101/Introduction to Sociology	3
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
<b>Total for year</b>		<b>32</b>

#### **DHSP/Spanish**

RHET	101, 102/Rhetoric I, II	6
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IDSC	151/Athens to New York	3
MATH	(from approved list)	6
SPED	220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing	3
SPED	099/School of Education Seminar	0
SPED	101/Exceptional Populations in Society	3
SPAN	203/Span. Grammar Review <i>or</i>	
SPAN	204/Span. for Heritage Speakers	3

*\*Consult adviser for appropriate courses.*

SPAN	211/Inter. Span. Comp./Conv.
<i>or</i>	

SPAN	217/Int. to Hispanic Culture	3
SPAN	241/Intro. to Literature in Span. I, II	6
	<b>Total for year</b>	<b>33</b>

<b>SPED 150/Manual Communication I</b>	<b>2 cr.</b>
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(2 class hours)

(every semester)

Introduction to American Sign Language and Conceptually Accurate Signing and the principles underlying these sign systems. Class time consists of reviewing vocabulary and using sign language in activities promoting conversational interaction. In addition, articles on sign language and deaf culture will be discussed. Limited to 15 students.

<b>SPED 160/Manual Communication II</b>	<b>2 cr.</b>
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(2 class hours)

(annually)

*Prerequisite:* SPED 150 or a beginners course in sign language

Expand on principles and skills introduced in SPED 150 (Manual Communication I) related to American Sign Language and Manually Coded English. Class time will consist of introducing new vocabulary and concepts and devoting increasingly larger amounts of time to the use of sign language in conversational interaction. In addition, articles on sign language and deaf culture will be discussed. Limited to 15 students.

<b>SPED 220/History and Philosophy of Programs and Services for the Deaf and Hard of Hearing</b>	<b>3 cr.</b>
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(3 class hours)

(annually)

History, philosophy, programs, culture, and legal issues as they relate to deaf and hard of hearing persons in American society. Examination of materials on health, education, and welfare with attention to resources and community agencies available for serving deaf and hard of hearing.

<b>SPED 250/Manual Communication III</b>	<b>2 cr.</b>
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(2 class hours)

(annually)

*Prerequisites:* SPED 150, SPED 160, SPED 220

(department majors and minors only)

To further develop receptive and expressive fluency in manual communication for application in practice. Grammatical aspects of American Sign Language (ASL) and conceptually accurate Manually Coded English (MCE) will be emphasized. Preparation to communicate professionally with deaf parents and to instruct students bilingually.

<b>SPED 330/Junior Practicum—Deaf and Hard of Hearing</b>	<b>2 cr.</b>
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(3 class hours)

(annually)

*Prerequisites:* SPED 340, SPED 350, junior standing in the major

Techniques for stimulating language arts in deaf and hard of hearing children. Planning and executing individual programs under guided supervision.

<b>SPED 340/Language Development for the Deaf and Hard of Hearing</b>	<b>3 cr.</b>
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(3 class hours)

(annually)

*Prerequisites:* Matriculation in the major and junior standing or declaration of deaf studies minor

Theoretical foundations of language development in the deaf and hard of hearing as compared to language development in the normally hearing child. Introduction to methods/techniques used to diagnose and develop receptive and expressive language skills through a variety of modes for children with hearing loss.

<b>SPED 380/Instructional Methods in the Education of the Deaf and Hard of Hearing</b>	<b>3 cr.</b>
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(3 class hours)

(annually)

*Prerequisites:* Matriculation in the major, junior standing, SPED 340

Nature of curriculum and instruction in schools and classes for the deaf and hard of hearing. Methods and materials, resources and projects designed for teaching deaf and hard of hearing students.

### **Deaf Studies Minor**

The deaf studies minor is open to all matriculated students who in their careers will want or need a professional orientation to deaf or hard of hearing individuals. The course of study introduces students to the communication problems and educational needs associated with deafness.

#### **Required Courses: (12 cr.)**

SPED 150/Manual Communication I	2
SPED 160/Manual Communication II	2
SPED 220/History and Philosophy of Programs and Services for the Deaf	3
SPED 250/Manual Communication IV	2
SPED 340/Language Development for the Deaf <i>or</i>	
SPAU 311/Language and Speech Development	3

*Choose six additional credits from:*

SPED 101/Exceptional Populations in Society	3
SPED 207/Growth and Development of the Exceptional Child: Birth to Eight	3
SPED 350/Manual Communications IV	3
SPAU 308/Anatomy and Physiology of Speech and Hearing Mechanism	3
SPAU 318/Introduction to Measurement of Hearing	3
SPAU 319/Aural Rehabilitation	3

Note: The Registrar allows you to **count only six credits of courses in your major** toward a minor. However, support courses offered in another department and required in your major may be counted; psychology courses may be an exception.

A form for filing with the registrar is available from the department office, Forcina Hall 308. Complete it while in your final course. Submit to deaf studies adviser for review and signature.

## **School of Engineering**

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**Dean: George N. Facas**

The School of Engineering is composed of two departments, engineering and technological studies. The Department of Engineering offers a program leading to the Bachelor of Science in Engineering Science degree. Graduates of this program are prepared for employment at the professional level or to pursue graduate studies. The program in technological studies prepares students for positions in business, industry, and government or to be teachers of technology education.

The College of New Jersey offers a Bachelor of Science in Engineering Science. The engineering program prepares students for careers in research and development, design, and engineering practice. The engineering program equips our graduates for entry-level positions as engineers in industry and places them on track for professional registration. The course of study in engineering will provide the opportunity to study an engineering specialty in one of the following engineering disciplines: computer, electrical, or mechanical engineering, or engineering management. The program also prepares a student for admission to graduate school to continue his or her education toward the MS or PhD in a recognized engineering or other technical specialty and other related advanced degrees.

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# **Engineering**

*Faculty: Czeto, Acting Chair; Asper, Bittner, Chang, Facas, Flynn, Hess, Katz, Kurland, Riederer, Sepahpour, Shelley, C.T. Shih, W.T. Shih, Tebbe*

The engineering science curriculum provides each student with a thorough understanding of why and how things work. It develops the ability to predict the effect on a proposed or existing design of different choices in the use of materials, form, and procedures. The curriculum is built on a core of general studies taken from many disciplines and taught by experts in those specific fields of study. It is also firmly based on a study of fundamental concepts in mathematics and physical sciences and is taught at a high level of intellectual challenge. The curriculum provides exposure to the theory of engineering and design that underlies all engineering specialties, while offering the student the opportunity to explore a particular engineering specialty in depth.

The TCNJ engineering program provides students with considerable exposure to laboratory experiences and is supported by excellent laboratory resources. Laboratory activities help develop skills in original design and develop a student's confidence in his or her ability to critique and improve a design. The engineering program at TCNJ is limited to undergraduate studies. Laboratories, therefore, are designed specifically for teaching, are relevant to the course material, and are kept accessible for students.

The engineering science program at TCNJ is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

## **Mission Statement**

The mission of the engineering department is to provide the student with a foundation in engineering and the underlying mathematics and sciences. The graduate of this program will have a mastery of engineering science and design which will enable him/her to pursue a successful career or continue graduate studies.

To achieve this mission within the context of a comprehensive liberal arts college that emphasizes small classes and attention to individual needs, the engineering department has established the following educational objectives:

1. To provide the students with the mathematical, computational, engineering, and communications skills necessary for the pursuit of a successful career;
2. To ensure that the students receive a broad engineering education, so that they can think across disciplines, while being able to specialize in a supported engineering area;
3. To foster the students' abilities to formulate problems, find practical and responsible solutions, and understand the impact of solutions within a global/societal context in a collaborative environment;
4. To develop the students' ability to design a system, component, or process that meets a desired need while encompassing economic, ethical, environmental, and human issues;
5. To develop the students' ability to design and conduct experiments, to analyze and interpret data, and to communicate the results effectively;
6. To develop the students' ability to use modern engineering tools and techniques in the design process;
7. To instill in the students a knowledge of diverse cultures, ethical and contemporary issues, and involvement in professional and community activities; and
8. To prepare the students for life-long learning, and encourage and promote professional registration.

## **Academic Policies and Standards**

A student may repeat any course without seeking approval. If a student wishes to repeat a course more than once, permission must be obtained from the chair of the engineering department and, if appropriate, the chair of the department offering the course. Permission to repeat a major course more than once will be granted only in cases of extreme extenuating circumstances, i.e., illness, financial, etc. When an engineering course is repeated, only the most recent earned grade is counted in the grade point average although all grades earned will appear on the student's transcript.

A student who has received two or more Ds or Fs in major courses will be subject to review by the departmental retention committee.

Seniors are required to take the Fundamentals of Engineering Examination for the Professional Engineer's License.

Given the nature of the engineering curriculum, it is extremely important to follow the recommended course sequence. Violations of this guideline may result in dismissal from the engineering major.

## **Engineering Program**

### **Computer Engineering Specialization**

#### **Freshman Year**

##### **Fall**

RHET	101/Rhetoric I	3
MATH	127/Calculus I	3
PHYS	201/General Physics I	4
CHEM	201/General Chemistry I	4
ENGR	142/Fundamentals of Engineering Design	3
ENGR	095/Introduction to Engineering	0
ENGR	091/Engineering Seminar I	0

##### **Spring**

RHET	102/Rhetoric II/Technical Writing	3
MATH	128/Calculus II	3

PHYS	202/General Physics II	4
IDSC	151/Athens to New York	3
STEC	161/Creative Design	3
ENGR	092/Engineering Seminar II	0
	<b>Total for year</b>	<b>33</b>

#### **Sophomore Year**

##### **Fall**

MATH	229/Calculus III	3
MATH	386/Differential Equations	3
ENGR	312/Digital Circuits and Microprocessors	3
CMSC	210/Discrete Structures of Computer Science	3
CMSC	220/Computer Science I	4

##### **Spring**

ENGR	212/Circuits Analysis I	3
ENGR	214/Circuits Analysis Laboratory	1
ENGR	272/Advanced Engineering Mathematics I	3
CMSC	230/Computer Science II	4
ELEC	321/Systems and Signals	3
History	3	
	<b>Total for year</b>	<b>33</b>

#### **Junior Year**

##### **Fall**

ELEC	251/Circuit Analysis II	3
ELEC	333/Electrical Engineering Lab I	1
CMSC	340/Computer Science III	4
ENGR	352/Control Systems I	3
ENGR	354/Control Systems Laboratory	1
ENGR	093/Engineering Seminar III	0
ENGR	342/Advanced Engineering Mathematics II	3
IDSC	252/Society Ethics, and Technology	3

##### **Spring**

ENGR	094/Engineering Seminar IV	0
ENGR	222_Statics	3
ELEC	361/Digital Signal Processing	3
MECH	321/Numerical Analysis	3
ELEC	451/Computer Architecture and Organization	3
ELEC	363/Electrical Engineering Lab II	1
ECON	200/Principles of Economics: Micro	3
	<b>Total for year</b>	<b>34</b>

#### **Senior Year**

##### **Fall**

ENGR	099/Senior Professional Seminar	0
ELEC	411/Analog-Digital System Design	3
ELEC	443/Electrical Engineering Lab IV	2
CMSC	330/Operating Systems	3
ELEC	495/Senior Project I	1
ENGR	372/Engineering Economy	3
ENGR	262/Dynamics	3
Social Sciences (content)		3

##### **Spring**

ENGR	098/Fundamentals of Engineering Review	0
ENGR	322/Thermodynamics	3
ELEC	496/Senior Project II	3
Restricted Electrical Engineering Elective**		3
Philosophy/Religion		3
Literature		3
	<b>Total for year</b>	<b>33</b>
	<b>Total</b>	<b>133</b>

*\*\*By advisement only.*

## **Electrical Engineering Specialization**

### **Freshman Year**

#### **Fall**

RHET	101/Rhetoric I	3
MATH	127/Calculus I	3
PHYS	201/General Physics I	4
CHEM	201/General Chemistry I	4
ENGR	142/Fundamentals of Engineering Design	3
ENGR	095/Introduction to Engineering	0
ENGR	091/Engineering Seminar I	0

#### **Spring**

RHET	102/Rhetoric II/Technical Writing	3
MATH	128/Calculus II	3
PHYS	202/General Physics II	4
IDSC	151/Athens to New York	3
STEC	161/Creative Design	3
ENGR	092/Engineering Seminar II	0
<b>Total for year</b>		<b>33</b>

### **Sophomore Year**

#### **Fall**

MATH	229/Calculus III	3
MATH	386/Differential Equations	3
ENGR	312/Digital Circuits and Microprocessors	3
CMSC	210/Discrete Structures of Computer Science	3
CMSC	220/Computer Science I	4

#### **Spring**

ENGR	212/Circuits Analysis I	3
ENGR	214/Circuits Analysis Laboratory	1
ENGR	272/Advanced Engineering Mathematics I	3
ENGR	222_Statics	3
ELEC	321/Systems and Signals	3
History	3	
<b>Total for year</b>		<b>32</b>

### **Junior Year**

#### **Fall**

ELEC	251/Circuit Analysis II	3
ELEC	333/Electrical Engineering Lab I	1
ENGR	352/Control Systems I	3
ENGR	354/Control Systems Laboratory	1
ENGR	262/Dynamics	3
ENGR	342/Advanced Engineering Mathematics II	3
ENGR	093/Engineering Seminar III	0
IDSC	252/Society, Ethics, and Technology	3

#### **Spring**

ENGR	094/Engineering Seminar IV	0
ELEC	341/Communication Systems	3
ELEC	361/Digital Signal Processing	3
ELEC	363/Electrical Engineering Lab II	1
ELEC	373/Electrical Engineering Lab III	2
MECH	321/Numerical Analysis	3
ELEC	451/Computer Architecture and Organization	3
ECON	200/Microeconomics	3
<b>Total for year</b>		<b>35</b>

### **Senior Year**

#### **Fall**

ENGR	099/Senior Professional Seminar	0
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ELEC	411/Analog-Digital System Design	3
ENGR	372/Engineering Economy	3
ELEC	443/Electrical Engineering Lab IV	2
ELEC	495/Senior Project I	1
ELEC	423/Engineering Electromagnetics	3
Social Sciences (content)		3

**Spring**

ENGR	098/Fundamentals of Engineering Review	0
ELEC	441/Advanced Digital Design	3
ENGR	322/Thermodynamics I	3
ELEC	496/Senior Project II	3
Restricted Electrical Engineering Elective**		3
Literature		3
Philosophy/Religion		3
	<b>Total for year</b>	<b>33</b>
	<b>Total</b>	<b>133</b>

*\*\*By advisement only.*

**Engineering Management/EE Preference**

**Freshman Year**

**Fall**

RHET	101/Rhetoric I	3
MATH	127/Calculus I	3
PHYS	201/General Physics I	4
CHEM	201/General Chemistry I	4
ENGR	142/Fundamentals of Engineering Design	3
ENGR	095/Introduction to Engineering	0
ENGR	091/Engineering Seminar I	0

**Spring**

RHET	102/Rhetoric II/Technical Writing	3
MATH	128/Calculus II	3
PHYS	202/General Physics II	4
CMSC	215/Computer Programming	3
STEC	161/Creative Design	3
ENGR	092/Engineering Seminar II	0
	<b>Total for year</b>	<b>33</b>

**Sophomore Year**

**Fall**

MATH	229/Calculus III	3
MATH	386/Differential Equations	3
ENGR	232/Manufacturing Processes	3
ENGR	312/Digital Circuits and Microprocessors	3
ENGR	222_Statics	3
PSYC	101/Introduction to Psychology	3

**Spring**

ENGR	152/Engineering Material Science	3
ENGR	212/Circuits Analysis I	3
ENGR	214/Circuits Analysis Laboratory	1
ENGR	272/Advanced Engineering Mathematics I	3
ACCT	260/Accounting Principles I	3
ELEC	321/Systems and Signals	3
	<b>Total for year</b>	<b>34</b>

**Junior Year**

**Fall**

ELEC	251/Circuit Analysis II	3
ELEC	333/Electrical Engineering Lab I	1
MECH	321/Numerical Analysis	3
ENGR	342/Advanced Engineering Mathematics II	3

ENGR	262/Dynamics	3
ENGR	093/Engineering Seminar III	0
IDSC	151/Athens to New York	3
ECON	200/Principles of Economics: Micro	3

#### **Spring**

ENGR	094/Engineering Seminar IV	0
ENGR	372/Engineering Economy	3
ELEC	341/Communication Systems	3
ECON	201/Principles of Economics: Macro	3
MGMT	310/Management of Organizational Behavior	3
IDSC	252/Society, Ethics, and Technology	3
	<b>Total for year</b>	<b>34</b>

#### **Senior Year**

##### **Fall**

ENGR	099/Senior Professional Seminar	0
ENGR	352/Control Systems I	3
ENGR	354/Control Systems Laboratory	1
BUSN	217/Legal Environment of Business	3
MKTG	340/Marketing Principles	3
ELEC	495/Senior Project I	1
Restricted Electrical Engineering Elective**		3
Philosophy/Religion		3

#### **Spring**

ENGR	098/Fundamentals of Engineering Review	0
ENGR	322/Thermodynamics I	3
ELEC	496/Senior Project II	3
ENGR	452/Project Management	3
Literature		3
History	3	
	<b>Total for year</b>	<b>32</b>
	<b>Total</b>	<b>133</b>

#### **Engineering Management/ME Preference**

##### **Freshman Year**

##### **Fall**

RHET	101/Rhetoric I	3
MATH	127/Calculus I	3
PHYS	201/General Physics I	4
CHEM	201/General Chemistry I	4
ENGR	142/Fundamentals of Engineering Design	3
ENGR	095/Introduction to Engineering	0
ENGR	091/Engineering Seminar I	0

#### **Spring**

RHET	102/Rhetoric II/Technical Writing	3
MATH	128/Calculus II	3
PHYS	202/General Physics II	4
CMSC	215/Computer Programming (FORTRAN)	3
STEC	161/Creative Design	3
ENGR	092/Engineering Seminar II	0
	<b>Total for year</b>	<b>33</b>

#### **Sophomore Year**

##### **Fall**

MATH	229/Calculus III	3
MATH	386/Differential Equations	3
ENGR	232/Manufacturing Processes	3
ENGR	212/Circuits Analysis I	3
ENGR	222_Statics	3
ENGR	214/Circuits Analysis Laboratory	1

<b>Spring</b>		
ENGR	152/Engineering Material Science	3
ENGR	262/Dynamics	3
ENGR	272/Advanced Engineering Mathematics I	3
ACCT	260/Accounting Principles I	3
IDSC	151/Athens to New York	3
PSYC	101/Introduction to Psychology	3
<b>Total for year</b>		<b>34</b>

#### **Junior Year**

##### **Fall**

BUSN	217/Legal Environment of Business	3
MECH	321/Numerical Analysis	3
ENGR	342/Advanced Engineering Mathematics II	3
ENGR	322/Thermodynamics I	3
ENGR	093/Engineering Seminar III	0
IDSC	252/Society, Ethics, and Technology	3
ECON	200/Microeconomics	3

##### **Spring**

ENGR	094/Engineering Seminar IV	0
ENGR	372/Engineering Economy	3
MECH	251/Strength of Materials	3
MECH	263/Mechanical Engineering Lab I	1
ECON	201/Macroeconomics	3
MGMT	310/Management of Organizational Behavior	3
Literature		3
<b>Total for year</b>		<b>34</b>

#### **Senior Year**

##### **Fall**

ENGR	099/Senior Professional Seminar	0
ENGR	352/Control Systems I	3
ENGR	354/Control Systems Laboratory	1
MECH	311/Mechanical Design Analysis I	3
MKTG	340/Marketing Principles	3
MECH	495/Senior Project I	1
Restricted Mechanical Engineering		
Elective**		3
Philosophy/Religion		3

*\*\*By advisement only.*

##### **Spring**

ENGR	098/Fundamentals of Engineering Review	0
ENGR	312/Digital Circuits and Microprocessors	3
MECH	361/Fluid Mechanics	3
MECH	496/Senior Project II	3
ENGR	452/Project Management	3
History	3	
<b>Total for year</b>		<b>32</b>
<b>Total</b>		<b>133</b>

#### **Mechanical Engineering Specialization**

##### **Freshman Year**

##### **Fall**

RHET	101/Rhetoric I	3
MATH	127/Calculus I	3
PHYS	201/General Physics I	4
CHEM	201/General Chemistry I	4
ENGR	142/Fundamental of Engineering Design	3
ENGR	095/Introduction to Engineering	0
ENGR	091/Engineering Seminar I	0

<b>Spring</b>		
RHET	102/Rhetoric II/Technical Writing	3
MATH	128/Calculus II	3
PHYS	202/General Physics II	4
CMSC	215/Computer Programming (FORTRAN)	3
STEC	161/Creative Design	3
ENGR	092/Engineering Seminar II	0
	<b>Total for year</b>	<b>33</b>

#### **Sophomore Year**

<b>Fall</b>		
MATH	229/Calculus III	3
MATH	386/Differential Equations	3
ENGR	232/Manufacturing Processes	3
ENGR	212/Circuits Analysis I	3
ENGR	222_Statics	3
ENGR	214/Circuits Analysis Laboratory	1

<b>Spring</b>		
ENGR	152/Engineering Material Science	3
ENGR	262/Dynamics	3
ENGR	272/Advanced Engineering Mathematics I	3
MECH	251/Strength of Materials	3
MECH	263/Mechanical Engineering Lab I	1
IDSC	151/Athens to New York	3
	<b>Total for year</b>	<b>32</b>

#### **Junior Year**

<b>Fall</b>		
MECH	311/Mechanical Design Analysis I	3
MECH	321/Numerical Analysis	3
ENGR	342/Advanced Engineering Mathematics II	3
ENGR	322/Thermodynamics I	3
ENGR	093/Engineering Seminar III	0
ECON	200/ Principles of Economics: Micro	3
IDSC	252/Society, Ethics, and Technology	3

<b>Spring</b>		
ENGR	094/Engineering Seminar IV	0
ENGR	372/Engineering Economy	3
MECH	361/Fluid Mechanics	3
MECH	371/Thermodynamics II	3
MECH	363/Mechanical Engineering Laboratory II	1
Restricted Mechanical Engineering		
Elective**		3
Social Sciences (content)		3
	<b>Total for year</b>	<b>34</b>

#### **Senior Year**

<b>Fall</b>		
ENGR	099/Senior Professional Seminar	0
ENGR	352/Control Systems I	3
ENGR	354/Control Systems Laboratory	1
MECH	411/Heat Transfer	3
MECH	433/Mechanical Engineering Laboratory III	1
MECH	495/Senior Project I	1
Restricted Mechanical Engineering		
Elective**		3
Literature		3
Philosophy/Religion		3

<b>Spring</b>		
ENGR	098/Fundamentals of Engineering Review	0
ENGR	312/Digital Circuits and Microprocessors	3

MECH 460/Computer Aided Mechanical Engr. Design	3
MECH 463/Mechanical Engineering Laboratory IV	1
MECH 496/Senior Project II	3
Restricted Mechanical Engineering	
Elective**	3
History 3	
<b>Total for year</b>	<b>34</b>
<b>Total</b>	<b>133</b>

*\*\*By advisement only.*

## General Engineering Courses

### ENGR 091, 092/Engineering Seminar I, II

**Fr. Yr.**

Students in the freshman year are expected to engage in appropriate professional and service activities over two semesters. Specific activities are certified by the engineering department as carrying one, two, or three hours of credit toward this requirement. Activities such as attendance at technical presentations, professional society functions, and service activities will be certified. Students are required to register for the seminar each semester and demonstrate actual attendance or participation at the certified event.

### ENGR 093, 094/Engineering Seminar III, IV

**Jr. Yr.**

The requirement for professional and/or service activities (ENGR 091, 092) is repeated for students in the junior year. The junior year seminar emphasizes community service activities.

### ENGR 095/Introduction to Engineering

**0 cr.**

(1 class hour)  
(fall semester)

The course provides an introduction to the engineering profession. Students are provided with an orientation to the program as well as the engineering specializations offered by the department. Students participate in an engineering project that involves both reverse engineering and engineering design. Other areas of study include academic success strategies, time management, and the development of skills needed for successful group work.

### ENGR 098/Fundamentals of Engineering Review

**0 cr.**

(3 class hours)  
(spring semester)

*Prerequisite:* Senior standing

A review of engineering principles in preparation for the Fundamentals of Engineering (FE) Certification Examination.

### ENGR 099/Senior Professional Seminar

**0 cr.**

(1 class hour)  
(fall semester)

*Prerequisite:* Senior standing

Orientation course to aid students making the transition from college to industry. Topics include career planning, resume preparation, interviewing techniques, professional responsibilities, ethics, graduate and continuing education. Course is graded on pass/unsatisfactory basis.

### ENGR 142/Fundamentals of Engineering Design

**3 cr.**

(3 class hours, 1 lecture/design hour)  
(every semester)

An introduction to the study of engineering design as set within the graphical context of computer-aided engineering software and the procedural context of reverse engineering. Activities include the graphical analysis of the engineering design of products for visualization and communication, utilizing techniques ranging from the fundamentals of sketching through feature-based, parametric solid modeling. Reverse engineering activities will include the disassembly and analysis of various manufactured products to gain an understanding of the engineering design that created them.

### ENGR 152/Engineering Materials Science

**3 cr.**

(2 class hours, 3 lab hours)  
(every semester)

*Corequisite:* CHEM 201

Fundamentals of metallurgy and properties of engineering materials, including ferrous and nonferrous metals, plastics, and wood.

### ENGR 212/Circuits Analysis I

**3 cr.**

(3 class hours, 1 recitation hour)  
(every semester)

*Prerequisite:* PHYS 202

*Corequisite:* MATH 386

Electric circuit concepts, Kirchoff's laws, node and mesh analysis, network theorems, natural and forced response, steady state analysis, phasor notation, balanced 3 phase, Fourier series, and frequency selective networks.

### ENGR 214/Circuits Analysis Laboratory

**1 cr.**

(3 lab hours)  
(every semester)

*Corequisite:* ENGR 212

A practical laboratory experience designing, simulating, breadboarding, and testing electric circuits to complement the theory in ENGR 212.

**ENGR 222/Statics**

**3 cr.**

(3 class hours, 1 recitation hour)

(every semester)

*Prerequisite:* PHYS 201

*Corequisite:* MATH 229

Analysis of force systems and applications to structural analysis. Force analysis of plane trusses and frames, friction effects, centroids and moments and products of inertia of plane areas and curves.

**ENGR 232/Manufacturing Processes**

**3 cr.**

(2 class hours, 3 lab hours)

(every semester)

An introduction to the basic tools, processes, and materials of manufacturing. The manufacturing enterprise is examined with special attention to key organizational systems including production and inventory control, quality control, marketing, and finance. In addition, fundamental processes of the metals and plastics industries are treated in depth.

**ENGR 252/Electronic Devices and Circuits**

**3 cr.**

(3 class hours, 1 recitation hour)

(every semester)

*Prerequisite:* ENGR 212

The study of electronic devices including the operational amplifier, the diode, the bipolar junction transistor, and the field-effect transistor and the analysis of basic electronic circuits.

**ENGR 262/Dynamics**

**3 cr.**

(3 class hours, 1 recitation hour)

(every semester)

*Prerequisite:* ENGR 222

Displacement, velocity, and acceleration of a particle. Dynamics of particles and rigid bodies. Work-energy and impulse momentum methods for particles and rigid bodies.

**ENGR 272/Advanced Engineering Mathematics I**

**3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* MATH 128

Introduction to matrix algebra and probability. Topics include: linear systems, basis, vectors, matrices, eigenvalue-eigenvector problems, probability, continuous and discrete distributions, simple and multiple regression and correlation, and experimental design.

**ENGR 312/Digital Circuits and Microprocessors**

**3 cr.**

(3 class hours, 1 recitation hour)

(every semester)

*Corequisite:* CMSC 215 or CMSC 220 or permission of the instructor

Analysis and design of digital systems including Boolean algebra, combinational and sequential circuit designs, programmable logic devices, VHDL, CMOS logic circuits, and computer basics.

**ENGR 322/Thermodynamics I**

**3 cr.**

(3 class hours, 1 recitation hour)

(every semester)

*Prerequisites:* PHYS 202, CHEM 201

*Corequisite:* ENGR 222

Study of the thermodynamic properties of pure substances, relationship of pressure and temperature to thermodynamic properties, concepts of work and heat. First and second laws of thermodynamics. Process and cycle analysis.

**ENGR 342/Advanced Engineering Mathematics II**

**3 cr.**

(3 class hours)

(every semester)

*Prerequisites:* MATH 229, MATH 386, ENGR 272

Advanced Vector Calculus, Greens, Stokes, and Divergence theorems. Lagrange multipliers and optimization. Fourier series, periodic functions, functions of arbitrary period, even and odd functions, and half-range expansions. Solutions to second order partial differential equations.

**ENGR 352/Control Systems I**

**3 cr.**

(3 class hours, 1 recitation hour)

(every semester)

*Prerequisite:* ENGR 212

A study of theory and applications of electrical analog and digital control systems. Emphasis is on study of specific applications of such control systems to industrial processes and especially their application to electrical, hydraulic, pneumatic, and mechanical systems.

<b>ENGR 354/Control Systems Laboratory</b>	<b>1 cr.</b>
(3 lab hours)	
(every semester)	
<i>Corequisite:</i> ENGR 352	
Designing, modeling, and the simulation of analog and digital controllers.	
<b>ENGR 372/Engineering Economy</b>	<b>3 cr.</b>
(3 class hours)	
(every semester)	
<i>Prerequisites:</i> MATH 128, ECON 200	
Economic and financial considerations in engineering decisions. Topics include decision criteria. Also, cost concepts, financial calculations, capital sources, accounting data, and depreciation. Comparison of alternatives by annual cost, present worth, and discounted cash flow methods. Minimum cost and maximum profit determination. Replacement and economic life, breakeven analysis, effect of taxes, intangible factors. Time value of money. Students will also become familiar with the common cost accounting systems and applications, their strengths and weaknesses.	
<b>ENGR 412/Process and Quality Control</b>	<b>3 cr.</b>
(3 class hours, 1 recitation hour)	
(occasionally)	
<i>Prerequisites:</i> ENGR 232, and ENGR 272 or equivalent	
Industrial practices with respect to the control of quality of manufactured products including standards, inspection, organization, sampling, and corrective action. The use of inspection instruments and procedures is included.	
<b>ENGR 452/Project Management</b>	<b>3 cr.</b>
<i>Prerequisite:</i> ENGR 272	
(3 class hours)	
(spring semester)	
This course presents the methods of project management at an introductory level. Techniques in project initiation and project implementation are discussed. Topics include project selection, project organization, project planning, budgeting and cost estimation, scheduling, resource allocation, project control, and project auditing.	
<b>Electrical Engineering Specialization Courses</b>	
<b>ELEC 251/Circuits Analysis II</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(fall semester)	
<i>Prerequisite:</i> ENGR 212	
Introduction to electronic devices and related circuits. Topics include diodes, bipolar junction and field-effect transistors, operational amplifiers, and related integrated circuit components.	
<b>ELEC 321/Electronic Systems and Signals</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(spring semester)	
<i>Prerequisite:</i> MATH 386	
Continuous and discrete signals and systems. Convolution, impulse response, system classifications, differential and difference equations. Fourier series, Fourier transform, Laplace transform, x-transform. Transfer functions and stability.	
<b>ELEC 333/Electrical Engineering Lab I</b>	<b>1 cr.</b>
(3 lab hours)	
(fall semester)	
<i>Corequisite:</i> ELEC 251	
A practical laboratory experience designing, simulating, breadboarding and testing electronic circuits to complement the theory in ELEC 251.	
<b>ELEC 341/Communication Systems</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(spring semester)	
<i>Prerequisites:</i> ELEC 251, ELEC 321	
Topics include communication systems; spectrum analysis, angular modulation, signal sampling, and digital modulation techniques.	
<b>ELEC 361/Digital Signal Processing</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(spring semester)	
<i>Prerequisites:</i> ENGR 312, ELEC 321	
Sampling data systems, x-transform, DFT, FFT, and digital filter design with applications to digital signal processing.	
<b>ELEC 363/Electrical Engineering Lab II</b>	<b>1 cr.</b>
(3 lab hours)	
(spring semester)	
<i>Corequisite:</i> ELEC 361	

The integration of theory, computer simulation, and experimental laboratory work as applied to digital filters.

**ELEC 373/Electrical Engineering Lab III**                   **2 cr.**

(1 class hour, 3 lab hours)

(spring semester)

*Corequisite:* ELEC 341

Communications laboratory course with experiments in linear, non-linear, and digital modulation/demodulation.

**ELEC 411/Analog-Digital System Design**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(fall semester)

*Prerequisites:* ELEC 251, ELEC 361

Quality design of real-time digital data acquisition systems for DSP applications and its computer automation. System modeling with design specification, DAS module design and/or selection, and data conversion and recovery systems.

**ELEC 421/Control Systems II**                           **3 cr.**

(3 class hours, 1 design/recitation hour)

(occasionally)

*Prerequisites:* ENGR 352, ELEC 361, senior status required

Analog and digital control systems, dynamic response modeling, design, and compensation techniques.

**ELEC 423/Engineering Electromagnetics**                   **3 cr.**

(3 class hours)

(fall semester)

*Prerequisites:* ENGR 342, PHYS 202

An integration of theory and practical applications in electromagnetics, transmission lines, and electromagnetic fields and waves.

**ELEC 431/RF/Microwave Principles I**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(occasionally)

*Prerequisites:* ELEC 251, senior status required

*Corequisite:* PHYS 421

Study of the transmission of radio frequency and microwave energy. Transmission lines, waveguides, Smith Chart, and impedance matching techniques.

**ELEC 441/Advanced Digital Design**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(occasionally)

*Prerequisites:* ENGR 312, ELEC 251

Treatment of digital system engineering problems: power, noise, signaling, and timing.

**ELEC 443/Electrical Engineering Lab IV**                   **2 cr.**

(1 class hour, 3 lab hours)

(fall semester)

*Corequisite:* ELEC 411

The integration of theory, computer simulation, and experimental laboratory work into the design of Sampled Data Acquisition Systems. DAS control software generation.

**ELEC 451/Computer Architecture and Organization**   **3 cr.**

(3 class hours, 1 design/recitation hour)

(spring semester)

*Prerequisite:* ENGR 312

Microprocessor design philosophy, data typing and addressing modes, multi-processors, multi-tasking, process communications, memory management, and virtual memory.

**ELEC 471/RF/Microwave Principles II**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(occasionally)

*Prerequisites:* ELEC 431, senior status required

Extension of RF/Microwave Principles I. Additional topics in RF transmission, active devices, amplifier design using scattering parameters, and modern filter design.

**ELEC 481/Robotics**                                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(occasionally)

*Prerequisites:* ELEC 421, senior status required

Introduction to all aspects of robotics with emphasis on industrial applications; study of different methods of robot actuation and feedback control mechanism; analysis of robot operation along with associated control languages and student design projects related to robotic technology.

<b>ELEC 492/Independent Study</b>	<b>1-3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> Permission of instructor and department, senior status required	
For advanced students wishing to pursue a special area of interest. Topic(s) developed in consultation with a faculty adviser.	
<b>ELEC 495, 496/Senior Project I, II</b>	<b>1, 3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(every semester)	
<i>Prerequisites:</i> Senior standing and approved project proposal	
Senior project focuses students' previous experience upon a specific technical project. Library research, design, cost analysis, construction, testing, and project management. Students work closely with a faculty adviser.	
<b>Industrial Engineering Specialization Courses</b>	
<b>INDU 251/Production and Inventory Control</b>	<b>3 cr.</b>
(2 class hours, 3 lab hours)	
<i>Prerequisite:</i> ENGR 232	
Sophomore-level integrated design experience. Includes a design project based on engineering theoretical content. Topics include functional organization of manufacturing operations; classes and reasons for inventories; manufacturing control systems; computer data requirements and base management; production scheduling; introduction to the MRP algorithm; formal methods of forecasting.	
<b>INDU 301/Mathematical Methods for IE Analysis</b>	<b>3 cr.</b>
(2 class hours, 2 recitation hours)	
<i>Prerequisite:</i> MATH 286	
The application of statistics to the effective design and analysis of industrial studies. Topics include experimental design; hypothesis testing; one-factor designs; prior- and post-hoc tests; factorial experiments; nested factorial experiments; linear, curvilinear, and multiple regression; fractional replication; and an introduction to the application of non-parametric statistics.	
<b>INDU 311/Operations Research</b>	<b>4 cr.</b>
(2 class hours, 2 recitation hours)	
<i>Prerequisites:</i> INDU 251, MATH 286 or equivalent	
Development of mathematical models of solving decision problems of a deterministic nature. Classical optimization, linear programming (product mix and distribution problems). Network procedures, game theory, and queuing theory are used. Introduction to dynamic programming and integer programming with examples from industrial engineering. Extensive use of computer in problem solving. Emphasis is on applications.	
<b>INDU 341/Ergonomics and Human Biomechanics</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
<i>Prerequisite:</i> MATH 286	
Junior-level integrated design experience. Includes a design project based on engineering theoretical content. Topics include muscular work and improvement of work efficiency, anthropometric, human-machine systems and human-computer interaction, cumulative trauma, occupational stress and cognition. Course includes review of topics in human anatomy and physiology with emphasis on the musculo-skeletal system.	
<b>INDU 371/System Simulation</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
<i>Prerequisites:</i> INDU 251, INDU 311, MATH 286 or equivalent	
Junior-level integrated design experience. Includes a design project based on engineering theoretical content. Topics include basic concepts of system, subsystem, model; deterministic and stochastic processes; utilization of probability theory and mathematical analysis for model and simulation design; practical application of various simulation languages to diverse systems.	
<b>INDU 411/Work Data Acquisition and Measurement</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
<i>Prerequisite:</i> INDU 251	
Fundamentals of work analysis, time study and work measurement practice. Stopwatch time study, micromotion study, establishment of allowances by stopwatch and work-sampling studies. Construction and use of work measurement formulae. Time study and development of standard data using techniques based on use of predetermined times.	
<b>INDU 451/Human Factors Engineering</b>	<b>4 cr.</b>
(3 class hours, 1 design/recitation hour)	
<i>Prerequisites:</i> INDU 341 and INDU 301	
Human-Machine systems analysis and design including criteria for display and control design or selection, workplace layout for normal or stressful occupations, design to compensate for effects of normal fatigue and environmental influences on performance including effects of illumination, noise, vibration, temperature, humidity, etc. NIOSH and OSHA regulations and published research findings relative to accident prevention are discussed. Methods of performing experimentation in Human Factors Engineering.	
<b>INDU 471/Computer Methods in IE Analysis</b>	<b>4 cr.</b>
(3 class hours, 1 design/recitation hour)	
<i>Prerequisite:</i> INDU 301	

Study of applications of regression theory, linear and non-linear models, and analysis of variance. Design and analysis of experiments and statistical analysis with nonparametric methods.

**INDU 481/Facilities Layout and Design**                   **4 cr.**

(3 class hours, 1 design/recitation hour)

*Prerequisites:* INDU 251, INDU 411, and TSNG 111 or drawing competency

A study of plant design and layout. Consideration of materials handling techniques, machinery layout and plant structures. Calculation of machine layout and study of line-balancing techniques.

**INDU 492/Independent Study**                   **1-3 cr.**

(3 class hours, 1 design/recitation hour)

*Prerequisites:* Permission of instructor and department

For advanced students wishing to pursue a special area of interest. Topic(s) developed in consultation with a faculty adviser.

**INDU 495, 496/Senior Project I, II**                   **2 cr.**

(3 class hours, 1 design/recitation hour)

*Prerequisites:* Senior standing and approved project proposal

Senior project focuses students' previous experience upon a specific technical project. Library research, design, cost analysis, construction, testing, and project management. Students work closely with a faculty adviser.

## Mechanical Engineering Specialization Courses

**MECH 251/Strength of Materials**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(spring semester)

*Prerequisites:* ENGR 222/Computer Programming

Topics include axial, lateral, and torsional loading of shafts and beams; statically indeterminate structures; temperature and prestrain effects; shear force and bending moment in beams; axial, shear, bearing and bending stresses; deflection of beams; buckling of columns.

**MECH 263/Mechanical Engineering Laboratory I**           **1 cr.**

(3 laboratory hours)

(spring semester)

*Corequisite:* MECH 251

Experiments related to strength of materials and basic stress analysis and material science. Computer data acquisition and data analysis.

**MECH 311/Mechanical Design Analysis I**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(fall semester)

*Prerequisite:* MECH 251

Combined stresses, failure theories for static failure of ductile and brittle materials, low- and high-cycle fatigue, bolted connections with symmetric and eccentric loading.

**MECH 321/Numerical Methods for Engineers**                   **3 cr.**

(3 class hours, 1 recitation hour)

(fall semester)

*Prerequisites:* ENGR 272, MATH 386, computer programming

Numerical solutions to linear and non-linear systems of equations; root finding methods; numerical integration; numerical methods for finding eigenvalues and eigenvectors; numerical integration of ordinary and partial differential equations.

**MECH 361/Fluid Mechanics**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(spring semester)

*Prerequisites:* MATH 229, MATH 386, ENGR 262

Topics include hydrostatics; kinematics of fluid motion; conservation equations in integral and differential form; dimensional analysis; laminar and turbulent viscous incompressible flow; boundary layer theory; lift and drag.

**MECH 363/Mechanical Engineering Laboratory II**           **1 cr.**

(3 laboratory hours)

(spring semester)

*Prerequisite:* MECH 263

*Corequisites:* MECH 361, MECH 371

Experiments related to fluid mechanics and thermodynamics. Performance testing of an internal combustion engine.

**MECH 371/Thermodynamics II**                   **3 cr.**

(3 class hours, 1 design/recitation hour)

(spring semester)

*Prerequisites:* ENGR 322

Topics include availability and irreversibility; power and refrigeration cycles; mixtures and solutions; chemical reactions; Maxwell relations and one-dimensional flow through nozzles and diffusers.

<b>MECH 411/Heat Transfer</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(fall semester)	
<i>Prerequisites:</i> ENGR 322, ENGR 342, MECH 321, MECH 361	
Multi-dimensional steady state and transient conduction. Internal and external convection, blackbody and graybody thermal radiation, numerical methods for heat transfer. Design and analysis of heat exchangers.	
<b>MECH 421/Kinematics and Mechanisms</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> ENGR 262, CMSC 215, junior status required	
Analysis of displacement, velocity, and acceleration in mechanical linkages, cams, gears and mechanisms; synthesis of linkages, analytical, graphical and computer-generated solutions.	
<b>MECH 431/Mechanical Design Analysis II</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> MECH 311, senior status required	
Welded connections; mechanical springs; rolling and journal bearings; spur, helical bevel, and worm gears; clutches, brakes, and flexible mechanical elements safety; economic, reliability, and design considerations.	
<b>MECH 433/Mechanical Engineering Laboratory III</b>	<b>1 cr.</b>
(3 laboratory hours)	
(fall semester)	
<i>Prerequisite:</i> MECH 363	
<i>Corequisite:</i> MECH 411	
Experiments related to heat transfer in forced and natural convection. Computer data acquisition and data analysis.	
<b>MECH 441/Vibration Analysis</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> ENGR 262, MECH 321	
Response of first-, second-, and multi-degree of freedom mechanical systems to periodic inputs. Energy principles to obtain natural frequencies, viscous and coulomb damping effects. Formulation of the problem of vibration of continuous bodies, non-periodic forcing effects.	
<b>MECH 451/Heating, Ventilating, and Air Conditioning</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> MECH 361, MECH 371	
<i>Corequisite:</i> MECH 411	
Heating and cooling loads; principles of psychometrics; air, electric, hydronic and steam heating systems; absorption; evaporation and vapor compression air conditioning system. Design and analysis of residential, commercial, and industrial HVAC systems.	
<b>MECH 460/Computer-Aided Mechanical Engineering Design</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(spring semester)	
<i>Prerequisites:</i> MECH 311, MECH 411	
Introduction to finite element analysis. Application of modern engineering tools in the design of mechanical and thermal systems.	
<b>MECH 461/Thermal Systems Design</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> MECH 361, MECH 411	
Workable and optimum systems, modeling of thermal systems, system simulation, and optimization.	
<b>MECH 463/Mechanical Engineering Laboratory IV</b>	<b>1 cr.</b>
(3 laboratory hours)	
(spring semester)	
<i>Prerequisite:</i> MECH 433	
Experiments related to advanced mechanical engineering topics including free and forced vibrations for first- and multi-degree of freedom systems. Measurements on elements experiencing combined stresses.	
<b>MECH 471/Compressible Fluid Mechanics</b>	<b>3 cr.</b>
(3 class hours, 1 design/recitation hour)	
(occasionally)	
<i>Prerequisites:</i> ENGR 322, MECH 361	

Study of physical acoustics, one-dimensional compressible flow, normal and oblique shock waves. Design of ducts and nozzles for compressible flow.

**MECH 481/Advanced Strength of Materials**                   **3 cr.**

(3 class hours, 1 recitation hour)

(occasionally)

*Prerequisite:* MECH 311

Beams on elastic foundations, rotating discs, membrane stresses in shells, Castiglano's principles, torsional buckling of beams and shafts.

**MECH 492/Independent Study**                           **1-3 cr.**

(occasionally)

*Prerequisites:* Permission of instructor, senior status required

For students wishing to study an advanced area of interest. Topic(s) developed in consultation with a faculty member.

**MECH 495, 496/Senior Project I, II**                   **1, 3 cr.**

(2 recitation hours)

(every semester)

*Prerequisites:* Senior standing and approved project proposal

Senior project focuses student's previous experience upon a specific technical project. Library research, design, cost analysis, construction, testing, and project management. Student works closely with a faculty adviser.

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## Technological Studies

*Faculty:* Karsnitz, *Chair*; Edelbach, Finkral, J. Hutchinson, Weber.

*TIES Magazine:* R. Todd, *Publisher and Senior Research Professor*; P. Hutchinson, *Editor-in-Chief*; K. Maskell, *Editor*

We live in a technological age. Technology is the study of the human quest for solutions. The impacts of technology on the individual, society, and environment are great. Society needs professionals who understand technological forces and are prepared to help people manage those forces. Students study a variety of themes including historical development, problem-solving techniques, design, communication, systems, and impacts. Emphasis is placed on developing design problem-solving skills. Courses are conducted in one of the 10 modern laboratories housed in the School of Engineering.

Students in the Department of Technological Studies with a teacher education specialty receive provisional certification to teach in technology education programs in New Jersey schools. Most states recognize teacher candidates from this NCATE nationally accredited program. Students graduating from the program also take positions in business and industry such as manufacturing design and prototyping, industrial sales, training and development, or become entrepreneurs. Some students choose to pursue this program to prepare for positions in higher education or government service.

### Requirements for the Technology Education Major (ETTC)

Forty-six credits in technological studies (TSNG) courses, 26 credits in technology education (TCED) courses and 56 credits in general education, professional courses, and state certification.

### Technology Education Major (ETTC)

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching. Students should consult with their departmental advisers in planning their academic program. These plans should take into account requirements for the major, general education, professional courses, and state certification.

### Four-Year Suggested Sequence

#### Freshman Year

TSNG	100/Department Seminar	1
STEC	161/Creative Design	3
TSNG	111/Engineering Graphics	3
TSNG	171/Intro. to Human Technological Behavior	3
TSNG	181/Materials and Processes in Design	3
RHET	101/Rhetoric I	3
RHET	102/Rhetoric II	3
PSYC	101/Intro. to Psychology	3
IDSC	151/Athens to New York	3
STAT	115/Statistics I	3

*Select one of the following courses:*

IDSC 105B/Applying Computing to Mathematical Problem Solving (Logo)

*or*

MATH 127/Calculus I 3  
**Total for year** 31

**Sophomore Year**

TSNG 182/Advanced Materials and Processes	3
TSNG 211/Structures and Mechanisms	3
TCED 292/Intro. to Teaching TE	3
Science 4	
SOCL 101/Intro. to Sociology	3
TSNG 231/Production Systems	3
TSNG 261/Technological Design I	3
TSNG 341/Biotechnical Systems	3
IDSC 252/Society Ethics Technology	3
Science 4	
<b>Total for year</b>	<b>32</b>

**Junior Year**

TSNG 201/Energy Systems in Contemporary Society	3
TSNG 211/Information Technology	3
TSNG 331/Control Systems	3
HLED 160/Health/Wellness Issues	3
RDLA 328/Teaching Reading	2
Group B Elective	3
TSNG 351/Computer Systems	3
TSNG 361/Technological Design II	3
TCED 392/Junior Professional Exp.	3
TCED 479/Advanced Writing	3
TSNG Technology Elective	3
Group B Elective	3
<b>Total for year</b>	<b>35</b>

**Senior Year**

TCED 398/Content and Methods	4
TCED 490/Student Teaching	9
TCED 498/Seminar	2
TSNG 480/Senior Project	3
STEC 374/Technological Literacy	3
PSYCH 224/Adolescent Psychology	3
Group B Elective	3
Approved Elective	3
<b>Total for year</b>	<b>30</b>

**Elementary Education M/S/T (ELST)**

**Early Childhood Education M/S/T (ECST)**

**Deaf and Hard of Hearing M/S/T (DHST) with a Technology Specialization**

This interdisciplinary major integrates formal study in mathematics, biology, chemistry, physics, and technology. Students electing a technology specialization will complete 42 credits of "core" requirements including Calculus (MATH 127), Statistics (STAT 115), Principles of Biology (BIOL 181-182), Principles of Chemistry (CHEM 101-102), College Physics (PHYS 191-192), Introduction to Human Technological Behavior (TSNG 171), Principles of Structures and Mechanisms (TSNG 211), and an M/S/T approved elective. The technology specialization consists of a minimum of 21 credits including the core technology courses, (TSNG 201 Energy Systems), (TSNG 261 Technological Design I), and three technology elective courses at the 300 level or higher.

**Technology Minor**

The minor consists of 21 credits:

TSNG 171/Introduction to Technological Behavior	3
TSNG 201/Energy Systems in Contemporary Society	3
TSNG 211/Principles of Structures and Mechanisms	3
TSNG 261/Technological Design I	3
Technology Options (approved by the chair)	9

At least two of the courses making up this minor must be 300 level or higher. No more than three courses can be transferred into the minor.

**TSNG 111/Engineering Graphics**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisite:* STEC 161

Engineering drawing as a language and a tool of industry. Freehand drawing, orthographic projection and basic descriptive geometry, axonometric drawings, developments, and intersections. Basic dimensioning and reproduction of working drawings. Introduction to CAD.

**TSNG 171/Introduction to Human**

**3 cr.**

**Technological Behavior**

(2 class hours, 3 lab hours)

(annually-fall)

An introduction to the study of how humans shape and modify their world to satisfy basic physiological needs as well as higher-level needs and wants.

Students will study how the use of knowledge, tools and materials, and human-developed systems of technology has brought both benefit and risk to ourselves and our world. A design approach will be employed to provide an overview of basic technological knowledge, processes, and artifacts, including structures, mechanisms, and control.

**TSNG 181/Materials and Processes in Design**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisite:* TSNG 171

An introduction to materials, their characteristics, and the common practices used to change their form and/or properties in order to expand their usefulness in meeting human needs and wants. Development of the ability to understand materials processing and the use of materials processing tools and machines. The importance of safety and its relationship to materials processing will be stressed.

**TSNG 182/Advanced Materials and Processes**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-fall)

*Prerequisite:* TSNG 181

An in-depth experience with materials and advanced techniques used to process them. Includes testing techniques for determining material properties, processing of natural and synthetic materials, and an analysis of past, present, and future material resources. A research-based activity will document contemporary developments in materials, science, and appropriate applications.

**TSNG 201/Energy Systems in Contemporary Society**    **3 cr.**

(2 class hours, 3 lab hours)

(annually-fall)

The study of energy technologies in contemporary society with emphasis on the resources, processes, conversion systems, use patterns, and future reserves. Explores the social, economic, and political implications as well as environmental consequences of particular energy options.

**TSNG 211/Principles of Structures and Mechanisms**    **3 cr.**

(2 class hours, 3 lab hours)

(annually-fall)

*Prerequisite:* TSNG 171

This course is intended to develop knowledge and capability related to two fundamental building blocks of our technological world. Students will study structural and mechanical systems, underlying scientific principles, applications, and techniques and skills used in the design and development of these systems. Emphasis on knowledge of how these systems impact society, and skills to solve new problems with structural and mechanical systems.

**TSNG 221/Information Technology**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-fall)

A study of the systems used to encode, transmit, receive, decode, and store information. The study will include significant world communication endeavors, resources, and impacts of contemporary communication practices on this and other cultures. Major emphasis is on the mass print and mass electronic systems.

**TSNG 231/Production Systems**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisite:* TSNG 182

A study of the structure, function, and impacts of producing artifacts, systems, and environments. Includes world manufacturing endeavors, resources, and the social and economic impacts of manufacturing on a global scale.

**TSNG 261/Technological Design I**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisites:* TSNG 171, STEC 161

This course is intended to promote the competencies, skills, and sensibilities needed for the successful development and realization of contemporary commercial products. A design/problem-solving model will include elements of design and appearance, ergonomics, idea modeling, research, evaluation and management of resources, material selection, and processing, construction, and testing. Emphasis on documentation of design work, appreciation of stylistic traditions, and development of aesthetic sensibilities in design and realization.

**TSNG 290/History of Technological Development      3 cr.**

(3 class hours)

(occasionally)

A course exploring and comparing technological development from early civilization to the present and beyond. Emphasizes the technology humans have developed to satisfy basic needs and the effect of this technology on societal institutions. Places technological change within the context of political, cultural, and economic developments.

**TSNG 331/Control Systems      3 cr.**

(2 class hours, 3 lab hours)

(annually-fall)

*Prerequisites:* TSNG 171, TSNG 211

Study of electronic, fluid, and electro-mechanical systems, including sensors, control and output devices, and impacts of these systems on contemporary society. Introduction to control logic, switching, timing and other control devices and systems. Analysis of circuits and use of instrumentation.

**TSNG 341/Biotechnical Systems      3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisite:* TSNG 171

A study of the techniques, processes, and consequences of human manipulation of natural systems. Includes topics such as agriculture, food production, waste disposal, bio-energy, medical applications, and genetic manipulation. Students will study significant world bio-technology endeavors, the necessary resources, and the social and ethical impacts of biotechnology on our culture and other cultures around the world. Team taught with faculty from the Department of Biology.

**TSNG 351/Computer Systems      3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisites:* TSNG 171, TSNG 211, TSNG 331

Since the computer is considered an essential technological system, this course will introduce the fundamentals of computing through an integrated approach of programming through lessons and activities targeting the control of computer outputs and inputs. Such outputs and inputs include the control and sensing of motors, steppers, solenoids, temperature, light, movement, and other physical characteristics. Laboratory activities are included.

**TSNG 361/Technological Design II      3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisites:* STEC 161, TSNG 171, TSNG 261

An advanced course in design/problem solving. Emphasis on research techniques, product development including human factor engineering and material specification, and advanced testing and evaluation. Case studies used to understand trade-offs and risks to the individual, society, and the environment associated with selected design solutions. Uses a thematic approach to selecting a problem.

**TSNG 400/Problems in Construction      3 cr.**

(2 class hours, 3 lab hours)

(occasionally)

*Prerequisite:* TSNG 211, selection must be approved by faculty adviser

Research-oriented course in problem solving and development of educational media relating to residential construction. This course involves individualized selection and completion of a project by the student while using the faculty member as a resource person.

**TSNG 410/Problems in Communications      3 cr.**

(2 class hours, 3 lab hours)

(occasionally)

*Prerequisite:* TSNG 221, selection must be approved by faculty adviser

Research-oriented course in problem solving in the field of communications. An individualized project developed through student initiative in consultation with a faculty member as an application, or an extension of material offered through formal courses in the communications sequence.

**TSNG 430/Problems in Manufacturing      3 cr.**

(2 class hours, 3 lab hours)

(occasionally)

*Prerequisite:* TSNG 231, selection must be approved by faculty adviser

A research and development-oriented advanced course in problem solving in the area of manufacturing. To evolve around an individualized project initiated by a student or faculty member to extend the knowledge and skill of the student relative to problems unique to manufacturing technology.

**TSNG 444/Problems in Transportation      3 cr.**

(2 class hours, 3 lab hours)

(occasionally)

*Prerequisite:* TSNG 201, selection must be approved by faculty adviser

A research-oriented course in problem solving in the field of power, energy, and transportation. An individualized project developed through student initiative in consultation with a faculty member from the area of power, energy, and transportation. The course will provide an extension to or an application of materials offered through transportation technology.

**TSNG 466/Workshop in Technological Studies      1-6 cr.**

(annually)

*Prerequisites:* Recommendation of faculty adviser, approval of department chair

Advanced course dealing with topics in technological studies.

**TSNG 480/Senior Design Project      3 cr.**

(6 lab hours)

(annually-spring)

*Prerequisites:* STEC 479; approved senior project proposal

Implementation of the research proposal developed in the advanced writing course. Students will design, model, test, and evaluate the proposed solution(s) to the identified problem. A written report summarizing the results of the study will be completed and submitted along with associated models and/or media.

**TSNG 497/Independent Study in      1-6 cr.**

**Technological Studies**

(every semester)

*Prerequisites:* Permission of instructor and dean of School of Engineering

For advanced students wishing to pursue a special area of interest. Topic developed in consultation with a faculty adviser.

**TCED 292/Introduction to Teaching Technology      3 cr.**

**Education**

(1 class hour, 3 lab hours)

(annually-fall)

A professional field-based experience to give an early introduction to teaching. This introduction will include observations of classroom activities, teachers, school administrative functions, and visits to various types of schools. Membership in ITEA and TEANJ is required.

**TCED 392/Junior Professional Experience in      3 cr.**

**Technology Education**

(1 class hour, 3 lab hours)

(annually-spring)

*Prerequisites:* TCED 292, junior status, 2.5 GPA–2.75 major

Observation and limited participation as teacher aide in local public school technology education programs. Emphasis on systematic observation of teaching, planning for teaching, modes of instruction, teacher-pupil interaction analysis and lab planning, management, and controls. Field trips may be required at student expense. Continued membership in ITEA and TEANJ is required.

**TCED 398/Content and Methods in      4 cr.**

**Technology Education**

(4 class hours)

(annually-fall)

*Prerequisite:* TCED 392

General overview of curriculum and methodology in technology education. Emphasis on development of instructional programs and materials, methodology, evaluation and facilities organization, and management in technology education. Also includes Red Cross First Aid course. Continued membership in ITEA and TEANJ is required.

**TCED 466/Workshop in Technology Education      1-6 cr.**

(annually)

*Prerequisites:* Recommendation of faculty adviser, approval of department chair

Advanced course dealing with topics in technology education.

**TCED 490/Student Teaching in      10 cr.**

**Technology Education**

(16 weeks)

(annually-fall)

*Prerequisites:* TCED 392, 2.5 GPA–2.75 major

Student teaching during the senior year under direct supervision of public or private school teachers and a college supervisor. Experience includes observation, participation, and responsible teaching within the school along with familiarization with both the school management system and community makeup.

**TCED 497/Independent Study in      1-6 cr.**

**Technology Education**

(every semester)

*Prerequisites:* Permission of instructor and dean of School of Engineering

For advanced students wishing to pursue a special area of interest. Topic developed in consultation with a faculty adviser.

**TCED 498/Seminar in Technology Education                    2 cr.**

(2 class hours)

(annually-fall)

*Corequisite:* TCED 490

Planning for and analysis of student teacher's role in school and community. Assistance in preparing for postgraduate activities. Individual and group assignments to strengthen student teacher's preparation. Completion no earlier than successful completion of student teaching. Continued membership in ITEA and TEANJ is required.

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**Other Offerings from the School of Engineering****STEC 161/Creative Design                    3 cr.**

(2 class hours, 3 lab hours)

(every semester)

Perspectives on the World: Fine and Performing Arts

Design elements and principles as related to consumer goods. Cultivation of respect for design as a creative and pleasing solution to problems involving industrial tools, materials, and processes. Available to students in any curriculum.

**STEC 215/Computer-Aided Drafting                    3 cr.**

(2 class hours, 3 lab hours)

(occasionally)

An introduction to the utilization of computer technology for drafting; to create or modify engineering and architectural designs in the production of a product. The course is laboratory-oriented covering topics such as sketching, dimensioning, hatching, isometric drawings, basic drawing entities, layering, digitizing, blocking, and plotting.

**STEC 374/Technological Literacy                    3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Prerequisites:* TSNG 171, TSNG 211

An introduction to research and contemporary issues concerning the national focus on technological literacy. The course will deal specifically with concepts of design-based inquiry, history, principles and processes of technology including engineering, and the impact of technological activity on the individual, society, and the environment.

**STEC 479/Advanced Writing in                    3 cr.****Technology Education**

(3 class hours)

(annually-spring)

Development of a written research proposal dealing with a contemporary technological system or problem. Written proposal to include statement of the problem, literature review via library/computer search, procedures to be followed in the study, timeline, and evaluation plan. Completed proposal to be reviewed and approved for implementation in the senior project course, via a faculty evaluation committee.

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**School of Nursing****Susan Bakewell-Sachs, Dean**

Established in 1966, the School of Nursing is now housed in Paul Loser Hall and consists of two divisions. The Bachelor of Science in Nursing (BSN) degree is offered by the Division of Professional Nursing Education and Practice while the Division of Advanced Nursing Education and Practice offers a graduate program leading to the Master of Science in Nursing (MSN) degree. The MSN program as well as the post-master's family nurse practitioner certificate and the certificate program in school nursing are described in *The College of New Jersey Graduate Bulletin*. The BSN program is described on the following pages.

Faculty: Haumann, Chair; Bakewell-Sachs, Blicharz, Boughn, Cappelli, Conway, Lindberg, Martin-Plank, Mericle, Mitchell, O'Connor, Rice, Word

## **Organizing Framework**

The faculty of the School of Nursing gratefully acknowledges the works of Martha Rogers, Jean Watson, Patricia Benner, and Judith Wrubel. The study of their writings has reaffirmed for us the joy, wonder, and excitement of the profession of nursing as art and science. From their theories, observations, and ideas we have derived many of our ideas, philosophical explanations, and definitions.

The organizing framework comprises four basic concepts—human beings, environment, health, and nursing. These concepts form the metaparadigm of nursing and are the basis of the program of study. Systems theory is used to examine the continuous mutual process between human beings and the environment.

Within human beings the pervasive concepts are holism and growth and development across the life span. Holism includes the biological, psychological, social, cultural, spiritual and intellectual dimensions. The client systems are progressive in that students work first with individuals, then families, and finally, the community as client.

Environment is believed to be the context or landscape and geography of the human social experience and relations. Environment is viewed throughout the curriculum to include personal, social, national, global, and beyond-global dimensions. The physical, psychosocial, cultural, historical, developmental, economic, and political aspects are considered within each dimension.

Health, a dynamic process, is the synthesis of wellness and illness and is defined by the perception of the client across the life span. The pervasive concepts are the lived experience of wellness or congruence between one's possibilities and one's realities—based on caring and feeling cared for—and the lived experience of illness or loss/dysfunction that can be mediated by caring relationships. The concepts of stress and coping further explicate the wellness/illness experience of the client. Stress is the disruption of meaning, understanding, and smooth functioning so that harm, loss, or challenge is experienced and sorrow interpretation or new skill acquisition is required. Coping is what people do when personal meanings are disrupted and smooth functioning breaks down. The goal of coping is the restoration of meaning and is not a series of strategies that people choose from a list of unlimited options. Coping is always bounded by the meanings and issues inherent in what counts as stressful to each individual.

Nursing is seen as a process that links the nurse to others. The pervasive concepts are caring and power. At the undergraduate level, critical thinking is seen to move progressively through the curriculum and includes nursing process and the research process.

The development of the student nurse is considered and seen to progress through the study and experience of nursing roles. These humanitarian roles, which include moral/ethical and aesthetic, cognitive, intellectual, and interpersonal dimensions, are learner, clinician, and leader. The learner role includes student, scholar (expert learner), researcher, and scientist. The clinician role of care giver includes critical thinker, teacher, collaborator, and user of nursing theory as the professional nurse develops from novice to expert clinician. The leader role includes manager and coordinator of care, change agent, and role model.

## **Division of Professional Nursing Education and Practice**

The BSN program admits post-high school students and transfer students, that is, those with some college credits or with degrees in other disciplines (NURA). There is also a special pathway for registered nurses with the associate degree or diploma in nursing (NURB). Full- and part-time study options are available for all BSN students.

All professional nursing courses are taught by well-qualified faculty who are experienced and proficient in scientific foundations and clinical applications of nursing. State-of-the-art professional instruction emphasizes that nursing is centered on caring for people. The curriculum reflects this emphasis in clinical nursing practice courses that begin in the sophomore year and become increasingly complex. Students work with children, adults, childbearing families, and the elderly in a variety of settings including acute care hospitals, using sophisticated technology and community agencies dealing with individual, family, and community health care needs. Outstanding opportunities to gain valuable clinical experience are available because of excellent relationships with area hospitals, mental health clinics, nursing homes, home health care agencies, schools, and senior citizen centers. The faculty and students comprise a community of learners with the faculty as facilitator and the student responsible for his or her own learning. Teaching strategies are varied so that students are able to maximize their learning potentials. The program is based on the concepts of "curriculum as dialogue and meaning" and empowerment of students and clients in a community of learners.

The curriculum is four academic years and includes general education courses, courses in the natural and behavioral sciences, and nursing science and practice courses. The nursing courses are concentrated in the upper division and include nursing practice in the School of Nursing clinical learning laboratory and nursing practice experiences in a wide variety of area health care agencies. Each credit of a nursing lecture or seminar course is the equivalent of one college hour (that is, 53 minutes) in the classroom per week of the semester. Each credit assigned to a nursing laboratory/clinical course equates to three college hours per week for the semester. Thus a three-credit clinical course requires an eight-hour clinical day each week of the semester. The Bachelor of Science in Nursing program is fully accredited by the New Jersey State Board of Nursing and the National League for Nursing. The National League for Nursing Accrediting Commission at 350 Hudson Street, New York, New York 10014 (800/669-1656) is a resource for information regarding tuition, fees, and length of the program.

Approximately 70 to 80 percent of students matriculated in the nursing major complete program requirements. Graduates are then qualified to take the National Council Licensing Examination (NCLEX-RN) for licensure as registered nurses. Application for licensure, in accord with regulations of the New Jersey Board of Nursing, also requires the submission of an affidavit that the applicant "has never been convicted or has not pleaded *nolo contendere*, *non vult contendere* or *non vult* to an indictment, information, or complaint alleging a violation of any federal or state law involving moral turpitude or relating adversely to the nursing profession." Boards of nursing in other states have similar requirements.

Graduates of the School of Nursing at TCNJ have enjoyed a better-than-average passing rate on the NCLEX-RN. They are broadly prepared as beginning practitioners of professional nursing to give nursing care in any health setting; to interpret and demonstrate such care to others; and to assume professional responsibility for nursing diagnosis, health promotion, disease prevention, habilitation, and rehabilitation. Graduates assume leadership roles in planning, directing, and evaluating nursing care. They are actively recruited for employment in health care agencies. In excess of 70 percent of graduates are employed in full-time positions in nursing within six months following graduation. Many graduates pursue graduate study in nursing at the master's and doctoral levels.

The purpose of the Bachelor of Science in Nursing program at The College of New Jersey is to prepare nurses to:

1. Enter the practice of professional nursing as advanced beginners;
2. Assume the responsibilities of educated persons in society;

3. Participate in the advancement of the profession;
4. Pursue advanced study; and
5. Engage in life-long learning.

## **Requirements for the Major**

Twenty-nine credits in supportive/prerequisite courses which include BIOL 141, 142, 212, CHEM 201, 202, PSYC 101, STAT 115 and 116; NURS 110, 200, 202, 220, 230, 328, including nine credits in professional role development, NURS 210, 310, 410; and 37 credits of clinical and clinical-related courses which include NURS 240, 320/324, 330/334, 340, 344, 350, 420/424, 440/444, and 460.

## **Academic Policies and Program Requirements**

Given the nature of the nursing curriculum, course sequence is very important to avoid delays in entering nursing courses and delays in graduation. Students need to work closely with faculty advisers in scheduling courses.

Satisfactory performance on comprehensive achievement examinations is required for graduation. Based on scores achieved, students may be required to complete designated review activities and retesting. There may be fees associated with the examinations.

Students are expected to demonstrate patterns of behavior consistent with safe and ethical professional nursing practice. Students who do not demonstrate such behavior may be removed from clinical experience and are subject to failure in the course and dismissal from the program. Guidelines for student behavior in clinical settings are outlined in the *School of Nursing Student Handbook*.

The College provides liability insurance for all nursing students who are not already registered nurses. The insurance applies only to clinical experiences associated with nursing courses. Registered nurse students must provide their own liability/malpractice insurance.

As a student nurse, certain high-risk contacts necessitate special vigilance to maintain good health. Therefore, the School of Nursing has established health requirements that include an annual health examination, tuberculosis testing, hepatitis vaccination, and rubella titer or immunization. Health requirements are described in detail in the *School of Nursing Student Handbook*.

Clinical learning assignments require students to travel to off-campus clinical agencies. Students are responsible for arranging their own transportation.

Professional status is reflected in appropriate attire. Students are required to purchase the School of Nursing uniform and to adhere to the dress code as described in the student handbook.

Students interested in pursuing a career in pharmaceutical sales and marketing or in other areas of the health care industry can combine a Bachelor of Science in Nursing (BSN) with a minor in marketing. See your adviser or the chairperson of the undergraduate division for more information.

## **Organizations**

### **Professional Nursing Organization of Students (PNOS)**

PNOS comprises nursing majors and those interested in the profession of nursing. The PNOS works to provide opportunities for personal, intellectual, professional, and social growth of its members by sponsoring educational, social, and service events. Through PNOS, nursing majors are named to School of Nursing committees.

### **New Jersey Nursing Students Association (NJNSA)**

Nursing majors are eligible to belong to NJNSA and the National Student Nurses Association. Members participate in state and national activities and conferences.

### **Sigma Theta Tau International Honor Society of Nursing**

The Delta Nu Chapter of Sigma Theta Tau, the only international honor society of nursing, was chartered at The College in 1980. There are over 300 constituent chapters across the nation in collegiate schools of nursing accredited by the National League for Nursing. Sigma Theta Tau was founded to:

- Recognize the achievement of scholarship of superior quality;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work; and
- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

Each year invitations to membership are extended to selected students in the undergraduate and graduate programs who are in the upper 35 percent of their graduating class. Faculty and other nursing professionals in the community who meet specified criteria may also be invited to become members. Program meetings of an educational or scientific nature are held on a regular basis.

## **Nursing Scholarships and Loans**

### **Air Force ROTC Nursing Scholarships**

Freshmen and sophomore nursing candidates interested in serving the USAF Nursing Corps may compete for an AFROTC Scholarship. The scholarship covers tuition, fees, book costs, and a monthly tax-free allowance. There also is a one-year college program allowing juniors to pursue Air Force Commissions before graduation. For further details, contact AFROTC, 9 Senior Street, New Brunswick, NJ 08901. Or fax 732/932-7202.

### **Army Reserve Officer Training Corps Two- and Three-Year Nursing Scholarships**

Freshmen and sophomore nursing candidates may compete for the Army ROTC scholarship. The scholarship covers full tuition (at TCNJ), laboratory fees, textbooks, and provides a monthly tax-free allowance during the junior and senior years. For further information, contact ROTC at extension 3169.

**Federal Nursing Loans**

Nursing loans are available to those students who are enrolled in the nursing program. Students may borrow up to \$2,000, depending upon the availability of funds and the amount of demonstrated financial need. The interest rate on nursing loans is five percent per year. For additional information, see the Office of Student Financial Assistance, Green Hall 101.

**Four-Year Suggested Sequence for Basic Students (NURA)****Freshman Year****Fall**

NURS	099/Freshman Nursing Seminar	0
IDSC	151/Athens to New York	3
CHEM	201/General Chemistry I	4
PSYC	101/Introductory Psychology	3
RHET	101/Rhetoric	3
Philosophy/Religion (GE)		3

**Spring**

NURS	110/Man/Environment Across the Life Span	3
CHEM	202/General Chemistry II	4
BIOL	141/Anatomy/Physiology I	4
RHET	102/Rhetoric II	3
<b>Total for year</b>		<b>30</b>

**Sophomore Year****Fall**

BIOL	142/Anatomy/Physiology II	4
NURS	202/Nutrition	3
NURS	210/Prof Role I (Learner)	3
NURS	220/Wellness Promotion	3
IDSC	252/Society, Ethics, Technology	3

**Spring**

BIOL	212/Microbiology	4
NURS	200/Pharm. Intervention	3
NURS	230/Holistic Health Assessment	3
NURS	240/Holistic Interventions	3
STAT	115/Statistics I	3
<b>Total for year</b>		<b>32</b>

**Junior Year****Fall**

STAT	116/Statistics II	3
NURS	310/Prof. Role II (Clinician)	3
NURS	320/Caring in Childbearing Family	3
Health/Science		
NURS	324/Childbearing Family Health/Practice	3
NURS	340/Caring in Psychosocial Health	
<i>or</i>		
NURS	344/Caring in Child Health	3

**Spring**

NURS	328/Research for Health Related and Social Sciences	3
NURS	330/Caring in Adult and Elder Health I/Science	3
NURS	334/Adult and Elder Health I/Practice	3
NURS	340/Caring in Psychosocial Health	
<i>or</i>		
NURS	344/Caring in Child Health	3
NURS	350/Advanced Holistic Interventions	1
<b>Total for year</b>		<b>28</b>

**Senior Year****Fall**

NURS	410/Prof. Role III (Leader)	3
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NURS 420/Caring in Adult and Elder	
Health II/Science	3
NURS 424/Adult and Elder Health/Practice	3
Literature (GE)	3
History (GE)	3

#### **Spring**

NURS 440/Caring in Community Health/Science	3
NURS 444/Community Health/Practice	3
NURS 460/Capstone/Leadership Seminar	3
Fine/Performing Art (GE)	3
Elective 3	

**Total for year**                   **30**

### **RN Students (NURB)**

A special curriculum pathway has been designed for RN students who are graduates of associate degree or hospital diploma programs and who now wish to attain a BSN. This pathway provides for recognition of prior study of nursing through challenge examinations or transfer credit from associate degree nursing courses. In addition to satisfying all admission criteria established for transfer students by The College of New Jersey, the RN student must hold a current license to practice professional nursing in the United States and present a copy of the same with application for admission to TCNJ. RN students are expected to carry individual liability/malpractice insurance while taking nursing courses. A copy of the student's current policy must be submitted to the chairperson of the Division of Professional Nursing Education and Practice.

The faculty of the School of Nursing at The College of New Jersey endorse "The New Jersey Articulation Model." Thus, credits are awarded for transferable college-level nursing courses. Up to 31 credits for nursing courses may be transferred within the five-year period following the RN's graduation from the associate degree or diploma nursing program. Beyond the five-year period, testing may be required to establish credit.

Students who are transferring from schools without transferable credit may establish up to 34 credits in nursing through the NLN Mobility Profile II. Details regarding testing procedures and costs will be available from the Division of Professional Nursing Education and Practice.

Non-nursing course requirements for RN students are the same as for basic students. Nursing course requirements differ slightly. RN students work with faculty advisers to develop individualized pathways for completing the program. Individualized pathways are based upon the amount of transfer credit, credit by examination, and the number of credits the student takes in a given semester. Generally, RNs complete non-nursing course requirements prior to beginning the sequence of nursing courses.

The following nursing courses may either be transferred or challenged by the RN student. *Note:* The maximum number of nursing credits transferred will not exceed the number of nursing credits earned in the sending institution.

NURS 200/Pharmacology	3
NURS 220/Wellness Promotion	3
NURS 240/Holistic Interventions	3
NURS 320/Childbearing Family Science	3
NURS 324/Childbearing Family Practice	3
NURS 330/Adult and Elder Science I	3
NURS 334/Adult and Elder Practice I	3
NURS 340/Psychosocial Health	3
NURS 344/Child Health	3
NURS 350/Advanced Holistic Interventions	1
NURS 420/Adult and Elder Science II	3

**Total**                   **31**

#### **Nursing credits that RN students generally need to take include:**

NURS 110/Life Span	3
NURS 202/Nutrition	3
NURS 210/Prof. Role Development I	3
NURS 211/Empowering Returning Students*	1
NURS 230/Holistic Health Assessment	3
NURS 310/Prof. Role Development II	3
NURS 328/Research	3
NURS 410/Prof. Role Development III	3
NURS 434/Professional Practice Across the Life Span*	3
NURS 440/Community/Science	3
NURS 444/Community/Practice	3
NURS 460/Capstone Leadership Seminar	3

**Total**                   **34**

\*RN students only.

**NURS 110/Development of Unitary Man and Environment Across the Life Span**                           **3 cr.**

(annually-spring)

*Pre- or Corequisite:* PSYC 101

Open to non-majors with permission from coordinator

This course focuses on holistic human beings and includes the normal biological, physical, and psychosocial dimensions of the development of individuals and families from conception to old age. Emphasis is on the lived experience of human-environment interactions. Primary emphasis is on the individual with some discussion of family and community development. An underlying theme of the course is development of the individual student within the context of caring. The beginning learner will study unitary man from birth to old age and death within the context of holism. Environment is defined as the landscape and geography of human social experience as everyday life. The history, theories, and methodologies of growth and development will be explored as a foundation to explain and predict human life span events. The lived experiences of the developing individual will be discussed within the following dimensions: physical and cognitive changes; social, emotional, spiritual, and personality development; and cultural diversity. The concept of caring will be introduced as a foundation for the study of holistic human beings and environment.

**NURS 200/Pharmacological Interventions**                           **3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* BIOL 141 or permission*Pre- or Corequisite:* BIOL 142

Open to majors and non-majors

An introduction to the basic terms, concepts, and principles of drugs and drug therapy, and their effect on human beings with various health problems. The course is designed to introduce nursing majors and non-nursing majors interested in health-related fields, and consumers of health care, to drugs and drug therapy. Emphasis is placed upon the therapeutic, adverse, and toxic effects of drugs upon the human body. The course examines the legislative and legal controls relative to drug abuse, dependence, and addiction. The opportunity to raise moral and ethical issues that affect the consumer is integrated throughout the course.

Major drug classifications are emphasized and discussed in relation to the lived experiences of wellness and illness of holistic individuals. Drug classifications and effects are considered in relation to providers and consumers of health care.

**NURS 202/Nutrition Across the Life Span**                           **3 cr.**

(3 class hours)

(annually-fall)

Open to majors and non-majors

This course is intended to give the student a comprehensive overview of basic nutrition principles. Primary focus is directed toward the nutrient groups and their function in human physiology. Present knowledge about each nutrient is related to current issues in nutrition research and practice. Nutrition controversies faced by consumers are covered. This basic knowledge is applied by examining the relationship between nutrition and health (wellness-illness) across the life span.

The course examines the impact of cultural, psychosocial, historical, political, and economic influences on the lived experience of nutrition during developmental stages of the life cycle. Students will also be prepared to continue the study of nutrition at a more advanced level in both its normal and therapeutic applications.

**NURS 210/Professional Role Development I:**                           **3 cr.****Caring Within the Learner Role**

(annually-fall)

Open to non-majors with permission of chairperson

Professional Role Development I is designed to examine the concepts of caring; power and empowerment; and autonomy, advocacy, and activism as related to nursing using the models of Watson, Benner, and Rogers. Focus is on the conceptual and historical bases of professional nursing with an emphasis on caring within humanitarian ethic and the learner role as related to the philosophy and organizing framework of the School of Nursing. The learner role will be examined from various perspectives including stages of professional development, domains of practice, development of critical thinking, and historical and contextual dimensions. The following concepts are also explored: socialization, self-development, gender issues, and systems theory. The role of the student from novice to expert learner is discussed using the Benner model and including the learner sub-roles of researcher, scholar, and scientist.

**NURS 211/Empowering Returning Students**                           **1 cr.**

(1 class hour)

(annually-fall)

Enrollment limited to returning RN students

The course is designed to empower returning RN students and re-socialize them into professional nursing. The student is introduced to the concepts of caring, re-socialization, power and empowerment, and stress and coping. The "Returning to School Syndrome" and related research is the focus of the course.

**NURS 220/Wellness Promotion Across**                           **3 cr.****the Life Span**

(3 class hours)

(annually-fall)

Open to non-majors with permission of chairperson

This course addresses human activities that are directed toward sustaining, developing, and enhancing wellness and self-actualization at all stages of development and across the life span. Topics include: concepts of health, wellness evaluation, introduction to teaching and learning theory, values clarification, and communication and facilitative interaction focused on wellness. In addition, students will discuss family systems theory; social environmental, and economic issues related to wellness promotion; and access to health care. An underlying theme in this course is wellness promotion of the student with a focus on the use of self in wellness promotion across the life span. Specific interventions for lifestyle changes will be discussed and include coping and stress management; health education; diet management and weight control; social support; exercise and physical fitness; and issues related to smoking, alcohol, and other forms of substance abuse. Opportunities for interactive and experiential learning are provided in the Nursing Clinical Laboratory.

**NURS 230/Holistic Health Assessment**

**3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Pre- or Corequisites:* NURS 110, 200, BIOL 142, 212, CHEM 202

*Prerequisites:* BIOL 141, NURS 202, 210, 220, CHEM 201, PSYC 101

This course will introduce the novice learner to assessment of the lived experiences of human beings within their environment, throughout the life span, and within the context of caring and transcultural human diversity. The dynamics of wellness and illness are explored in the holistic health assessment of young persons to aging adults. Students will develop the ability to assess people and formulate nursing diagnoses derived from observation, interview techniques, the collection and analyzing of subjective data from a health history, and the interpretation of objective data obtained through physical examination skills. These modalities will be practiced on each other in the clinical laboratory setting and with clients in selected health-related settings. Knowledge from the science of nursing, human development, the humanities, arts, and natural and behavioral sciences will be integrated into the assessment of the whole person through consensual caring validation. This course continues the preparation of the student as an empowered autonomous practitioner, capable of independent clinical judgments and decision making.

**NURS 240/Holistic Health Interventions**

**3 cr.**

**Across the Life Span**

(9 clinical hours)

(annually-spring)

*Pre- or Corequisites:* NURS 110, 200, 230, BIOL 142, 212, CHEM 202

*Prerequisites:* NURS 202, 210, 220, BIOL 141, CHEM 201, PSYC 101

This course is designed to permit the novice learner to acquire, demonstrate, and implement common nursing actions in order to respond to the lived experiences of unitary persons in wellness and illness. Beginning level technologies and clinical applications to individual client-care situations will be discussed and demonstrated in the clinical learning laboratory utilizing dialogue as content with the teacher as expert learner and the student as novice learner. Opportunities for the student to use the nursing process in the care of diverse individuals across the life span will be provided in clinical experiences in health care facilities. Mastery of identified skills will be demonstrated by the novice learner in both the clinical learning laboratory and in the health care facility.

The nursing philosophy of humanistic caring provides the framework for holistic nursing interventions related to enhancing, protecting, and preserving health functioning of individual clients across the life span. The human being in interaction with his environment is the focus of the study. The dimensions of Watson's 10 carative factors are explored. Emphasis is placed on concepts and principles that will permit the novice to enter clinical situations in a safe and efficient manner. Concepts studied in the context of caring are related to environmental contextual influences, interactive processes, and problem solving. Students will perform protective, enhancing, and preservative interventions with individuals across the life span and with varied lived health experiences. Opportunity is provided for the student to begin to integrate role responsibility in the health care delivery system.

**NURS 250/Women and Health: Power, Politics,**

**3 cr.**

**and Change**

(offered occasionally)

Perspectives on the World: Social Sciences-Content, Gender Elective, open to majors and non-majors

This course presents a feminist perspective concerning women's health issues. Historical, political, economic, and social influences will be examined for their impact on women as consumers and providers of health care.

**NURS 310/Professional Role Development II:**

**3 cr.**

**Caring Within the Clinician Role**

(3 class hours)

(annually-fall)

*Prerequisites:* 200-level required nursing courses

Focuses on professional role development and socialization to the clinician role within the School of Nursing framework of caring and Benner's model of clinical development (novice to expert). Clinical application of this conceptual model to the experiences of wellness and illness is emphasized based on the works of Watson, Benner, and Rogers as explicated within the School of Nursing philosophy. Other nursing theories/models are also discussed from a nursing practice perspective. The clinician role is further developed emphasizing the concepts of professionalism (power and empowerment, accountability, collaboration, autonomy, and advocacy), and ethical decision making (including critical thinking, clinical decision making, and the nursing process). The clinician sub-roles of care giver, critical thinker, teacher, collaborator, and user of nursing theory are also discussed. The concept of diversity, as applied to the challenges in health care delivery, is also emphasized in this course.

**NURS 320/Caring in Childbearing Family**

**3 cr.**

**Health/Science**

(3 class hours)

(annually-fall)

*Prerequisites:* 200-level required nursing courses, BIOL 212

*Corequisite:* NURS 324

A developmental family-centered approach to the nursing of families, parents, and infants during the maternity cycle. Critical thinking with an emphasis on shared decision-making skills is developed within the family construct. This course provides a knowledge base from which to apply holistic nursing care to the lived experiences of the childbearing family. The human being is viewed as a member of the family within the context of environment. Both family and family members are viewed as client.

Ethical dilemmas as they are related to the childbearing family are explored along with the concepts of caring, stress-coping, and power and empowerment. Family developmental theory, body image, parenting, attachment and loss, domestic violence, and diversity are also included as well as an introduction to research findings within the context of the maternity cycle.

**NURS 324/Caring in Childbearing Family** **3 cr.**

**Health/Practice**

(9 clinical hours)

(annually-fall)

*Pre- or Corequisite:* NURS 320

Clinical practice with childbearing families. Consideration is given to care of the family in the community as well as the acute care facility. Critical thinking skills are emphasized in the use of the nursing process in the lived experience of wellness-illness wherein the student applies nursing care principles and concepts in the care of childbearing women; parents; their families; and newborn infants in hospitals, clinics, and at home.

**NURS 328/Research for Health-Related** **3 cr.**

**and Social Sciences**

(3 class hours)

(every semester)

*Pre- or Corequisite:* STAT 116

Designed to prepare the student to understand the nature and objectives of systematic inquiry by becoming familiar with the methodology and techniques of research. Emphasis is placed on preparing students to critically analyze current research in the health-related and social sciences. Students critique selected research studies. Current issues in research, such as ethics and the application of research findings, are discussed.

**NURS 330/Caring in Adult and Elder** **3 cr.**

**Health I/Science**

(3 class hours)

(annually-spring)

*Prerequisites:* 200-level nursing courses, NURS 320, 324

*Corequisite:* NURS 334

Focus is on the concept of caring within the novice clinician role and the developmental process related to the lived experience of wellness and illness of adult and elder clients within a family system. Bio-psychosocial dimensions and patterns are discussed and emphasis is placed on critical thinking and use of the nursing process in examining major health concerns of adults and elders and their relation to stress and coping within the context of social, economic, and cultural forces.

Topics include coping and illness across the life span of adults and elders, common stressors and their management (surgery, infectious disease, altered body image, shock), coping with problems of gas transport, coping with cancer, coping with problems of sexuality and reproduction, and coping with problems of protection.

**NURS 334/Caring in Adult and Elder** **3 cr.**

**Health I/Practice**

(9 clinical hours)

(annually-spring)

*Pre- or Corequisite:* NURS 330

Nursing practice experience as a novice clinician in implementing the nursing process in the care of adult and elder clients coping with varied lived experiences of wellness and illness within the family system. Acute care settings are utilized with an emphasis on nursing diagnoses and nursing interventions as well as evaluation of nursing care. Clinical decision-making skills are developed.

**NURS 340/Caring in Psychosocial Health** **3 cr.**

**Across the Life Span**

(1.5 class hours, 4.5 clinical hours)

(every semester)

*Prerequisite:* 200-level nursing courses

This course is designed to examine concepts of caring, power, and empowerment in relation to the lived experience of mental health. Emphasis is placed on understanding care of the mentally ill throughout history and the directions historical perspective provide for contemporary care. Organizations designed to empower both the mentally ill and their families are discussed. The psychiatric interview as the basis for data generation is examined. Also examined are the concepts of mental wellness, family systems theory relating to mental health, chronic anxiety, physiologically based mental illness, and nursing interventions to promote mental health. The special problems of outwardly and inwardly channeled aggression are also studied. The problems of the mentally ill homeless are examined as well as current research endeavors and the implications of those studies for the future practice of nursing. Learning is guided by the philosophy and the organizing framework of the School of Nursing. Clinical practice experiences are provided in health care settings with clients across the life span with varied lived mental health experiences. Exploration of the evolving role of professional nursing in relation to the care of the mentally ill is emphasized.

**NURS 344/Caring in Child Health/Science/Practice      3 cr.**

(2 class hours, 3 clinical hours)

(every semester)

*Prerequisites:* 200-level nursing courses; BIOL 212

A holistic caring approach to the study of family-centered nursing care of children and their families throughout the lived health experience. Emphasis is placed on the interrelated emotional, cultural, psychosocial, environmental, and physical health experiences of the family unit and the effect of these forces upon the normal growth, development, and maturation of children and adolescents.

The child and family are discussed as a unit that has the potential for coping with stressors, which are developmental, contextual, or health related. Caring strategies to assist families with children are described as those that enhance, protect, or preserve optimum levels of wellness. The course is designed to impart knowledge, enhance critical thinking, and to foster observational, communication, and assessment skills central to nursing diagnosis, creative problem solving, planning, implementation, and evaluation of the nursing care of children. The content is divided into units and offered during the fall and spring semester of the junior year. Each student has weekly clinical practice in either an outpatient clinic, community resource facility, or an acute care setting. Additionally, several clinical case study seminars, correlated with course content, are offered.

**NURS 350/Advanced Holistic Interventions in a      1 cr.**

**Technological Society**

(3 lab hours)

(annually-spring)

*Prerequisites:* 200-level required nursing courses, NURS 320, 324

This course is designed to assist students to develop mastery of increasingly complex nursing technologies. This course is taken concurrently with NURS 330 and assists the students in understanding the use and importance of advanced technology in today's health care system and society. Computer applications to nursing care are also discussed.

**NURS 360/Selected Topics in Nursing      3 cr.**

(3 class hours)

(offered occasionally)

*Prerequisite:* Permission of faculty

*Note:* Each time this course is offered, the specific topic will be announced.

An opportunity to pursue in-depth study and/or field experience in topics of current interest or specialized focus not available in the required nursing curriculum.

**NURS 410/Professional Role Development III:      3 cr.**

**Caring Within the Leadership Role**

(annually-fall)

*Prerequisites:* 300-level required nursing courses

Focuses on caring within the leadership role in nursing. Topics include change agent; role model, leader, manager, and coordinator of care. Concepts to be explored include advocacy accountability, power and empowerment as they relate to quality nursing practice, the legislative process, health care delivery systems, and the nursing leadership role. Students will also examine the broad professional, social, political, ethical, and technological issues and trends impacting the environment and nursing practice; discuss health policy and recommend strategies that will promote quality health care systems based on the caring model of nursing.

**NURS 420/Caring in Adult and Elder Health II/      3 cr.**

**Science**

(3 class hours)

(annually-fall)

*Prerequisites:* 300-level nursing courses

*Corequisite:* NURS 424

Focus is on the concepts of caring and developmental processes related to wellness and illness of adult and elder clients within a family system. Emphasis is placed on critical thinking and use of the nursing process in examining major health problems in relation to stress and coping within the context of social and economic forces and culturally diverse backgrounds. Topics include coping and illness in adult and elder clients, common stressors and their management (chronic illness, pain, fluid and electrolyte imbalance, sensory alteration), coping with problems of regulation and metabolism, nutrition, and elimination, and coping with sensorimotor problems.

**NURS 424/Caring in Adult and Elder Health II/      3 cr.**

**Practice**

(9 clinical hours)

(annually-fall)

*Prerequisite or Corequisite:* NURS 420

Application of nursing knowledge to the lived experience of adult and elder clients within a family system with major health problems. Clinical experiences are provided in acute care and tertiary settings with an emphasis on nursing diagnosis and interventions as well as evaluation of the nursing care and development of clinical decision-making skills.

**NURS 434/Professional Practice Across      3 cr.**

**the Life Span**

(9 clinical hours/week)

*Prerequisite or Corequisite:* NURS 310 (enrollment limited to returning RN students)

Focus is on the concepts of caring and the developmental process related to wellness and illness of clients across the life span and within the family system. Emphasis is placed on critical thinking and use of the nursing process in examining stress and coping within the context of social and economic forces and culturally diverse backgrounds. Clinical experiences take place in a variety of settings where emphasis is placed on the application of nursing knowledge to the lived experience of human health care across the life span.

**NURS 440/Caring in Community Health/Science      3 cr.**

(3 class hours)

(annually-spring)

*Prerequisites:* 300-level nursing courses, NURS 410, 420/424

*Corequisite:* NURS 444

This course focuses on the concepts of caring, power, and empowerment as they relate to the lived health experience of populations and communities.

Students discuss the role of the nurse in population-focused practice with the community as the client of care. Topics include epidemiology, the concepts of community, community health nursing, populations and aggregates, family health, and diversity and ethical decision making in community health nursing.

In addition, students will analyze and evaluate models for community assessment and program planning, screening methodologies, management strategies, and research findings related to community health nursing. Other topics discussed include health of the home care population, environmental health and safety, school health, hospice care, discharge planning, community health advocacy, and health care of specific sub-populations within the community. Current social issues and health problems affecting the community will be identified and discussed.

**NURS 444/Caring in Community Health/Practice      3 cr.**

(9 clinical hours)

(annually-spring)

*Prerequisite or Corequisite:* NURS 440

Clinical nursing practice related to the lived experience of the health of communities. Emphasis is on population-focused experiences. Students will perform protective, enhancing, and preservative interventions with communities in a variety of settings. Settings may include home care agencies, public health agencies, outpatient clinics, day care programs, prisons, early intervention programs, homeless shelters, schools, industry, and mental health clinics.

**NURS 454/Clinical Elective      1 cr.**

(3 clinical hours/week)

(offered occasionally)

*Prerequisites:* 300-level required nursing courses

This course is designed to provide additional clinical experiences in a variety of settings to increase opportunities for the advanced beginner student to apply nursing knowledge to the lived experiences of clients. Emphasis is placed upon critical thinking and implementation of the nursing process. Clinical and ethical decision-making skills, use of nursing models and research findings will be further developed. Stress and coping within the context of social and economic forces and culturally diverse backgrounds is also examined.

**NURS 460/Capstone Seminar: Leadership and Management in Nursing      3 cr.**

(1.5 class hours, 4.5 practice hours)

(annually-spring)

*Prerequisites:* 300-level nursing courses, NURS 410, 420 and 424

*Prerequisite or Corequisite:* NURS 440, 444

This course provides an opportunity to analyze, evaluate, and synthesize the nursing knowledge base with a primary focus on the nursing leadership role. Through practice experiences and seminar discussions, students will apply leadership concepts and theories in the practice and management of professional nursing. Students will also evaluate the outcomes of their own activities in enhancing the effectiveness of the nurse leader as a manager, coordinator of care, change agent, and role model.

**NURS 499/Independent Study      1-4 cr.**

*Prerequisites:* Permission of faculty adviser and chair of the Division of Professional Nursing Education and Practice

Intensive individual study of a special topic in nursing.

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## School of Science

## Biology

Faculty: Fangboner, Chair; Bossart, Bricker, Kayne, Klug, Lipton, Lovett, Morrison, O'Connell, Reinert, Rockel, Rose, Shevlin

The objectives of the department are to develop an understanding by students of biological principles that underlie all living things, to instill in students a sense of inquiry, and to sharpen the analytical thinking skills of students. Whenever possible, laboratory experiences emphasize independent research.

At the completion of the program, all students receive a Bachelor of Science in Biology. The major is a liberal arts-based program that prepares students for: 1) occupations in biologically related professions, 2) advanced graduate study in biology, 3) a variety of health career professions, and 4) teaching at the secondary level. Occupations include, for example, research-oriented positions with private industrial and pharmaceutical enterprises and state and federal agencies. Graduate study may lead to both Master of Science and PhD degrees. Health careers include allopathic (MD) and osteopathic (DO) medicine, dentistry, pharmacy, physical therapy, occupational therapy, physician assistant, podiatry, optometry, and veterinary medicine.

Students interested in pursuing a career in pharmaceutical sales and marketing can combine a major in biology (BIOA) with a minor in marketing. See Professor Pelham, School of Business, or the biology chairperson for more information.

### Requirements for the Major

There are six programs within the biology major: liberal arts (BIOA), secondary teaching (BIOT), seven-year BS/MD (BIOM), seven-year BS/OD (optometry; BIOP), early childhood education/biology (ECBI); and elementary education/biology (ELBI).

#### Liberal Arts (BIOA) and Secondary Education (BIOT)

Fifty-seven credits (BIOA) or 51 credits (BIOT) of major requirements including 23 credits of biology core courses (BIOL 100, 183, 184, 211, 261, 321, and 498), 18 credits (BIOA) or 12 credits (BIOT) of biology options, plus eight credits of organic chemistry (CHEM 321-322 or 331-332), and eight credits of physics (PHYS 201-202 or 191-192 if BIOA; or PHYS 201-202 if BIOT). Six credits of Calculus (MATH 127-128) and eight credits of General Chemistry (CHEM 201-202) are part of the general education requirements.

#### Seven-Year BS/MD Program (BIOM)

Is available only to an entering freshman. Forty-seven credits of major requirements including 23 credits of biology core courses (BIOL 100, 183, 184, 211, 261, 321, and 498), eight credits of General Physics (PHYS 201-202), eight credits of Organic Chemistry (CHEM 321-322 or 331-332), and a minimum of 28 credits at NJ medical school. Six credits of Calculus (MATH 127-128) and eight credits of General Chemistry (CHEM 201-202) are part of the general education requirements. The student needs to earn a 3.4 or better each semester overall and in the sciences, and earn a B or better in BIOL 183-184, CHEM 201-202 or HONR 201-202, CHEM 321-322 or CHEM 331-332, and PHYS 201-202.

#### Seven-Year BS/OD (Optometry) Program (BIOP)

Is available to an entering freshman and to enrolled biology freshmen and first-semester sophomores. Sixty credits of major requirements including 23 credits of biology core courses, (BIOL 100, 183, 184, 211, 261, 321, and 498), 18 credits of biology options including BIOL 331 or 332, eight credits of General Physics (PHYS 201-202), eight credits of Organic Chemistry (CHEM 321-322 or 331-332), three credits of Statistics (STAT 115), and a minimum of 13 credits at S.U.N.Y. State College of Optometry. Six credits of Calculus (MATH 127-128), eight credits of General Chemistry (CHEM 201-202), and three credits of Psychology (PSYC 101) are part of the general education requirements. Minimum overall GPA no lower than 3.2, minimum science and math prerequisite courses GPA no lower than 3.2 with no grade below a C.

#### Elementary Education/Biology (ELBI) and Early Childhood Education/Biology (ECBI)

Thirty-two credits of major requirements, eight credits of biology core (BIOL 261 and 321), eight (8) credits of biology options, eight credits of Organic Chemistry (CHEM 321-322), and eight credits of College Physics (PHYS 191-192), or General Physics (PHYS 201-202). Eight credits of General Biology (BIOL 183-184), eight credits of General Chemistry (CHEM 201-202) or HONR 201-202, six credits of mathematics (two courses from among IDSC 105, STAT 115, MATH 127-128), eight credits of biology core (BIOL 211 and 498) are included in the general education requirements.

#### Elementary Education M/S/T (ELST) and Early Childhood Education M/S/T (ECST) with a Biology Specialization

This interdisciplinary major integrates formal study in mathematics, biology, chemistry, physics, and technology. Students electing a biology specialization will complete 42 credits of "core" requirements including Calculus (MATH 127-128), General Biology (BIOL 183-184), Principles of chemistry (CHEM 101-102), College Physics (PHYS 191-192), Introduction to Human Technological Behavior (TSNG 171), Principles of Structures and Mechanisms (TSNG 211), and an M/S/T-approved elective. The biology specialization consists of a minimum of 21 credits including two of the following core biology courses, BIOL 211/Cell and Molecular, BIOL 261/Ecology and Field, BIOL 321/Genetics, and two biology elective courses at the 300 level or higher.

## Biology Minor

The minor consists of 21 credits:

BIOL 181-182 or 183-184	8
<i>Two of the following:</i>	8
BIOL 211/Cell and Molecular Biology	
BIOL 321/Genetics	
BIOL 261/Ecology and Field Biology	
Biology Options (two courses)	5 min.

At least two of the courses making up this minor must be 300 level or higher. No more than three courses (up to a total of 12 credits) can be transferred into the minor.

## **Departmental Honors**

The Departmental Honors Program provides advanced research experience and recognition of outstanding achievement. To be eligible the biology major must have at least 32 credits earned at The College of New Jersey, including 12 credits of biology courses. The student should have an overall grade point average of 3.3 or better, and a science grade point average of 3.5 or better. The candidate must make application by written request to the biology department honors adviser (for further details see Professor Fangboner). The candidate must complete the biology major with an overall GPA of 3.3 and a science GPA of 3.5 or better, including at least 18 credits in biology courses completed at TCNJ and must complete the equivalent of nine credits of honors biology work. The research will culminate with a presentation and a written thesis presented in a form acceptable to a scientific journal. For completion of departmental honors, the initial proposal and the final thesis must be judged "Honors Quality" by the student's Honors Review Committee. Students who have completed the program successfully will be certified by the Department of Biology to graduate "With Departmental Honors in Biology."

## **Graduation Requirement**

The biology major (BIOA, T, M, and P) will need one biology course at the organismal level or higher from among the following: 331, 332, 341, 342, 343, 350, 370, 371, 375, 442, or 465.

## **Course Transfer and AP Standards**

College science course transfer credits will need to be a C or better to be acceptable.

An Advanced Placement (AP) score of five in biology earns eight credits for BIOL 183 and 184; a score of four earns four credits (BIOL 184).

## **Marine Sciences Consortium**

TCNJ is a member of the New Jersey Marine Sciences Consortium, a group of universities and colleges interested in education and research in the marine sciences. Extensive summer programs conducted at field stations along the New Jersey coastline are available to interested students. For details and course descriptions, please refer to TCNJ summer bulletin.

## **Biology Major: Teacher Preparation (BIOT)**

Students planning to teach middle or high school biology should consult with Professor Lipton in planning their academic program. These plans should take into account requirements for: the major, general education, professional courses, and state certification. To be retained in the program, a student must earn at least a 2.5 cumulative grade point average (CGPA) before enrolling in SCED 303/Junior Professional Experience. The student must establish a minimum 2.75 CGPA in all science courses, and must have completed the biology core before he/she is allowed to student teach (BIOL 490).

Candidates for a teacher education certificate must have a 2.75 CGPA and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which requires a candidate to be provisionally certified for his/her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his/her first year of teaching.

## **Elementary Education/Biology Major and Early Childhood Education/Biology Major**

A student who wants to major in biology and teach in an elementary school or who wants to major in biology and teach nursery school or young elementary school children must follow a modified teaching curriculum. For details see Professor Klug.

## **Four-Year Suggested Sequence BIOA**

### **Freshman Year**

BIOL	183, 184/General Biology I, II	8
CHEM	201, 202/General Chemistry I, II	8
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York Foreign Language Electives	3 0-6* 0-8
BIOL	100/Biology Freshman Seminar	1
	<b>Total for year</b>	<b>34</b>

### **Sophomore Year**

BIOL	211/Cell and Molecular Biology	4
BIOL	261/Ecology and Field Biology	4
BIOL	Biology Option	4
CHEM	321, 322/Organic Chemistry I, II	8
IDSC	252/Society, Ethics, and Technology	3
Foreign Language*		0-3
MATH	127, 128/Calculus I, II	6
Electives*		0-3
	<b>Total for year</b>	<b>32</b>

### **Junior Year**

BIOL	321/Genetics	4
BIOL	Biology Option	4
PHYS	191, 192/College Physics I, II	

*or*

PHYS	201, 202/General Physics I, II	8
Fine or Performing Arts (GE)		3
History (GE)		3
Literature (GE)		3
Philosophy/Religion (GE)		3
Social Sciences-Content (GE)		3
	<b>Total for year</b>	<b>31</b>
<b>Senior Year</b>		
BIOL	498/Biology Seminar	2
BIOL	Biology Options	10
Social Sciences-Process (GE)		3
Electives 16		
	<b>Total for year</b>	<b>31</b>

*\*Students exempting three to nine credits of the foreign language requirement should substitute an equal number of elective credits.*

## **Suggested Pre-Medical Curriculum (BIOA Major)**

A large number of students whose career goal is in medicine, dentistry, or other allied health fields pursue a pre-medical curriculum through enrollment as a biology major. Careful advisement within the department and through the Medical Careers Advisory Committee is provided. Using the following courses to fulfill requirements has been highly successful in preparing students for such careers and facilitating their admission to appropriate medical or dental schools:

- |                  |   |
|------------------|---|
| Mathematics:     | MATH 127, 128   |
| Physics:         | PHYS 201, 202   |
| Social Sciences: | PSYC 101 and any other social sciences course               |
| Biology Options: | BIOL 413 and 332 and 10 credits of any other option courses |
| Chemistry:       | CHEM 350  |

The above courses best prepare students for the Medical College Admissions Test (MCAT) and the course work during the first two years in medical school. Frequent advice should be sought from medical career advisers in the department (Shevlin, Fangboner, Kayne, Klug, Lipton, and O'Connell).

- BIOL 100/Biology Freshman Seminar** **1 cr.**

(one meeting per week for 10 wks)

(annually-fall)

Required of all freshman biology majors, this course provides an orientation to higher education, to the The College of New Jersey community, and to the major program offered by the biology department, including, among other topics, its curriculum, advisement opportunities, career options, laboratory safety procedures, and facilities. An academic component involving a set of common readings may also be part of the course. Grading is pass/fail.

- BIOL 141, 142/Principles of Human Anatomy and Physiology I & II** 8 cr.

Physiology I, II

(3 class hours, 3 lab hours)

(annually)

*Prerequisites:* Open only to nursing majors or by permission of instructor

Prerequisites: Open only to nursing majors or by permission of instructor.  
Designed to meet the needs of students who wish to achieve an understanding of the structure and function of the human body. The concept of homeostasis will be emphasized. Includes a laboratory component which uses the cat as the dissection specimen. Opportunities for collecting and analyzing data are provided.

- BIOL 181, 182/Principles of Biology I, II** **8 cr.**

(2 class hours, 1 recitation hour, 2 lab hours)

(annually)

**Restriction:** Not to be taken by biology majors without permission from the chair of the biology department

*Prerequisite:* Pass Basic Skills Reading (test or course)

Perspectives on the World: Science

Major principles of biology as they relate to humans are emphasized. Human evolution, bodily organization, physiology, and relatedness to other life forms are highlighted in the first semester. During the second semester, the human organism, populations, and ecosystems are stressed via focus on reproduction, genetics, behavior, interspecies relations, and environmental quality.

- BIOL 183, 184/General Biology I, II** 8 cr.

(3 class hours, 3 lab hours)

(annually)

*Prerequisite:* Pass Basic Skills math and reading tests or courses

## Perspectives on the World: Science

**For biology majors.** Fundamentals of cellular and sub-cellular structures, genetics, evolution, metabolism, and organismal biology: morphology and physiology function in plants and animals. Students who are not science majors or are not planning to enter a health profession should consider taking BIOL 181-182 to fulfill their general education requirement in science.

<b>BIOL 211/Cell and Molecular Biology</b>	<b>4 cr.</b>
(3 class hours, 1 recitation hour)	
(every semester)	
<i>Prerequisites:</i> BIOL 183, 184	
<i>Corequisite:</i> CHEM 321	
An introduction to the nomenclature, origin, and function of essential molecules and cellular components of living organisms. Structural and functional characteristics of various eukaryotic and prokaryotic cells demonstrating that the molecular and cellular levels of organization are intimately integrated.	
<b>BIOL 212/Principles of Microbiology</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
(annually-spring)	
<i>Restriction:</i> To be taken only by nursing majors	
<i>Prerequisites:</i> Two semesters of biology and two semesters of chemistry	
Study of microorganisms and their relationship to health and disease, biomedical research, and the balance of nature.	
<b>BIOL 213/Laboratory Techniques in Cell and Molecular Biology</b>	<b>3 cr.</b>
(2 class hours, 3 lab hours)	
(annually-fall)	
<i>Prerequisites:</i> BIOL 183, 184; CHEM 201, 202	
A theoretical and practical presentation of the experimental laboratory techniques and instrumentation used in cell and molecular biology.	
<b>BIOL 241, 242/Human Anatomy and Physiology I, II</b>	<b>8 cr.</b>
(3 class hours, 3 lab hours)	
(annually)	
<i>Prerequisites:</i> BIOL 183, 184; CHEM 201, 202	
A detailed study of the structure and function of the human body. Homeostatic mechanisms are emphasized. Laboratory experiences include dissection of the cat, study of human anatomy, microscopic anatomy of both the cat and human, and opportunities for the student to make quantitative studies of the physiological processes taking place in the human body.	
<b>BIOL 261/Ecology and Field Biology*</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
(every semester)	
<i>Prerequisites:</i> BIOL 183, 184	
An introduction to modern ecology. The interactions that determine the distribution, abundance, and function of organisms, populations, and species are examined both theoretically and practically within an evolutionary context. Topics covered include physiological ecology, optimization theory, natural selection, population biology, species interactions, community relationships, and ecosystem dynamics. Laboratory and field activities emphasize quantitative and experimental approaches to the study of ecology.	
<b>BIOL 312/Microbiology</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
(annually)	
<i>Prerequisites:</i> BIOL 183, 184; CHEM 322	
Fundamental concepts in microbiology and the relationship of microorganisms to disease, and the balance of nature. Laboratory emphasis: the physiology of bacteria, preparation and use of selective and differential media, and related methodology.	
<b>BIOL 313/Applied and Industrial Microbiology*</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
(alternate years)	
<i>Prerequisite:</i> BIOL 312	
Topics research, development, and quality control in water testing, food preparation, pharmaceutical manufacture, and medical diagnosis. Laboratory emphasizes manipulative skills and field trips.	
<b>BIOL 321/Genetics</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
(every semester)	
<i>Prerequisites:</i> BIOL 183, 184 or 181, 182; CHEM 201, 202 or permission of instructor	
Introduction to the major concepts of genetics and inherited variations; the nature, distribution, and expression of heredity information in representative plants and animals. Laboratory will emphasize analytical approaches used in genetic studies.	
<b>BIOL 332/Comparative Vertebrate Anatomy</b>	<b>4 cr.</b>
(3 class hours, 3 lab hours)	
(annually-spring)	
<i>Prerequisites:</i> BIOL 183, 184 or permission of the instructor	
Descriptive and functional comparative anatomy of representative vertebrates is developed with strong emphasis on the themes of phylogeny and ontogeny of organs and organ systems. Structural-functional relationships are also elucidated.	

**BIOL 341/Biology of Seed Plants\*****4 cr.**

(3 class hours, 3 lab hours)

(alternate years)

*Prerequisites:* BIOL 183, 184

The integration of form and function in angiosperms and gymnosperms emphasizing evolutionary patterns of development in vegetative and reproductive organs. Topics include plant anatomy and physiology, growth and development, plant classification, and plant ecology. Laboratory includes macro- and micro-anatomy, physiological experiments, outdoor studies, and field trips to plant habitats and gardens.

**BIOL 342/Biology of the Invertebrates****4 cr.**

(3 class hours, 3 lab hours)

(alternate years)

*Prerequisites:* BIOL 183, 184

A detailed consideration of the functional morphology and evolution of the animal phyla from the protozoa through the echinoderms. Adaptive radiation within the major groups is discussed and the interrelationships of the various phyla are analyzed. The laboratory experience encourages individual investigations of representative animals.

**BIOL 343/General Entomology****4 cr.**

(3 class hours, 3 lab hours)

(occasionally)

*Prerequisites:* BIOL 183, 184

Emphasis will be placed on the biology, morphology, physiology, taxonomy, and economic importance of insects. Evolution within the class will be woven into various lectures, particularly those pertaining to morphology. Laboratory investigations include preparation of an insect collection.

**BIOL 350/Biology of Fungi\***

(3 class hours, 3 lab hours)

(alternate years)

*Prerequisites:* BIOL 183, 184

An introduction to the structure, physiology, ecology, genetics, classification, and economic importance of representative taxa of fungi. Laboratory topics parallel those of lecture but also include the initiation and maintenance of axenic fungal cultures.

**BIOL 351/Developmental Biology****4 cr.**

(3 class hours, 3 lab hours)

(annually)

*Prerequisites:* BIOL 183, 184, 211; CHEM 322*Corequisite:* BIOL 321

Introduction to morphogenetics, cellular, genetic and epigenetic aspects of an organism's development. The study will explore classical and molecular approaches. Emphasis will be on the molecular mechanisms of development. Model systems will range from *C. elegans* and *Drosophila* to vertebrates.

**BIOL 352/Biometry****4 cr.**

(3 lecture hours, 3 lab hours)

(alternate years)

*Prerequisites:* BIOL 183, 184 or permission of instructor

Introduction to the use of statistical methods in the biological sciences. Emphasis is placed upon the application and interpretation of statistical analyses as an aid to drawing meaningful conclusions from field and laboratory investigations. Topics include: sampling methods, descriptive statistics, hypothesis testing, analysis of variance, correlation, regression, frequency analysis, and the design of experiments.

**BIOL 370/Oceanography\*****4 cr.**

(3 class hours, 3 lab hours)

(alternate years)

*Prerequisites:* BIOL 183, 184; CHEM 201, 202

Introduction to physical, chemical, geological, and biological oceanography. Lecture and discussion topics include plate tectonics, bathymetry, physical and chemical properties of sea water, currents, waves, tides, open ocean and benthic ecosystems, estuarine, intertidal and coral reef ecology, and marine mammals. The laboratory will focus on biological oceanography and will include two one-day weekend field trips.

**BIOL 371/Evolution****4 cr.**

(3 class hours; 1 recitation hour)

(alternate years)

*Prerequisites:* BIOL 181, 182 or BIOL 183, 184; CHEM 201, 202

An integration of evidence from the fields of molecular, organismal, and ecological biology into a unified evolutionary perspective.

\*Field trips may be required at the student's expense.

**BIOL 375/Environmental Quality, Protection, and Health\*****4 cr.**

(3 class hours, 3 lab hours)

(annually-fall)

*Prerequisites:* CHEM 201, 202; BIOL 261 or permission of instructor

A multidisciplinary, scientific consideration of environmental problems, management, engineering, and law. Epidemiology, toxicology, and pathophysiology of environmental diseases are emphasized. Modeling simulations and case histories are included. Laboratory consists of assay for and interpretation of biological parameters which characterize natural and altered environments.

**BIOL 387/Faculty-Student Research**

**3 cr.**

*Prerequisite:* Junior standing

The course provides the opportunity for a small group of students (usually four to six) to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

**BIOL 397/Biology Internship**

**3 or 6 cr.**

*Prerequisites:* Sophomore status, completion of at least 16 credits of biology and eight credits of chemistry courses, minimum GPA of 2.5 (for transfer students at least 12 credits in science at TCNJ), and departmental permission

Application of biological principles through completion of an approved supervised project in a paid or non-paid work setting. The first six credits count toward biology options. A student may take a maximum of six additional credits that will apply toward free electives. All placements must be approved by Professor Klug, who coordinates internships.

**BIOL 410/Advances in Molecular Biology**

**4 cr.**

(3 class hours, 3 lab hours)

(alternate years)

*Prerequisites:* BIOL 211, 321; CHEM 322

An in-depth study of the molecular basis of important biological processes of both prokaryotes and eukaryotes.

**BIOL 411/Cell Physiology**

**4 cr.**

(3 class hours, 3 lab hours)

(annually)

*Prerequisites:* BIOL 183, 184, 211; CHEM 322

A detailed examination of animal cell function. Laboratory experience involves familiarization with modern techniques in cell investigation; individual laboratory research projects required.

**BIOL 413/Microscopic Anatomy and Techniques**

**4 cr.**

(3 class hours, 3 lab hours)

(annually-fall)

*Prerequisite:* BIOL 211

A study of cells and tissues with emphasis on the techniques available for microscopic analysis of vertebrate organs.

**BIOL 442/Applied Botany\***

**4 cr.**

(3 class hours, 3 lab hours)

(occasionally)

*Prerequisites:* BIOL 183, 184; CHEM 201, 202

Integrates the fundamentals of plant growth, reproduction, metabolism, and disease with the utilization of plants by people. Topics include the history of agriculture, modern methods of plant breeding, and genetic engineering, and crop-growing techniques ranging from the chemistry intensive to organic. Also considered are plants as medicines in traditional societies and in the modern search for drugs, plants as herbs and spices, and plant conservation. In addition to experiments in lab and field collections of useful plants, the laboratory includes field trips to places where botany is practiced, such as an agricultural research firm, a native plant nursery, and a botanical garden.

**BIOL 445/Introduction to Virology**

**4 cr.**

(3 class hours, 3 lab hours)

(occasionally)

*Prerequisites:* BIOL 211, 312

An introduction to the viruses of eukaryotic and prokaryotic hosts. Basic principles and phenomena of virology will be stressed. Tissue culture, serologic tests, and isolation techniques will be introduced in the laboratory.

**BIOL 446/Introduction to Immunology**

**4 cr.**

(3 class hours, 3 lab hours)

(occasionally)

*Prerequisites:* BIOL 211, 312

An introduction to the fundamentals of immunology. Provides a background for understanding the immune system and basic serological techniques.

**BIOL 463/Topics in Biology**

**3-4 cr.**

(2-3 class hours, 0-3 lab hours, 0-1 recitation hour)

*Prerequisites:* BIOL 183, 184; CHEM 201, 202; other prerequisites as determined by the department

Selected topics which may vary from year to year.

**BIOL 465/Physiological and Behavioral Ecology\***

**4 cr.**

(3 class hours, 3 lab hours)

(alternate years)

*Prerequisite:* BIOL 261

A detailed investigation into the role of physiological function and behavior in shaping the interactions among organisms and between organisms and their environment. Emphasis is placed upon the study of physiological and behavioral adaptations of animals to adverse environmental conditions. Topics examined will include the physiological and behavioral aspects of feeding, digestion, excretion, reproduction, metabolism, temperature regulation, and water balance.

**BIOL 476, 477/Honors Independent Study**      **3 or 6 cr.**

*Prerequisite:* Approval of the departmental honors adviser; to be used by students enrolled in The College Honors Program, if independent study is to count among their honors courses

An original laboratory or field research project under the supervision of a faculty member. The experience culminates in both a written and oral/poster presentation of the work to the department.

**BIOL 487/Faculty-Student Research**      **3 cr.**

*Prerequisite:* Senior standing

The course provides the opportunity for a small group of students (usually four to six) to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

*\*Field trips may be required at the student's expense.*

**BIOL 488/Current Themes in Biology**      **2 cr.**

(2 recitation hours)

(occasionally)

*Prerequisites:* Advanced standing and completion or enrollment in BIOL 211, 261 and 321; or permission of the instructor. May be taken for credit as a biology option only once

Student discussions of readings centered around a common topic or theme relevant to the study of modern biology. Emphasis is on the analysis, synthesis, and integration of ideas and issues presented in assigned readings. Topics and themes vary each offering.

**BIOL 489/Secondary Education Biology**      **1 cr.**

**Student Teaching Seminar**

(1 class hour)

*Corequisites:* BIOL 490 and SCED 489

Discussion of and help with practical problems faced by the student teacher and beginning teachers. Study of important issues in science education. Course to be taken during student teaching semester.

**BIOL 490/Student Teaching**      **10 cr.**

(every semester)

*Prerequisite:* Meeting all criteria for admission to student teaching

Student teaching during the senior year. Teaching in approved public schools, supervised and observed by college and public school teachers. Observation, participation, and responsible teaching.

**BIOL 491/Electron Microscopy for Biologists**      **4 cr.**

(3 class hours, 4 lab hours)

(annually-spring)

*Prerequisites:* BIOL 211 and permission of instructor

Theory and operation of the transmission and scanning electron microscopes with special emphasis on applications to biological studies. Basic principles and procedures for preparation of biological specimens for electron microscopy. In the laboratory, students will gain experience in the operation of the ultramicrotome, electron microscope, and the necessary darkroom equipment. Limited to 12 students.

**BIOL 498/Biological Seminar**      **2 cr.**

(2 class hours)

(every semester)

*Prerequisite:* Completion of the biology core curriculum

Oral and written presentations by students in current research topics oriented around a unifying theme. Primary and secondary literature sources are utilized. May be taken for credit more than once. Topics vary each semester.

**BIOL 499/Independent Study in Biology**      **1-6 cr.**

*Prerequisites:* Advanced standing in biology and a 2.5 GPA overall and in all science courses taken at TCNJ

Pursuit of an original research project under the direction of a supervising professor. Results and conclusions serve as the basis of an oral or poster presentation to faculty and students as well as a written paper submitted to the faculty mentor.

**PHYS 390/Methods of Teaching Science**      **3 cr.**

(3 class hours)

Modern trends in content, methods, techniques, organization, and philosophy of science education. Preparation for student teaching.

*\*Field trips may be required at the student's expense.*

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## **Chemistry**

*Faculty:* Dumas, Chair; Arvanitis, Bradley, P. Cohen, Fleischer, G. Hoffman, Huang, Keller, Smith

The Department of Chemistry offers courses for the entire student population in addition to specialty programs. It prepares students for careers in the chemical industry and research as well as for entrance to graduate school. Careful selection of courses, with advisement by the department, can also prepare a student for the field of teaching or for further study toward degrees in professional fields such as medicine and dentistry. Students interested in pursuing a career in pharmaceutical sales and marketing can combine a major in chemistry (CHMA) with a minor in marketing. See your adviser or the chemistry chairperson for more information.

The chemistry department is accredited by the American Chemical Society. Students completing the chemistry major will receive a Bachelor of Science degree.

Transfer students are required to take a minimum of 15 credits of chemistry courses numbered CHEM 300 or above (including a minimum of two laboratory electives) for graduation as chemistry majors from The College of New Jersey.

Those students wishing honors in chemistry may earn that diploma designation by successfully completing a series of ACS examinations and a research project.

### **Chemistry Major (CHMA)**

#### **Freshman Year**

CHEM 100/Freshman Chemistry Seminar	0
CHEM 201, 202/General Chemistry I, II	8
PHYS 201, 202/General Physics I, II	8
MATH 127, 128/Calculus I, II	6
RHET 101, 102/Rhetoric I, II	6
IDSC 151/Athens to New York	3
<b>Total for year</b>	<b>31</b>

#### **Sophomore Year**

CHEM 331, 332/Organic Chemistry I, II	8
CHEM 303/Descriptive Inorganic Chemistry	3
CHEM 391/Physical Chemistry I	3
CHEM 316/Sophomore Chemistry Seminar	1
CMSC 215/Computer Science I	3
IDSC 252/Society, Ethics, and Technology	3
Foreign Language*	0-6
Perspectives on the World (GE)	3
Electives	0-11
<b>Total for year</b>	<b>32</b>

#### **Junior Year**

CHEM 310/Analytical Chemistry	3
CHEM 392/Physical Chemistry II	3
CHEM 403/Physical Chemistry Laboratory	3
CHEM 317/Junior Chemistry Seminar	1
CHEM 450/Inorganic Chemistry	3
Foreign Language*	0-3
Perspectives on the World (GE)	9
Electives	9-12
<b>Total for year</b>	<b>34</b>

#### **Senior Year**

CHEM 318/Senior Chemistry Seminar	1
CHEM 410/Advanced Analytical Chemistry	3

\*Students exempting three to nine credits of the foreign language requirement should substitute the same number of electives.

CHEM Chemistry Laboratory Option	3
CHEM 430/Biochemistry	3
CHEM 455/Advanced Inorganic Chemistry	
<i>or</i>	
CHEM 457/Organometallics	3
Perspectives on the World	6
Electives 12	
<b>Total for year</b>	<b>31</b>

## **Pre-Health Profession Option for Chemistry Majors**

Students interested in health-related careers such as medicine, dentistry, pharmacy, etc. may study for admission to these professional schools through chemistry major CHMA (above). Careful selection of courses within this major and within free electives will prepare the student to meet health professional school admission requirements. Those interested in such careers are urged to contact Professors Paul S. Cohen, Lynn M. Bradley, or Jan Fleischer, who are the chemistry department advisers for health careers. (See also Medical Career Advisory Committee.)

### **Chemistry Major: Teacher Preparation (CHMT)**

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a "certificate of eligibility with advanced standing" which allows a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate will also have to pay a fee during his or her first year of teaching.

#### **Freshman Year**

CHEM	100/Freshman Chemistry Seminar	0
CHEM	201, 202/General Chemistry I, II	8
PHYS	201, 202/General Physics I, II	8
MATH	127, 128/Calculus I, II	6
RHET	101,102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
<b>Total for year</b>		<b>31</b>

#### **Sophomore Year**

CHEM	331, 332/Organic Chemistry I, II	8
CHEM	303/Descriptive Inorganic Chemistry	3
CHEM	391/Physical Chemistry I	3
CHEM	316/Sophomore Chemistry Seminar	1
IDSC	252/Society, Ethics, and Technology (GE)	3
SCED	203/Sophomore Professional Experience	2
RDLA	328/Teaching Reading in Middle through Senior H.S.	2
Foreign Language (GE)		0-6
Perspectives on the World (PA) or (PL)		3
<b>Total for year</b>		<b>31</b>

#### **Junior Year**

CHEM	310/Analytical Chemistry	3
CHEM	392/Physical Chemistry II	3
CHEM	403/Physical Chemistry Laboratory	3
CHEM	317/Junior Chemistry Seminar	1
CHEM	450/Inorganic Chemistry	3
SCED	303/Junior Professional Experience	6
PSYC	101/Introductory Psychology (GE) (PSC)	3
SOCL	101/Introductory Sociology (GE) (PSP)	3
PHIL	230/Philosophical Issues in Science (PP)	3
PHYS	390/Methods of Teaching Science	3
Foreign Language (GE)		3
<b>Total for year</b>		<b>34</b>

#### **Senior Year**

CHEM	318/Senior Chemistry Seminar	1
CHEM	410/Advanced Analytical Chemistry	3
CHEM	340/History of Chemistry and Physics (PH)	3
CHEM	489/Chemistry Teaching Seminar	1
CHEM	490/Student Teaching and Seminar	10
SCED	489/Seminar Student Teaching	1
EDFN	403/School in American Culture	3
Perspectives on the World (PA) or (PL)		3
Advanced Physics Elective-300 level or higher		3
Free Elective* 4		
<b>Total for year</b>		<b>32</b>

\*Teacher preparation majors seeking American Chemical Society certification must also complete two chemistry laboratory electives.

## **Elementary Education M/S/T (ELST) and Early Childhood Education M/S/T (ECST) with a Chemistry Specialization**

This interdisciplinary major integrates formal study in mathematics, biology, chemistry, physics, and technology. Students electing a chemistry specialization will complete 42 credits of “core” requirements including Calculus (MATH 127-128), Principles of Biology (BIOL 181-182), General Chemistry (CHEM 201-202), College Physics (PHYS 191-192), Introduction to Human Technological Behavior (TSNG 171), Principles of Structures and Mechanisms (TSNG 211), and an M/S/T-approved elective. The chemistry specialization consists of a minimum of 21 credits including the core chemistry courses, (CHEM 321-322 Organic I, II), and two chemistry elective courses (five-credit minimum) at the 300 level or higher.

### **Chemistry Minor**

Twenty-one (21) credits in CHEM courses including CHEM 201, 202 and other CHEM courses numbered 300 or higher, but not including CHEM 316, 317, 318, 340, 490, 495, or 499.

**CHEM 100/Freshman Chemistry Seminar**                   **0 cr.**

(1 class hour)

(annually)

Required of all freshman chemistry majors, this course provides an orientation to The College of New Jersey community; to chemistry faculty; and to the chemistry liberal arts and chemistry education programs offered by the Department of Chemistry including, among other topics, advisement opportunities, curriculum and scheduling, laboratory safety procedures, facilities, professional societies and student affiliates, career options, and the American Chemical Society Code of Ethics. The academic component, involving common readings and assignments, is part of the course requirements. Grade is pass/fail.

**CHEM 101, 102/Principles of Chemistry I, II**                   **8 cr.**

(3 class hours, 3 lab hours each semester)

(annually)

*Restriction:* Science, nursing, health, or mathematics majors should take CHEM 201, 202; not CHEM 101, 102

Perspectives on the World: Science

Development of modern chemical concepts regarding the structure and behavior of matter on a macroscopic and atomic level. Emphasis upon understanding the vital role of chemistry in our culture. Selected relevant topics such as environmental pollution, atomic energy, food, macromolecules, and biochemical processes are included.

**CHEM 201, 202/General Chemistry I, II**                   **8 cr.**

(3 class hours, 3 lab hours each semester)

(every semester)

Laws and theories of matter in its various states: atomic and molecular structure from quantum and orbital interpretations; kinetics and equilibrium; periodicity and properties. Quantitative experiments coordinated with lectures. A working knowledge of elementary algebra is required. A high school chemistry course is strongly recommended. Math basic skills must be satisfactorily completed before registering for this course.

**CHEM 303/Descriptive Inorganic Chemistry**                   **3 cr.**

(2 class hours, 3 lab hours)

(annually)

*Prerequisite:* CHEM 202

The chemistry of families of elements with emphasis on the more important members. Occurrence, metallurgy, properties, compounds, uses, and analytical behavior are stressed.

**CHEM 304/Qualitative and Spectroscopic Techniques in Inorganic Chemistry**                   **3 cr.**

(2 class hours, 4 lab hours)

(alternate years)

*Prerequisites:* CHEM 201, 202

A descriptive study of the modern concepts of inorganic chemistry emphasizing structure determination by spectroscopic methods in inorganic chemistry including one-dimensional heteronuclear NMR, near and far IR, magnetic susceptibility, and optical rotary dispersion. Qualitative methods are employed to aid in the determination of elemental composition.

**CHEM 310/Analytical Chemistry**                           **3 cr.**

(2 class hours, 4 lab hours)

(annually)

*Prerequisite:* CHEM 202

The fundamental methods of quantitative analysis emphasizing gravimetric, volumetric, and potentiometric techniques.

**CHEM 316/Sophomore Chemistry Seminar**                   **1 cr.**

(1 class hour)

(annually)

*Prerequisite:* Freshman seminar, CHEM 100

A seminar course designed for sophomore chemistry majors. Included in this course are: use of the chemistry computer center for scientific word processing, molecular-modeling programs, and other software computer programs needed by the chemist. Other topics include use of the chemical literature such as *Chemical Abstracts* and the library computer search program DIALOG. Professionalism and ethics will also be discussed.

<b>CHEM 317/Junior Chemistry Seminar</b>	<b>1 cr.</b>
(1 class hour)	
(annually)	
<i>Prerequisite:</i> CHEM 316	
One-credit course designed to explore career options within the field of chemistry. Topics include graduate school applications and opportunities, internships, departmental research, and career presentation. A final oral and written research project is also required.	
<b>CHEM 318/Senior Chemistry Seminar</b>	<b>1 cr.</b>
(1 class hour)	
(annually)	
<i>Prerequisite:</i> CHEM 317	
A course designed for senior chemistry majors. Oral and written papers will be presented on current chemical literature and each student will be required to develop, present, and defend an original research proposal to the class.	
<b>CHEM 321, 322/Organic Chemistry I, II</b>	<b>8 cr.</b>
(3 class hours, 3 lab hours)	
(annually)	
<i>Restriction:</i> Chemistry majors require CHEM 331, 332, not CHEM 321, 322	
<i>Prerequisite:</i> CHEM 202	
Coverage in lectures is similar to that in CHEM 331, 332 but laboratory meetings are designed in accordance with the needs of students majoring in biology.	
<b>CHEM 331, 332/Organic Chemistry I, II</b>	<b>8 cr.</b>
(3 class hours, 4 lab hours)	
(annually)	
<i>Restriction:</i> Required for chemistry majors	
<i>Prerequisite:</i> CHEM 202	
The chemistry of organic compounds with emphasis on reaction mechanisms. Theory and descriptive material on aliphatic, alicyclic, aromatic, and heterocyclic compounds.	
<b>CHEM 340/History of Chemistry and Physics</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisite:</i> One year of a college science	
The principles of chemistry and physics and the interaction of chemistry, physics, and society from earliest times through modern times and on into the future are studied. The work of selected chemists, physicists, the evolution of energy, mechanics, atomic structure and other modern theories, the development of various chemical industries, the importance of environmental concerns, and other currently important subjects will be examined. Admission without prerequisite by permission of instructor only.	
<b>CHEM 341/Organic Spectroscopy Laboratory</b>	<b>3 cr.</b>
(2 class hours, 4 lab hours)	
(annually)	
<i>Prerequisites:</i> CHEM 321 or 331 and 322 and 332	
A study of the modern concepts of structure determination in organic chemistry by spectroscopic methods, emphasizing one- and two-dimensional <sup>1</sup> H and <sup>13</sup> C NMR, IR and mass spectroscopies.	
<b>CHEM 345/Fundamentals of Chemical Instrumentation</b>	<b>3 cr.</b>
(1 class hour, 4 lab hours)	
(occasionally)	
<i>Restriction:</i> Not applicable to chemistry major	
<i>Prerequisite:</i> CHEM 332 or 322	
A laboratory course emphasizing the use and application of specialized chemical instruments.	
<b>CHEM 350/Essentials of Biochemistry</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Restriction:</i> Not open to chemistry majors	
<i>Prerequisites:</i> BIOL 211; CHEM 332 or 322	
A one-semester lecture course covering amino acids and proteins, intermediary metabolism, lipids, carbohydrates, and the biochemistry of nucleotides, DNA and RNA. Designed for science majors with no background in physical chemistry.	
<b>CHEM 365/Chemical Aspects of the Environment</b>	<b>3 cr.</b>
(3 class hours)	
(occasionally)	
<i>Prerequisite:</i> Six credits of college science	
Chemical processes involved in the environment with emphasis on pollution and its control.	

<b>CHEM 391, 392/Physical Chemistry I, II</b>	<b>6 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisites:</i> CHEM 202, MATH 228, PHYS 201	
A study of thermodynamics, kinetics, quantum mechanics, statistical mechanics, and other areas fundamental to an understanding of the physical behavior of matter.	
<b>CHEM 403/Physical Chemistry Laboratory</b>	<b>3 cr.</b>
(6 lab hours)	
(annually)	
<i>Prerequisite:</i> CHEM 392	
Laboratory experiments that apply physical principles to systems of chemical interest. Use of modern instrumentation is emphasized, as is statistical treatment of data.	
<b>CHEM 410/Advanced Analytical Chemistry</b>	<b>3 cr.</b>
(2 class hours, 4 lab hours)	
(annually)	
<i>Prerequisites:</i> CHEM 310, 392, 403	
The principles and applications of chemical instrumentation.	
<b>CHEM 415/Separation Science</b>	<b>3 cr.</b>
(2 class hours, 4 lab hours)	
(alternate years)	
<i>Prerequisite:</i> CHEM 410	
A study of the principles and applications of a variety of chemical separation processes with an emphasis on modern chromatographic methods.	
<b>CHEM 420/Advanced Organic Chemistry</b>	<b>3 cr.</b>
(2 class hours, 4 lab hours)	
(alternate years)	
<i>Prerequisites:</i> CHEM 322 or 332 and CHEM 392	
A detailed study of the mechanisms and kinetics of organic reactions. Advanced synthetic techniques are also studied.	
<b>CHEM 430/Biochemistry</b>	<b>3 cr.</b>
(2 class hours, 4 lab hours)	
(occasionally)	
<i>Prerequisites:</i> CHEM 332 or 322 and CHEM 392	
The fundamental principles of chemistry as they apply to biological and physiological processes.	
<b>CHEM 450/Inorganic Chemistry</b>	<b>3 cr.</b>
(3 class hours)	
(annually)	
<i>Prerequisites:</i> CHEM 303 and CHEM 392	
Modern structural concepts of inorganic chemistry coupled with recent interpretations of inorganic reaction mechanisms.	
<b>CHEM 455/Advanced Inorganic Laboratory</b>	<b>3 cr.</b>
<b>Techniques</b>	
(2 class hours, 4 lab hours)	
(alternate years)	
<i>Prerequisites:</i> CHEM 391, 392, 410, 450	
A study of advanced techniques in the synthesis, characterization, and identification of inorganic compounds. These techniques will include nuclear magnetic resonance, infrared spectroscopy, chromatography, stereochemical methods, and magnetic measurements.	
<b>CHEM 457/Organometallic Chemistry Laboratory</b>	<b>3 cr.</b>
(2 class hours, 4 lab hours)	
(alternate years)	
<i>Prerequisites:</i> CHEM 391, 392, 450	
A study of modern concepts of structure and bonding in organotransition metal chemistry emphasizing synthetic methods, catalysis, and reaction mechanisms.	
<b>CHEM 480/Selected Topics in Chemistry</b>	<b>3 cr.</b>
(3 class hours, or 2 class hours and 4 lab hours)	
(occasionally)	
<i>Prerequisite:</i> Approval of department chair	
Selected topics of current relevance and interest in chemistry will be presented by faculty and guest lecturers with special areas of competency. Topics will be announced in advance.	
<b>CHEM 489/Chemistry Teaching Seminar</b>	<b>1 cr.</b>
(every semester)	

Analysis of student teaching experience which must be taken concurrently with CHEM 490.

**CHEM 490/Student Teaching**                           **10 cr.**

(half time for one semester)

*Prerequisite:* Meeting all criteria for admission to student teaching

Student teaching during the senior year. Teaching in approved public schools, supervised and observed by college and public school teachers. Observation, participation, and responsible teaching.

**CHEM 495/Internship in Chemistry**                           **1-6 cr.**

See department chairperson for further information.

**CHEM 499/Independent Study in Chemistry**                           **3-6 cr.**

(hours to be arranged)

(every semester)

*Prerequisites:* CHEM 322, 332, 392

Designed for upper-level students who are majoring in chemistry. Individual research projects are pursued under the guidance of faculty. Chemistry minors may take three credits of this course with approval of the chemistry department chair. (May be repeated for credit with approval of department chair.)

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## Computer Science

*Faculty:* Wolz, Chair; Knox, Martinovic, Neff, Sampath

*Faculty from Mathematics with joint teaching appointments in computer science:* Conjura, Greenbaum, Iannone

The computer science curriculum is designed to prepare students for employment as computer science specialists, and provide a strong background for advanced study. The degree offered is a BS in Computer Science. All students take courses in programming fundamentals, software engineering, data structures, operating systems, compilers, and computer organization and algorithm analysis. Upper-level options provide exposure to a range of subdisciplines including, but not limited to artificial intelligence, databases, graphics, networks and programming languages. Students are also required to participate in a "practicum" experience in research or industry. All students also take extensive course work in mathematics and science, as well as a broad base in arts, humanities, history, and the social sciences.

### Requirements for the Major

#### I. Required Core Courses

EITHER:

CMSC 220/CS I: Computational Problem Solving

*and*

CMSC 230/CS II: Data Structures

*or*

CMSC 250/Accelerated CS 1, 2

#### REMAINING REQUIRED COURSES

CMSC 210/Discrete Structures of Computer Science

CMSC 325/Computer Architecture

CMSC 330/Operating Systems

CMSC 340/CS III: Programming in the Large

CMSC 410/Advanced Analysis of Algorithms

CMSC 434/Compilers and Interpreters

#### II. Computer Science Options

Select 18 credits from the following list. Student who take CMSC 250 must select 21 credits. Students may take additional options courses for free elective credit.

##### PART A: Choose nine credits from the following:

CMSC 350/Digital Computer Graphics

CMSC 360/Networks

CMSC 370/Stack Machines

CMSC 380/Artificial Intelligence

CMSC 390/Programming Languages

CMSC 446/Database Management Systems

CMSC 485/Topics in Computer Science

##### PART B: Choose six credits from the following:

CMSC 493/Internship II in Computer Science

CMSC 497/Research/Presentation Seminar in Computer Science

**PART C: Choose three (3) credits from either Part A or B or:**

CMSC 499/Independent Study in Computer Science

**III. Required Mathematics Courses**

MATH 127/Calculus I  
MATH 128/Calculus II  
MATH 205/Linear Algebra I  
MATH 215/Statistical Inference

**IV. Computer Science Natural Science Options**

One laboratory course beyond the general education science requirement either in the same science or in another science. Consult the department for details.

**Computer Science Minor**

**I. Required Courses**

CMSC 210/Discrete Structures of Computer Science  
CMSC 220/CS I: Computational Problem Solving  
CMSC 230/CS II: Data Structures  
CMSC 340/CS III: Programming in the Large

**II. Options for Computer Science Minor**

An additional six credits chosen from the following:

CMSC 325, CMSC 330, CMSC 350, CMSC 360, CMSC 370, CMSC 380, CMSC 390, CMSC 410, CMSC 434, CMSC 446, CMSC 497, CMSC 499.

Minimum grade point average for the minor is the same as for the major.

**Department Academic Regulations**

A minimum of 21 credits in the major must be earned in the department. A minimum of 15 of the final 21 credits in the major must be earned in the department.

Advanced Placement—If a student has a strong background in a particular major course, then he/she may achieve advanced placement in one of three ways: 1) credit by examination; 2) waiver of the course; or 3) Advanced Placement Credit. Students given permission to waive a course are required to replace it with an upper-level (300 or 400) course.

**Four-Year Suggested Sequence**

CMSC 215, IDSC 105, and HONR 280 may not be taken by computer science majors except with special permission of the department and then only as free elective.

Students who take CMSC 250 accelerate requirements through their junior year.

**Freshman Year**

CMSC 099/Department Orientation Seminar	0
CMSC 220/CS I: Computational Problem Solving	4
CMSC 230/CS II: Data Structures	4
MATH 127/Calculus I	3
MATH 128/Calculus II	3
IDSC 151/Athens to New York	3
RHET 101/Rhetoric I	3
RHET 102/Rhetoric II	3
Foreign Language	6
Humanistic and Artistic Perspectives	3
<b>Total for year</b>	<b>32</b>

**Sophomore Year**

CMSC 210/Discrete Structures of Computer Science	3
CMSC 340/CS III: Programming in the Large	4
CMSC 325/Computer Architecture	4
Computer Science Option	3
MATH 215/Statistics and Probability	3
IDSC 252/Society, Ethics and Technology	3
Foreign Language	3
Social Sciences	3
Free Elective	6
<b>Total for year</b>	<b>32</b>

**Junior Year**

CMSC 330/Operating Systems	3
CMSC 434/Compilers and Interpreters	3
MATH 205/Linear Algebra	3
Computer Science Options	9
Natural Sciences	8
Humanistic and Artistic Perspectives	6
<b>Total for year</b>	<b>32</b>

**Senior Year**

CMSC 410/Advanced Data Structures and Algorithms	3
CS Options	6
CS Science Options	4
General Education Requirements	6
Free Electives	13
<b>Total for year</b>	<b>32</b>

All computer science courses require prior completion of the College Basic Skills Requirements in mathematics, reading, and writing.

**CMSC 210/Discrete Structures of Computer Science 3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* MATH 127

Concepts and structures fundamental to computer science. Declarative programming techniques will be used to explore discrete structures. Topics will include logic, relations, functions, word algebras, induction, and recursion.

**CMSC 215/Computer Science I for Science and 3 cr.****Engineering**

(3 class hours)

(every semester)

A first course in computer science for science, mathematics, and engineering science majors. Emphasis is on using computational methods to solve scientific problems. The programming languages C/C++ or Fortran will be used to teach structured programming and algorithm development. Topics include control structures, data typing, including structures and arrays, parameterized procedures, and recursion as well as simple I/O control. **This course may not be taken by computer science majors without permission of the department, and then only for free elective credit.**

**CMSC 220/Computer Science I: Computational 4 cr.****Problem Solving**

(4 class hours)

(every semester)

A first course in computer science for computer science majors in which students learn to express algorithmic ideas in an abstract manner. An object-oriented language such as Java will be introduced; however, the emphasis is on algorithmic design and implementation rather than language mechanics. Students will become intimately familiar with expressing mathematical ideas as programs.

**CMSC 230/Computer Science II: Data Structures 4 cr.**

(4 class hours)

(every semester)

*Prerequisite:* CMSC 220 with a grade of C or higher

A second course in computer science in which students learn how the algorithms and structures studied in CMSC 220 are implemented on a sequential machine. Classic data structures (lists, queues, stacks, trees, and tables) and algorithms (searching and sorting) are considered, but the emphasis is on analysis. First analysis of implementation techniques is addressed by studying the trade-offs between static and dynamic structures. Second analysis of efficiency is studied first informally and then using formal proof techniques. The implementation of the object-oriented paradigm is also shown via Java.

**CMSC 250/Accelerated CS I, II 4 cr.**

(4 class hours)

(annually)

*Prerequisite:* Permission of the department

A first course in computer science for students with extensive experience programming, or those who have placed above a standard set by the department on the CS AP exam. It is also for those with some computer science background who have gaps in their knowledge of the standard CS 1/CS 2 curriculum or took these courses elsewhere but have no experience programming in the programming language or paradigm that supports our CS 1 and 2 sequence. The course covers the material of CMSC 220 (CS 1) and CMSC 230 (CS 2) in one semester. The basic introduction to programming of CMSC 220 is considered a review, while the emphasis on problem solving and solution design is presented within the context of a thorough grounding in the classic data structures using the modern object-oriented framework. **NOTE:** Students who take this course must complete a single additional free elective credit as well as an additional three credits of CS options course or receive Advanced Placement credit.

**CMSC 325/Computer Architecture 4 cr.**

(4 class hours)

(annually)

*Prerequisites:* CMSC 210 and CMSC 230, both with a grade of C or higher

The levels of abstraction in computer hardware are examined in theory and practice. The classic components of a computer system including CPU control and datapath, ALU, memory, and input/output are covered, with supporting case studies in design and simulation. The use of a register transfer language is examined. Hardwired control and micro-programming control are examined in support of the implementation of a machine language. A design project ties together machine organization, assembly language programming, and logic and design fundamentals. In addition to traditional architectures, high-performance computing is considered, including CISC/RISC studies, pipelined architectures, and parallel processors.

**CMSC 330/Operating Systems**

**3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 325, CMSC 340, the latter with a grade of C or higher

Study of resource management implemented by an operating system in multiprogramming environment with respect to CPU, memory, file, and device. Emphasis on programming techniques leading to system software design, development, and implementation.

**CMSC 340/Computer Science III: Programming**

**4 cr.**

**in the Large**

(4 class hours)

(annually)

*Prerequisite:* CMSC 230 with a grade of C or higher

This course introduces the principles of the design and development of large software systems. Students are expected to apply those principles to the solution and implementation of real-world problems. Students will learn C++, focusing on object-oriented programming techniques. Algorithm complexity will continue to be studied informally. Documentation and product presentation will be expected.

**CMSC 350/Digital Computer Graphics**

**3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 340, CMSC 210, both with a grade of C or higher

A thorough grounding in the fundamental principles of digital computer graphics methods for students with both computer science and mathematical sophistication. Emphasis is on algorithms and methods, not on using canned graphics packages. Digital display devices, scan conversion algorithms, windows and viewports, coordinate transformations in two and three dimensions, projections, perspective transformations, clipping, systems of graphics procedures, interactive graphic input, hard copy devices, half-toning, splines and Bezier curves, hidden line and surface removal, and fractals.

**CMSC 360/Networks**

**3 cr.**

(3 class hours)

(annually)

*Prerequisite:* CMSC 210, CMSC 340 both with a grade of C or higher

This course will introduce concepts of network programming. The emphasis will be on protocols used to communicate between various implementations of UNIX, as well as PCs, Macs, and other systems. Topics include: ethernet, token ring, fiber-optic topologies; IP, ICMP, UDP, TCP protocols; applications such as telnet, ftp, ping, ATM networks. Laboratory experiences will include the use of network viewing tools such as traceroute, tcpdump, and dig. Network applications will be written in such languages as C, Perl, and TCL.

**CMSC 370/Stack Machines**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisite:* CMSC 325

The application and implementation of virtual stack machines and other intermediate-level models of computation.

**CMSC 380/Artificial Intelligence**

**3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 210, CMSC 230, both with a grade of C or higher

The study of how to make the computer behave intelligently. Topics: state-space methods of problem solving, heuristic search techniques, representation and use of knowledge, applications and design of expert systems, natural language processing, vision and image understanding, and programming in LISP, Prolog, or any of the latest AI languages.

**CMSC 390/Programming Languages**

**3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 210 and CMSC 340, both with a grade of C or higher

This course covers alternatives to the imperative procedural programming paradigm. Included are object-oriented, functional, and logic programming. The emphasis is on language design, use, and implementation.

**CMSC 393/Internship I in Computer Science**

**3-6 cr.**

(every semester)

*Prerequisite:* Permission of internship coordinator

Counts as a general elective course. A supervised computer-related field experience in industrial, governmental, or private sector. Faculty supervisor advises the student where to focus the learning objective for the given internship. Grading is pass/unsatisfactory. Courses graded in a P/U basis are not counted as part of the 64 semester hours of letter-graded courses required for graduation with honors.

**CMSC 410/Advanced Analysis of Algorithms**                   **3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 210 and CMSC 340, both with a grade of C or higher

This course presents the major principles of algorithm design and analysis, and applies those principles to classical problems in computer science. Topics include complexity, advanced ADTs, searching and sorting, graph search and traversal, dynamic programming, theoretical computer science, operations on polynomials and matrices, and pattern matching.

**CMSC 434/Compilers and Interpreters**                   **3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 210 and CMSC 340, both with a grade of C or higher

Theory and practice of designing and implementing lexical analyzers, compilers, interpreters, and macro assemblers. Formal language theory, regular expressions, Backus-Naur form, formal and informal specification of semantics. Deterministic and nondeterministic finite state automata, recursive descent and predictive parsing, and code generation. Issues of programming language design.

**CMSC 446/Database Management Systems**                   **3 cr.**

(3 class hours)

(annually)

*Prerequisites:* CMSC 210 and CMSC 340, both with a grade of C or higher

This course introduces the student to abstracts of well-known database systems and the design and implementation of a database system using a relational database package.

**CMSC 485/Topics in Computer Science**                   **3 cr.**

(3 class hours)

(every semester )

*Prerequisite:* CMSC 210 and CMSC 340, both with a grade of C or higher

Study of an advanced topic in computer science chosen by the instructor. Normally taken by junior or senior computer science majors, this course may be elected several times, as long as the topics differ.

**CMSC 493/Internship II in Computer Science**                   **3-6 cr.**

(every semester)

*Prerequisite:* Permission of instructor

A supervised computer-related field experience in industrial, governmental, or private sector. Faculty supervisor advises the student where to focus the learning objective for the given internship. A project at the internship is to be the level of research in junior/senior independent study topics in computer science. Grading is a letter grade. Paper and public lecture required.

**CMSC 497/Mentored Research in Computer Science**                   **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* Permission of instructor

Intensive study of an advanced topic in computer science under the supervision of a faculty mentor. Emphasizes student activity, use of journals and monographs, discussions, solution and presentations of problems. This course culminates in the writing of a journal-style paper and the presentation of a public lecture.

**CMSC 499/Independent Study in Computer Science**                   **3 cr.**

(every semester)

*Prerequisite:* By invitation only

Student will study independently an appropriate area. A faculty adviser and a project description must be agreed upon before registering for this course.

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## **Mathematics and Statistics**

*Faculty:* Conjura, Chair; Alves, Clark, Clifford, Cunningham, Curtis, Greenbaum, Hagedorn, Hingston, Holmes, Iannone, Kardos, Lee, Liebars, Navard, Papantonopoulou, Reimer, Wang, Zheng

The Department of Mathematics and Statistics offers programs in three areas: statistics, mathematics, and mathematics teaching. In each of these programs, students are provided with a basic mathematical background which will be utilized in advanced study in one of these areas:

*Mathematics (MATA)*—This program is built on a strong basis of mathematics, including analysis and abstract algebra. Each student will develop a program, through advisement, of 18 credits of upper-level mathematics courses according to his or her own interests, which reflect the student's goal: either graduate study or preparation for employment.

*Mathematics Education (MATT)*—In this program students take mathematics and professional courses which qualify for a mathematics degree and prepare them to meet the educational requirements for the New Jersey certificate to teach mathematics K–12. Students participate in student teaching experiences in both their junior and senior years.

*Statistics (MATC)*—This program builds upon mathematical skills acquired in the freshman and sophomore years so that students become equipped with the knowledge necessary to enable them to apply advanced statistical techniques to a wide variety of real-life problems arising in application areas such as business, government, and research. Students are prepared to enter either graduate study or employment as a statistician.

## Requirements for the Major

*Mathematics (MATA)*—Forty-eight credits in mathematics courses including: MATH 127, 128, 200, 205, 229, 230, 305, 306, 402, 420 and 18 credits of upper-level mathematics options.

*Mathematics Education (MATT)*—Forty-eight credits in mathematics, statistics, and computer science courses including: MATH 127, 128, 200, 205, 229, 230, 305, 306, 316, 351, 355, STAT 215, CMSC 215, nine credits of mathematics options, and 28 credits of professional courses.

*Statistics (MATC)*—Forty-eight credits in mathematics, statistics, and computer science courses including: MATH 127, 128, 200, 205, 229, 230, 316, CMSC 215, STAT 215, 410, 12 credits of upper-level statistics options and six credits of upper-level mathematics options.

## Academic Regulations

*Departmental Grade Prerequisite Requirement*—Majors must earn a minimum grade of C- in a course which is prerequisite to another course in order to register for the subsequent course.

*Departmental Transfer Credit Policy*—Only grades of C- or better are accepted in transfer to meet the requirements of a major or minor within the department.

*Graduation Requirements*—A minimum of 21 credits in the major must be earned in the department. A minimum of 15 of the final 21 credits in the major must be earned in the department.

*Advanced Placement*—If a student has a strong background in a particular mathematics course, then he/she may achieve advanced placement in one of two ways: 1) credit by examination; or 2) waiver of the course. Students given permission to waive a course are required to replace it with an upper-level (300 or 400) major course.

*Basic Skills Testing Requirement*—Any student who has not satisfied The College basic skills requirement in mathematics is not permitted to register for any course in the Department of Mathematics and Statistics numbered 095 or above.

*Calculus Placement Test*—All students enrolled in majors requiring calculus are tested for calculus readiness with the higher-level mathematics placement test. This test will determine placement in the course sequence which includes the calculus.

*Prerequisites*—If a student has not met the exact prerequisites of a course as stated in this bulletin, but believes that the requirements have been satisfied through equivalent experiences, the student may gain admission to the course with the approval of the department chair.

*Graduate Studies*—Students who plan to continue their math studies in graduate school should take MATH 305/306/Abstract Algebra, MATH 315/Linear Algebra II, MATH 402/Real Analysis, MATH 403/Advanced Calculus, MATH 405/Topology, and MATH 420/Complex Variables.

## Mathematics Major: (MATA)

### Freshman Year

#### Fall

MATH 099/Department Seminar	0
MATH 127/Calculus I (GE)	3
MATH 200/Principles of Mathematics	3
IDSC 151/Athens to New York (GE)	3
RHET 101/Rhetoric I (GE)	3
Foreign Language (GE)	3

#### Spring

MATH 128/Calculus II (GE)	3
MATH 205/Linear Algebra I	3
RHET 102/Rhetoric II (GE)	3
Foreign Language (GE)	3
General Education (GE)	3

**Total for year**      **30**

### Sophomore Year

#### Fall

MATH 229/Calculus III	3
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MATH	Mathematics Option <sup>1, 2</sup>	3
PHYS	201/General Physics I (GE)	4
IDSC	252/Society, Ethics, and Technology (GE)	3
Foreign Language (GE)		3

<b>Spring</b>		
MATH	230/Calculus IV	3
MATH	Mathematics Option <sup>1, 2</sup>	3
PHYS	202/General Physics II (GE)	4
General Education (GE)		6
	<b>Total for year</b>	<b>32</b>

#### **Junior Year**

<b>Fall</b>		
MATH	305/Abstract Algebra I	3
MATH	402/Real Analysis	3
General Education (GE)		6
Elective 1		
<b>Spring</b>		
MATH	306/Abstract Algebra II	3
MATH	420/Complex Variables	3
General Education (GE)		3
Electives		6
	<b>Total for year</b>	<b>28</b>

#### **Senior Year**

<b>Fall</b>		
MATH	Mathematics Options <sup>2</sup>	6
Electives	9	
<b>Spring</b>		
MATH	Mathematics Options <sup>2</sup>	6
Electives	9	
	<b>Total for year</b>	<b>30</b>
	<b>Total required for graduation</b>	<b>120</b>

<sup>1</sup>It is recommended to take MATH 301/Number Theory in preparation for MATH 305/Abstract Algebra.

<sup>2</sup>Consult chairperson for a list of approved courses.

### **Mathematics Major: Teacher Preparation (MATT)**

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the required Praxis assessment tests before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher candidate may also have to pay a fee during his or her first year of teaching.

#### **Freshman Year**

<b>Fall</b>		
MATH	099/Department Seminar	0
MATH	127/Calculus I (GE)	3
MATH	200/Principles of Mathematics	3
IDSC	151/Athens to New York (GE)	3
RHET	101/Rhetoric I (GE)	3
Foreign Language (GE)		3

<b>Spring</b>		
MATH	128/Calculus II (GE)	3
MATH	205/Linear Algebra I	3
RHET	102/Rhetoric II (GE)	3
Foreign Language (GE)		3
Humanistic and Artistic Perspective (GE)		3
Social Sciences Perspective (GE)		3
	<b>Total for year</b>	<b>33</b>

**Sophomore Year****Fall**

MATH 229/Calculus III	3
STAT 215/Statistical Inference	3
Social Sciences Perspective (GE)	3
PHYS 201/General Physics I (GE)	4
Foreign Language (GE)	3

**Spring**

MATH 230/Calculus IV	3
Mathematics/Stats/Option <sup>1</sup> , 2	3
PHYS 202/General Physics II (GE)	4
IDSC 252/Society, Ethics, and Technology (GE)	3
Social Sciences Perspective (GE)	3
SCED 203/Sophomore Professional Experience	2
<b>Total for year</b>	<b>34</b>

**Junior Year****Fall**

MATH 305/Abstract Algebra I	3
MATH 316/Intro. to Probability	3
MATH 348/Teaching Mathematics in Elem. and Middle Grds	3
RDLA 328/Teaching Reading in Junior and Senior H.S.	2
Humanistic and Artistic Perspectives (GE)	3
HLED 160/Current Health and Wellness Issues	3

**Spring**

MATH 306/Abstract Algebra II	3
SCED 303/Junior Professional Field Experience	6
MATH 390/Methods of Teaching High School Math	3
MATH 355/History of Mathematics	3
CMSC 215/Computer Science I	3
<b>Total for year</b>	<b>35</b>

**Senior****Fall**

MATH 351/Geometry	3
Math/Stats/Option <sup>2</sup>	6
Humanistic and Artistic Perspectives (GE)	3
Electives <sup>2</sup>	

**Spring**

MATH 490/Senior Student Teaching	10
MATH 489/Seminar/Senior Field Experience	1
SCED 489/Seminar/Senior Field Experience	1
<b>Total for year</b>	<b>26</b>
<b>Total</b>	<b>128</b>

<sup>1</sup>It is recommended to take MATH 301/Number Theory in preparation for MATH 305/Abstract Algebra.<sup>2</sup>Consult chairperson for a list of approved courses.**Mathematics Major: Statistics (MATC)****Freshman Year****Fall**

MATH 099/Department Seminar	0
MATH 127/Calculus I (GE)	3
MATH 200/Principles of Mathematics	3
IDSC 151/Athens to New York (GE)	3
RHET 101/Rhetoric I (GE)	3
Foreign Language (GE)	3

**Spring**

MATH 128/Calculus II (GE)	3
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MATH 205/Linear Algebra I	3
RHET 102/Rhetoric II (GE)	3
Foreign Language (GE)	3
General Education (GE)	3
<b>Total for year</b>	<b>30</b>

#### Sophomore Year

##### Fall

STAT 215/Statistical Inference	3
MATH 229/Calculus III	3
CMSC 215/Computer Science I	3
IDSC 252/Society, Ethics, and Technology (GE)	3
Foreign Language (GE)	3

##### Spring

MATH 230/Calculus IV	3
MATH 316/Introduction to Probability	3
General Education (GE)	6
Elective 3	
<b>Total for year</b>	<b>30</b>

#### Junior Year

##### Fall

STAT 410/Mathematical Statistics	3
STAT Option <sup>2</sup>	3
Science (GE) <sup>3</sup>	4
General Education (GE)	6

##### Spring

MATH Mathematics Option <sup>2</sup>	3
STAT Statistics Option <sup>2</sup>	3
Science	4
General Education (GE)	3
Electives	3
<b>Total for year</b>	<b>32</b>

#### Senior Year

##### Fall

MATH Mathematics Option <sup>2</sup>	3
STAT Statistics Option <sup>2</sup>	3
Electives	9

##### Spring

STAT Statistics Option <sup>2</sup>	3
Electives	10
<b>Total for year</b>	<b>28</b>
<b>Total</b>	<b>120</b>

<sup>1</sup>It is recommended to take MATH 301/Number Theory in preparation for MATH 305/Abstract Algebra.

<sup>2</sup>Consult chairperson for a list of approved courses.

<sup>3</sup>Statistics majors must take one of the following sequences: BIOL 183-184, CHEM 201-202, or PHYS 201-202.

### Elementary Education M/S/T (ELST) and Early Childhood Education M/S/T (ECST) with a Mathematics Specialization

This interdisciplinary major integrates formal study in mathematics, biology, chemistry, physics, and technology. Students electing a mathematics specialization will complete 42 credits of “core” requirements including Calculus (MATH 127-128), Principles of Biology (BIOL 181-182), Principles of Chemistry (CHEM 101-102), College Physics (PHYS 191-192), Introduction to Human Technological Behavior (TSNG 171), Principles of Structures and Mechanisms (TSNG 211), and an M/S/T approved elective. The mathematics specialization consists of a minimum of 21 credits including the core mathematics courses, (MATH 200/Principles), (MATH 229/Calculus III), (MATH 301 or 305 Abstract Algebra), and two mathematics elective courses at the 300 level or higher.

### Mathematics and Statistics Minors

Students planning to minor should apply to the department as soon as possible. The minor requirements will be defined by the bulletin description at the time of application. Students must maintain the same mathematics and statistics cumulative average as required for graduation in the major.

A minimum of nine credits for the statistics minor and 12 credits for the mathematics minor must be earned at The College of New Jersey. For other requirements, see the academic rules and procedures section of this bulletin.

## **Mathematics Minor**

A total of 21 semester hours are required for the mathematics minor.

### **Required Courses: 15**

MATH 127,128/Calculus I,II	6
MATH 200/Principles of Mathematics <sup>4</sup>	3

<sup>4</sup>With the approval of the chair, a 300- or 400-level math course may substitute for MATH 200.

MATH 205 or 301, Linear Algebra I, Number Theory	3
MATH 305/Abstract Algebra I	3
MATH Mathematics Options	6

Any MATH prefix course at the 200 level or above (excluding MATH 286, MATH 342, MATH 348, MATH 386, and MATH 390). At least one course must be at the 300 level or above.

<b>Total</b>	<b>21</b>
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A minor in mathematics must achieve at least a 2.25 grade point average for all courses taken to fulfill the requirements for the minor.

Only courses with an earned grade of C– or higher can be used to fulfill the requirements for the minor with the following exception: Minors may count at most one D or D+ in a course at the 300 level or above from the mathematics options.

A minimum of 12 semester hours in the minor must be earned in the department.

## **Statistics Minor**

### **Required Courses:** (6 cr.)

STAT 116/Statistics II <i>or</i>	3
STAT 215/Statistical Inference	3
MATH 125/Calculus for Business and the Social Sciences <i>or</i>	3
MATH 128/Calculus II	3

### **Options:** (12 cr.)

STAT 303/Design of Experiments	3
STAT 304/Sampling and Non-Parametric Statistics	3
STAT 305/Regression Analysis	3
STAT 314/Statistical Quality Control	3
MATH 316/Intro. to Probability	3
MATH 317/Linear Programming	3
MATH 318/Intro. to Operations Research and Decision Theory	3
STAT 410/Mathematical Statistics	3
STAT 414/Time Series Analysis	3
STAT 493/Internship in Statistics II	3-6
STAT 494/Seminar in Statistics	3
STAT 495/Independent Study in Statistics	3

A minor in statistics must achieve at least a 2.25 grade point average for all courses taken to fulfill the requirements for the minor. A total of at least 18 credits are required for the statistics minor. At least nine credits for the statistics minor must be completed at TCNJ.

### **MATH 091/Basic Math Skills** 1 cr. (additive)

(3 class hours—five-week course)

(every semester)

Academic development course. A requirement of all students scoring below criterion on a placement test. Study of fractions, decimals, ratio, proportion, and percent. Credit for this course does not count within the 120-credit requirement for graduation.

### **MATH 092/Basic Math Skills** 2 cr. (additive)

(3 class hours—10-week course)

(every semester)

Academic development course. A requirement of all students scoring below criterion on a placement test. Study of elementary algebra and elementary geometry. Credit for this course does not count within the 120-credit requirement for graduation.

### **MATH 095/Intermediate Algebra** 3 cr. (additive)

(3 class hours)

(every semester)

*Prerequisites:* Satisfactory completion of the academic development required in mathematics; demonstrated inadequate level of preparation for the courses MATH 120

This course is designed for students majoring in a field where at least one of the courses, Pre-Calculus (MATH 120), Calculus I (MATH 127), or Calculus for Business and the Social Sciences (MATH 125) is required. Conceptual understanding and skill development of traditional algebraic topics such as: linear equations and inequalities, exponents and polynomials, rational expressions, quadratic equations, and systems of linear equations are included.

**MATH 101/Foundations of Mathematics I**                   **3 cr.**

(3 class hours)

(every semester)

Provides intuitive and formal experience in development and appreciation of structural bases characteristic of mathematics. Topics from: logic, sets, geometry, graph theory, and algorithms.

**MATH 102/Foundations of Mathematics II**                   **3 cr.**

(3 class hours)

(every semester)

A liberal studies course providing intuitive and formal experience in development and appreciation of structural bases characteristic of mathematics. Topics from: combinatorial probability, abstract mathematical systems, and number theory.

**MATH 105/Mathematical Structures and Algorithms for Educators I**                   **3 cr.**

(3 class hours)

(every semester)

This course concerns the development of number systems, algebraic structures, and algorithms. The student will be required to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality, using a variety of representations of mathematical concepts and procedures. Physical materials and models will be used to explore fundamental properties of number systems, to model algorithms, and to explore selected algebraic structures. This course is especially appropriate for those students preparing to be elementary, early childhood, or special education teachers.

**MATH 106/Mathematical Structures and Algorithms for Educators II**                   **3 cr.**

(3 class hours)

(annually-spring)

Physical materials and models will be used to explore fundamental concepts of geometry, measurement, data analysis, statistics, and probability. The student will be required to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality, using a variety of representations of mathematical concepts and procedures. This course is especially appropriate for those students preparing to be elementary, early childhood, or special education teachers.

**MATH 120/Pre-Calculus**   **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* Placement test

This course is only for students going on to calculus. Fundamentals of algebra, trigonometry, and analytic geometry. Stress is on computational and problem-solving techniques.

**MATH 125/Calculus for Business and the Social Sciences**   **3 cr.**

*Prerequisite:* MATH 120 or placement test into Calculus I

A course intended for majors in business and the social sciences, and/or minors in statistics. Topics include differential calculus, integral calculus, and some linear algebra, with applications to areas of business and social science. Not for mathematics majors.

**MATH 127/Calculus I**   **3 cr.**

(3 class hours )

(every semester)

*Prerequisite:* MATH 120 or placement test. Contact department for details.

This is the first semester of a four-semester sequence in Calculus for students in the mathematical and physical sciences. Some topics are presented rigorously. Topics include functions and limits, derivatives of algebraic functions, derivatives of transcendental functions, and applications of the derivative.

**MATH 128/Calculus II**   **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* MATH 127

Topics include: Indefinite and definite integrals, volumes of revolution, arc length, techniques of integration, improper integrals.

**MATH 200/Principles of Mathematics**   **3 cr.**

(3 class hours)

(every semester)

An introduction to the methods of mathematics and mathematical thinking. Typical topics: logic, sets, methods of proof, mappings (surjective, injective, bijective), commutative diagrams, and elementary functions. For mathematics majors or minors or by permission of the department chair.

**MATH 205/Linear Algebra I****3 cr.**

(3 class hours)

(every semester)

An introduction to vector spaces and systems of linear equations essential for the understanding of both pure and applied mathematics. Selected topics include: vector spaces, linear independence, linear transformations, and matrices.

**MATH 220/Discrete Math for Computer Applications****3 cr.****Applications**

(3 class hours)

(occasionally)

*Prerequisite:* MATH 200 or CMSC 210

Topics from discrete numerical mathematics, including discrete probability, vectors, matrices, and linear transformations.

**MATH 229/Calculus III****3 cr.**

(3 class hours each semester)

(every semester)

*Prerequisite:* MATH 128

Topics include: sequences, series, partial differentiation, multiple integrals, and parametric equations.

**MATH 230/Calculus IV****3 cr.**

(3 class hours each semester)

(every semester)

*Prerequisite:* MATH 229

Topics include: Polar, cylindrical, and spherical coordinates, multiple integrals; vector calculus, line and surface integrals, Green's Theorem, Stoke's Theorem, introduction to differential equations.

**MATH 286/Linear Algebra and Probability for Engineers****3 cr.****Engineers**

(3 class hours)

(every semester)

*Prerequisite:* MATH 229

An introduction to topics in linear algebra and statistics for School of Engineering students. Topics include: linear systems, basis, vectors, matrices, probability, discrete distributions, continuous distributions, regression, and correlation.

**MATH 301/Number Theory****3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* MATH 200

Divisibility, primes, unique factorization, diophantine equations, congruences, quadratic reciprocity, and such optional topics as sums of squares, number-theoretic functions, continued fractions, prime number theory, public-key encryption, and elliptic curves.

**MATH 305/Abstract Algebra I****3 cr.**

(3 class hours each semester)

(every semester)

*Prerequisites:* MATH 200 and MATH 205 or MATH 301

This first course in abstract algebra introduces the student to selected topics in theory of groups. Material will be presented in a rigorous manner. Topics will include groups of permutations, cyclic groups, Lagrange's theorem, group homomorphisms, factor groups and isomorphism theorems.

**MATH 306/Abstract Algebra II****3 cr.**

(3 class hours each semester)

(every semester)

*Prerequisite:* MATH 305

This second course in abstract algebra delves deeply into rings and fields. Topics include: polynomial rings, factorization of polynomials, field extensions, splitting fields, and constructible numbers.

**MATH 315/Linear Algebra II****3 cr.**

(3 class hours)

(annually-fall)

*Prerequisite:* MATH 205

Studies vector spaces, linear transformations, matrix representations, determinants, eigenvalues and eigenvectors, inner product spaces, spectral theorem, Jordan normal form, bilinear forms, and applications.

**MATH 316/Introduction to Probability****3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* MATH 229

Mathematical models, sample spaces, permutations and combinations, conditional probability, discrete and continuous distributions, moment-generating functions, multivariate and marginal distributions.

<b>MATH 317/Linear Programming</b>	<b>3 cr.</b>
(3 class hours)	
(fall-odd years)	
<i>Prerequisite:</i> Any linear algebra course	
Optimization using LP techniques: single/dual simplex methods, duality, degeneracy, applications to problems of transportation, trans-shipment, games.	
<b>MATH 318/Introduction to Operations Research and Decision Theory</b>	<b>3 cr.</b>
(3 class hours)	
(annually-spring)	
<i>Prerequisite:</i> MATH 316	
An introductory study into the mathematical theory and techniques of operations research. Students will become familiar with such ideas as queuing theory, inventory control, search theory, reliability, stochastic models, Monte Carlo techniques, and methods of optimization.	
<b>MATH 320/Combinatorics</b>	<b>3 cr.</b>
(3 class hours)	
(every fall)	
<i>Prerequisite:</i> MATH 200	
Topics such as predicate calculus, counting techniques, graphs, trees, enumeration, and binomial theorem.	
<b>MATH 326/Differential Equations</b>	<b>3 cr.</b>
(3 class hours)	
(every spring)	
<i>Prerequisite:</i> MATH 229	
Presentation of subject through logical and orderly approach with emphasis on general concepts rather than isolated details. Topics: first-order ordinary differential equations, linear differential equations with constant coefficients, simultaneous differential equations, hyperbolic functions, and Laplace Transforms.	
<b>MATH 331/Numerical Mathematics I</b>	<b>3 cr.</b>
(3 class hours)	
(fall-odd years)	
<i>Prerequisites:</i> MATH 229, CMSC 215	
An introduction to numerical methods suitable for use on a digital computer. Topics include computer representation of numbers, round-off error in function evaluations, series approximations to functions, finding roots of functions, finding roots of polynomials, numerical integrations, and approximate numerical solutions to systems of simultaneous linear equations.	
<b>MATH 332/Numerical Mathematics II</b>	<b>3 cr.</b>
(3 class hours)	
(alternate years)	
<i>Prerequisites:</i> MATH 326, MATH 331	
A continuation of Numerical Mathematics I. Topics include numerical solutions of ordinary differential equations, least squares, Fourier approximations, Chebyshev economization.	
<b>MATH 342/Teaching Mathematics in Elementary School</b>	<b>1 cr.</b>
(2 class hours)	
(every semester)	
<i>Prerequisite:</i> 100-level mathematics course	
Examines the elementary school mathematics curricula, how children learn mathematics, and methods and strategies appropriate for teaching the many topics in mathematics. Emphasizes the organization of materials and activities for effective teaching, diagnostic work, and evaluation.	
<b>MATH 348/Teaching Mathematics in Elementary and Middle School</b>	<b>3 cr.</b>
(annually-fall)	
<i>Prerequisite:</i> MATH 200 or permission of instructor	
A professional course for students majoring or specializing in mathematics. Examines the content in the elementary and middle school mathematics curricula, how children learn mathematics and the rationales for developing the methods and strategies for teaching the many topics in these mathematics curricula to children of diverse cultures. Emphasizes the organization of materials for effective teaching, problem solving, diagnostic work, and evaluation.	
<b>MATH 351/Geometry</b>	<b>3 cr.</b>
(3 class hours)	
(annually-fall)	
<i>Prerequisite:</i> MATH 200 or permission of the instructor	
Geometry as a branch of contemporary mathematics. Topics include Axiomatic Systems, Euclid's Fifth Postulate, Euclidean, Neutral and non-Euclidean geometry.	
<b>MATH 355/History of Mathematics</b>	<b>3 cr.</b>
(3 class hours)	

(annually-spring)

*Prerequisites:* One year of calculus and one semester of abstract algebra

Origin and development of geometry, algebra, and calculus, and their interaction with science and the humanities.

**MATH 386/Differential Equations with Numerical Techniques**      **3 cr.**

(3 class hours)

(every semester)

*Prerequisite:* MATH 128

Integrated introduction to standard topics in differential equations and basic linear algebra for engineering applications.

**MATH 390/Teaching Mathematics in High School**      **3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* MATH 200 or permission of instructor

Professionalized subject matter. Teaching techniques and lesson planning including a variety of classroom formats. Cooperative group work, writing in the mathematics classroom, technology, and manipulatives. Curriculum trends, professional obligations and responsibilities, student assessment. Content will include discrete mathematics, problem solving, concept of proof, and mathematical modeling.

**MATH 402/Real Analysis**      **3 cr.**

(3 class hours per semester)

(annually)

*Prerequisite:* MATH 229

A logical development of mathematical analysis for functions of a single real variable. Topics include order, completeness, sequences, series, limits of functions, basic topology of the reals, differentiation, integration, sequences and series of functions and transcendental functions.

**MATH 403/Advanced Calculus**      **3 cr.**

(3 class hours per semester)

(annually)

*Prerequisite:* MATH 229

In this course we explore the calculus of several variables, from the point of view of the geometry of surfaces in Euclidean space. The emphasis will be on examples rather than proofs. The only prerequisite is Calculus III. (This course is not a continuation of MATH 402.)

**MATH 405/Topology**      **3 cr.**

(fall-odd years)

*Prerequisite:* MATH 305 or permission of instructor

A first course in general topology. Typical topics: sets, Cartesian products, mappings, infinite sets, Cauchy sequences, connected sets, continuous functions, metric spaces, and topological spaces.

**MATH 407/Projective Geometry**      **3 cr.**

(3 class hours)

(occasionally)

An introduction to projective geometry. Topics include affine and projective plane, real projective plane, principle of duality, groups of automorphisms, and projective planes over division rings.

**MATH 420/Complex Variables**      **3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* MATH 229

A logical development of the classical theory of functions of a complex variable, with emphasis on those parts of the theory which are most used in modern applications of the subject. Topics include: complex numbers; analytic functions; the exponential, trigonometric, hyperbolic, and logarithmic functions and their inverses; mapping by elementary functions; integrals; the Cauchy-Goursat theorem, the Cauchy integral formula, derivatives of analytic functions; the fundamental theorem of algebra; power series; residues and poles; and isolated, essential, and removable singularities.

**MATH 440/Mathematical Logic**      **3 cr.**

(3 class hours)

(fall-even years)

*Prerequisite:* Not open to freshmen or sophomores. Recommended only for those with some interest in and aptitude for pure mathematics

This course is principally concerned with Propositional Calculus and First Order Logic, two mathematical languages that abstract many of the patterns of logical thought. The two languages will be carefully defined and applied to actual reasoning problems. For each language, we will discuss metatheorems dealing with the properties of soundness, completeness, decidability, and consistency.

**MATH 450/Honors Course in Mathematics**      **3-6 cr.**

(occasionally)

*Prerequisite:* By invitation only

More sophisticated treatment of standard or advanced topics for carefully selected students. Exemptions from the regular courses whose syllabi are covered.

**MATH 451/Topics in Algebra****3 cr.**(3 class hours)  
(occasionally)*Prerequisites:* MATH 229 and MATH 305

A flexible course in which the content is selected from topics in algebra. This is an elective course designed to enrich the background of the student as well as to bridge the gap between undergraduate math and graduate math.

**MATH 452/Topics in Geometry and Topology****3 cr.**(3 class hours)  
(occasionally)*Prerequisites:* MATH 229 and MATH 305

A flexible course in which the content is selected from topics in geometry and topology. This is an elective course designed to enrich the background of the student as well as to bridge the gap between undergraduate math and graduate math.

**MATH 453/Topics in Analysis****3 cr.**(3 class hours)  
(occasionally)*Prerequisites:* MATH 229 and MATH 305

A flexible course in which the content is selected from topics in analysis. This is an elective course designed to enrich the background of the student as well as to bridge the gap between undergraduate math and graduate math.

**MATH 454/Topics in Applied Mathematics****3 cr.**(3 class hours)  
(occasionally)*Prerequisites:* MATH 229 and MATH 305

A flexible course in which the content is selected from topics in applied mathematics. This is an elective course designed to enrich the background of the student as well as to bridge the gap between undergraduate math and graduate math.

**MATH 489/Seminar in Mathematics Education****1 cr.**

(every semester)

*Prerequisites:* MATH 390*Corequisites:* MATH 490 and SCED 489

A seminar fulfilling a complementary role in the mathematics student teaching experience. Through group discussion and investigation of supporting professional literature, the student will be guided to a deeper appreciation of problems and practices in secondary mathematics education.

**MATH 490/Student Teaching: Mathematics****10 cr.**

(every semester)

*Prerequisites:* MATH 390 and meeting all the criteria for admission to student teaching including completion of all required mathematics courses, a minimum overall GPA of 2.75, and a minimum cumulative average of 2.25 in all MATH and MATH electives

Student teaching during the senior year under supervision of approved public school teachers and general supervision of college supervisors. Observation, participation, and responsible teaching.

**MATH 493/Internship in Mathematics****3 cr.**

(every semester)

*Prerequisites:* Junior standing and permission of the department

Applied experience in major field of study. Consult department for details.

**MATH 496/Seminar in Mathematics****3 cr.**(3 class hours)  
(occasionally)*Prerequisite:* Permission of instructor

Intensive study of advanced topics in mathematics. Emphasizes student activity; use of journals and monographs; and discussion, solution and presentation of problems.

**MATH 498/Independent Study in Mathematics****1-3 cr.**

(every semester)

*Prerequisite:* By invitation only

Student will study independently an appropriate area. A department member will be assigned to advise the student.

**STAT 115/Statistics I****3 cr.**(3 class hours)  
(every semester)

General education course. Introduction to descriptive statistics and statistical inference. Topics include: averages, variability, histograms, probability, normal distribution, estimation, and hypothesis testing. A student may not receive credit for both STAT 115 and STAT 215.

**STAT 116/Statistics II****3 cr.**(3 class hours)  
(every semester)



This is an introductory course to the theory and application of statistical time series analysis. Techniques developed in the course will be used to analyze data that arise in engineering, economics, and many branches of empirical sciences.

**STAT 415/Markov Chains and Random Processes      3 cr.**

(3 class hours)  
(occasionally)

*Prerequisites:* MATH 316 and MATH 205

An introductory course to random walks, Markov chains, and a variety of random processes. Techniques developed in the course will be used to illustrate the applications of these processes to science.

**STAT 493/Internship II in Statistics      variable**

(every semester)

*Prerequisites:* Junior standing and permission of department

A supervised statistics-related experience working for the government or the private sector, in which the student will be expected to include research as part of the project. Based on a general description of the project from the client, the student, working with the TCNJ faculty coordinator, will structure the project. The structure will include the learning objectives, the research issues, the projected work plan and the possible results. Students will periodically inform the faculty coordinator of status and progress. On completion the student will formally document the project for the client and TCNJ. The student will also make an oral presentation that is open to the public. The course can count as an option in the statistics major or minor or as a general elective. A letter grade will be assigned by the faculty coordinator based on input from the client, as well as from the written and oral presentation.

**STAT 494/Seminar in Statistics      3 cr.**

(3 class hours)  
(occasionally)

*Prerequisite:* Permission of instructor

An investigation of selected areas of the field through the use of journal articles and monographs, and the solution of problems which may be outside the scope of other course requirements.

**STAT 495/Independent Study in Statistics      1-3 cr.**

(every semester)

*Prerequisite:* Permission of instructor

The student will study independently a selected area of this discipline through the use of course books and journal articles coordinating this study under supervision of advisers.

**IDSC 105/Applying Computing to Mathematical      3 cr.**

**Problem Solving**

(See Interdisciplinary Studies.)

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## Physics

*Faculty:* Hiack, Chair; Becker, Dalafave, Gleeson, Goldstein, Kolp, Ochoa, Pfeiffer, Wickramasinghe

The objectives of the department are to develop the student's comprehension of the basic principles of physics, to instill a sense of inquiry in the student, to develop an appreciation of the role of physics in our attempt to understand the universe, and to develop an understanding of its power to deal with problems related to technology and the environment.

The physics major can, by proper choice of electives, prepare for graduate work in physics, astronomy, environmental science, or graduate school in professions such as medicine or law. The student may also choose to work in industry, public service, or teaching. The program for prospective teachers will prepare graduates to teach various courses ranging from high school physics to science in the junior and middle schools, depending on the courses elected. Therefore, it is strongly recommended that the student elect those courses which will satisfy the demands of his or her chosen profession.

The computational physics track combines physics, computer science, and mathematics. A graduate of this program will have an understanding of physics and, in addition, will be able to apply computer knowledge to the solution of various technical problems.

### Physics Major (PHYA)

#### PHYA—Physics Liberal Arts Track

Forty-three (43) credits in required physics courses with an option for an additional six to 15 credits of required math and computer science courses with an option for an additional six.

##### Freshman Year

PHYS	099/Physics Intro. Seminar	0
PHYS	201, 202/General Physics I, II	8
CMSC	215/Computer Science I	3
MATH	127, 128/Calculus I, II	6
RHET	101, 102/Rhetoric I, II	6

IDSC	151/Athens to New York	3
General Education		3
Elective	3	
<b>Total for year</b>		<b>32</b>

**Sophomore Year**

PHYS	306/Math Physics	3
PHYS	321/Modern Physics	4
MATH	229/Calculus III	3
CHEM	201, 202/General Chemistry I, II	8
IDSC	252/Society, Ethics, and Technology	3
Foreign Language*		6
General Education		6
<b>Total for year</b>		<b>33</b>

**Junior Year**

MATH	326 or 386/Differential Equations	3
PHYS	421/Electromagnetic Theory I	3
PHYS	Physics Major Required Courses	13-14
General Education		3
Foreign Language*		3
Physics Major Option Courses		3
Electives 3-6		
<b>Total for year</b>		<b>31-35</b>

**Senior Year**

PHYS	Physics Major Required Courses	11-12
General Education		6
Physics Major Option Courses		3
Electives 9-12		
<b>Total for year</b>		<b>29-33</b>

\*Students exempted from language requirements may take electives.

**Physics major required courses (28 cr.)**

PHYS	311/Electric Circuits and Electronics	4
PHYS	401/Mechanics	3
PHYS	411/Optics and Wave Motion	4
PHYS	422/Electromagnetic Theory II	3
PHYS	416/Heat and Thermodynamics	3
PHYS	426/Particle and Nuclear Physics	3
PHYS	431/Introduction to Quantum Mechanics	3
PHYS	436/Solid State Physics	3
PHYS	451/Advanced Physics Laboratory	2

**Physics Major Option Courses (6 cr.)**

PHYS	313/An Introduction to General Relativity	3
PHYS	316/Intermediate Physics for Medicine and Biology	3
PHYS	466/Astrophysics	3
PHYS	499/Independent Study	variable

**Physics Major: (PHYC)  
(Computational Physics Track)**

**PHYC—Computational Physics Track**

Thirty-six credits in required physics courses—24 credits in required math and computer science courses.

**Freshman Year**

PHYS	099/Physics Intro. Seminar	0
PHYS	201, 202/General Physics I, II	8
CMSC	215/Computer Science I	3
MATH	127, 128/Calculus I, II	6
RHET	101, 102/Rhetoric I, II	6

ISDC	151/Athens to New York	3
General Education		3
Elective	3	
<b>Total for year</b>		<b>32</b>

**Sophomore Year**

PHYS	306/Math Physics	3
PHYS	321/Modern Physics	4
MATH	229/Calculus III	3
ISDC	252/Society, Ethics, and Technology	3
CHEM	201, 202/General Chemistry I, II	8
General Education		3
CMSC	220/Computational Problem Solving	4
CMSC	230/ Data Structures	4
<b>Total for year</b>		<b>32</b>

**Junior Year**

MATH	326 or 386/Differential Equations	3
MATH	316/Introduction to Probability	3
PHYS	311/Electric Circuits and Electronics	4
PHYS	Physics Options	6-7
Foreign Language*		6
General Education		3
Math and Computer Science Options		6
<b>Total for year</b>		<b>31-32</b>

**Senior Year**

PHYS	Physics Options	10-11
General Education		9
Math and Computer Science Options		6
Electives	4	
Foreign Language		3
<b>Total for year</b>		<b>32-33</b>

**Physics Options**

PHYS	313/An Introduction to General Relativity	3
PHYS	316/Intermediate Physics for Medicine	
and Biology		3
PHYS	401/Mechanics	3
PHYS	411/Optics and Wave Motion	4
PHYS	466/Introduction to Astrophysics	3
PHYS	421/Electromagnetic Theory I	3
PHYS	422/Electromagnetic Theory II	3

\*Students exempted from language requirements may take electives.

PHYS	416/Heat and Thermodynamics	3
PHYS	426/Particle and Nuclear Physics	3
PHYS	431/Introduction to Quantum Mechanics	3
PHYS	436/Solid State Physics	3
PHYS	451/Advanced Physics Laboratory	2
PHYS	499/Independent Study in Physics	variable

**Math and Computer Science Options**

**(at least 6 hrs. CMSC)**

CMSC	320/Comp. Logic and Design	3
CMSC	325/Computer Architecture	4
CMSC	340/Programming in the Large	4
CMSC	350/Computer Graphics	3
CMSC	360/Networks	3
CMSC	370/Stack Machines	3
CMSC	380/Artificial Intelligence	3
CMSC	390/Programming Languages	3
STAT	115/Statistics I	3
MATH	315/Linear Algebra	3

## **PHYT—Physics Teacher Preparation Track**

Sixteen (16) credits in required courses—nine credits of required math and computer science courses—11 credits of earth science courses, with options for an additional 23 credits in physics.

### **Physics Major: Teacher Preparation Track**

Candidates for a teacher education certificate must have a 2.75 cumulative grade point average, meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher education candidate also will have to pay a fee during his or her first year of teaching.

#### **Freshman Year**

PHYS	099/Physics Intro. Seminar	0
PHYS	201, 202/General Physics I, II	8
CMSC	215/Computer Science I	3
MATH	127, 128/Calculus I, II	6
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
General Education		3
Elective	3	
	<b>Total for year</b>	<b>32</b>

#### **Sophomore Year**

PHYS	321/Modern Physics	4
PHYS	Major Required Courses and Options	8
CHEM	201, 202/General Chemistry I, II	8
IDSC	252/Society, Ethics, and Technology	3
SCED	203/Sophomore Field Experience	2
Foreign Language*		3-6
General Education		3
	<b>Total for year</b>	<b>31-34</b>

#### **Junior Year**

EDFN	403/School in American Culture	3
SCED	303/Junior Professional Experience	6
PHYS	390/Methods of Teaching Science	3
RDLA	328/Teaching Reading	2
Foreign Language		3-6
Major Required Courses and Options		13-16
	<b>Total for year</b>	<b>32-35</b>

#### **Senior Year**

PHYS	490/Student Teaching**	10
PHYS	489/Seminar in Student Teaching	1
SCED	489/Seminar in Student Teaching	1
Major Required Courses and Options		13-17
General Education		6
Electives 1		
	<b>Total for year</b>	<b>31-35</b>

#### **Required Courses 31 cr.**

PHYS	201/202/General Physics I, II	8
CMSC	215/Computer Science I	3
MTRL	171/Intro. Meteorology	4
ASTR	161/Descriptive Astronomy	4
PHYS	311/Electric Circuits and Electronics	4
PHYS	321/Modern Physics	4
GOLG	120/Intro. to Geology	4

#### **Options 23 cr.**

CHEM	340/History of Chemistry and Physics	3
PHIL	230/Philosophical Issues in Science	3
ASTR	261/Astronomy II	4
GOLG	220/Geology II	4

PHYS	306/Math Physics	3
PHYS	313/An Introduction to General Relativity	3
PHYS	316/Intermediate Physics for Medicine and Biology	3
PHYS	401/Mechanics	3
PHYS	411/Optics and Waves	4
PHYS	421/Electromagnetic Theory I	3
PHYS	422/Electromagnetic Theory II	3
PHYS	416/Heat and Thermodynamics	3
PHYS	426/Particle and Nuclear	3
PHYS	431/Intro. to Quantum Mechanics	3
PHYS	451/Advanced Physics Laboratory	2
PHYS	466/Astrophysics	3
PHYS	499/Independent Study or	variable
MATH	326/Differential Equations or	3
CHEM	353/354/Organic Chemistry I, II	8
MATH	386/Diff. Eq. and Num. Tech.	3
BIOL	183, 184/General Biology I, II	8
MATH	229/Calculus III	3

\*Students exempted from language requirements may take electives.

\*\*In order for a student to take PHYS 490/Student Teaching, a grade of B or higher must have been earned in the following courses: SCED 203/Sophomore Professional Experience, SCED 303/Junior Professional Experience, and PHYS 390/Methods of Teaching Science. A waiver of this requirement could be granted to students wishing to petition the departmental review committee.

## PHYG—Earth Science Track

Sixteen (16) credits in required physics courses—nine credits of required math and computer science courses—11 credits of earth science courses, with options for an additional 23 credits in physics.

### Physics Major: Earth Science Track

#### Freshman Year

PHYS	099/Physics Intro. Seminar	0
PHYS	201, 202/General Physics I and II	8
CMSC	215/Computer Science I	3
MATH	127, 128/Calculus I, II	6
RHET	101, 102/Rhetoric I, II	6
IDSC	151/Athens to New York	3
General Education		3
Elective 3		
	<b>Total for year</b>	<b>32</b>

#### Sophomore Year

PHYS	Major Required Courses and Options	8
CHEM	201, 202/General Chemistry I, II	8
IDSC	252/Society, Ethics, and Technology	3
Foreign Language*		6
General Education		3
Elective 4		
	<b>Total for year</b>	<b>32</b>

#### Junior Year

PHYS	Foreign Language*	3
PHYS	Major Required Courses and Options	17-20
	Electives	12
	<b>Total for year</b>	<b>32-35</b>

#### Senior Year

PHYS	Major Required Courses and Options	11-14
	General Education	6
	Electives	14
	<b>Total for year</b>	<b>31-33</b>

**Required Courses 27 cr.**

PHYS	201, 202/General Physics I, II	8
CMSC	215/Computer Science I	3
MTRL	171/Intro. to Meteorology	4
PHYS	311/Elec. and Electron	4
ASTR	161/Descriptive Astronomy	4
GOLG	120/Intro. to Geology	4

**Options 22 cr.**

CHEM	340/History of Chemistry and Physics	3
PHIL	230/Philosophical Issues in Science	3
ASTR	261/Astronomy II	4
GOLG	220/Geology II	4
PHYS	306/Math Physics	3
PHYS	313/An Introduction to General Relativity	3
PHYS	316/Intermediate Physics for Medicine and Biology	3
PHYS	401/Mechanics	3
PHYS	411/Optics and Waves	4
PHYS	421/Electromagnetic Theory I	3
PHYS	422/Electromagnetic Theory II	3
PHYS	416/Heat and Thermodynamics	3
PHYS	426/Particle and Nuclear	3
PHYS	431/Intro. to Quantum Mechanics	3
PHYS	451/Advanced Physics Laboratory	2
PHYS	466/Intro. Astrophysics	3
PHYS	499/Independent Study	variable
<i>or</i>		
MATH	326/Differential Equations	3
<i>or</i>		
CHEM	353/354/Organic Chemistry I, II	8
MATH	386/Diff. Eq. and Num. Tech.	3
BIOL	183, 184/General Biology I, II	8
MATH	229/Calculus III	3
BIOL	261/Ecology and Field Biology	4
BIOL	321/Genetics	4

**Elementary Education-M/S/T (ELST) and Early Childhood Education-M/S/T (ECST) with a Physics Specialization**

This interdisciplinary major integrates formal study in mathematics, biology, chemistry, physics, and technology. Students electing a physics specialization will complete 42 credits of “core” requirements including Calculus (MATH 127-128), Principles of Biology (BIOL 181-182), Principles of Chemistry (CHEM 101-102), General Physics (PHYS 201-202), Introduction to Human Technological Behavior (TSNG 171), Principles of Structures and Mechanisms (TSNG 211), and an M/S/T-approved elective. The physics specialization consists of a minimum of 21 credits including the core physics courses, (PHYS 311/Electrical Circuits and Electronics), (PHYS 306/Math Physics), (PHYS 321/Modern), one advanced physics elective course at the 300 level or higher.

**Physics Minor**

A minor in physics requires a total of 20 to 21 credits in physics courses. The required courses are PHYS 201/202 (General Physics I and II), PHYS 321 (Modern Physics), and PHYS 306 (Mathematical Physics). Two advanced physics courses (300 level or higher) must be added with the approval of the department chair.

PHYS	201, 202/General Physics I, II	8
PHYS	306/Math Physics	3
PHYS	321/Modern Physics	4
Two advanced courses elected with the prior approval of the physics department chair		5-6
<b>Total required</b>	<b>20-21</b>	

**PHYS 121, 122/ Principles of Physics I, II**

(3 class hours, 2 lab hours)

(annually)

Not for science or mathematics majors

Physical laws and concepts which clarify understanding of the physical environment. Stress on unity of physical ideas. Topics in PHYS 121: force, motion, momentum, energy, and gravitation. PHYS 122: wave motion, electric charges and fields, magnetism, the atom, light, and evolution of physics.

<b>PHYS 191, 192/College Physics I, II</b>	<b>4, 4 cr.</b>
(3 class hours, 2 lab hours)	
(annually)	
A course emphasizing the important principles and concepts of physics. PHYS 191 includes mechanics, wave motion, and sound; PHYS 192 includes heat, electricity, light, and modern physics.	
<b>PHYS 201, 202/General Physics I, II</b>	<b>4, 4 cr.</b>
(3 class hours, 2 lab hours)	
(every semester)	
<i>Corequisite</i> for PHYS 201: MATH 127	
<i>Corequisite</i> for PHYS 202: MATH 128	
Perspectives on the World: Science	
PHYS 201: Mechanics and wave motion. PHYS 202: Heat, light, electricity, and magnetism. Emphasizes understanding basic principles and concepts of physics. Use of problem solving is an integral part of course.	
<b>PHYS 306/Mathematical Physics</b>	<b>3 cr.</b>
(3 class hours)	
(annually-spring)	
<i>Prerequisites:</i> PHYS 202, CMSC 215, or permission of instructor	
Study of the methods used by theoretical physicists in solving problems, such as matrix algebra, vector calculus, and orthogonal functions. Emphasizes the major areas of classical physics such as mechanics, thermodynamics, and electromagnetism.	
<b>PHYS 311/Electrical Circuits and Electronics</b>	<b>4 cr.</b>
(3 class hours, 2 lab hours)	
(alternate years)	
<i>Prerequisite:</i> PHYS 202	
Fundamentals of AC and DC electric circuits. Design and use of filter, diode, transistor, and op-amp circuits. Introduction to digital electronics, microcomputers, and interfacing.	
<b>PHYS 313/An Introduction to General Relativity and Cosmology</b>	<b>3 cr.</b>
(3 class hours)	
(alternate years)	
<i>Prerequisite:</i> PHYS 306	
Study of the modern concepts of space and time. Systematic formulation of Einstein's Theory of Gravitation – The General Theory of Relativity. Emphasizes the applications of the theory to astrophysical problems including the dynamics of the observed universe. Also emphasizes the origin of the universe from the big bang and its subsequent evolution.	
<b>PHYS 316/Intermediate Physics for Medicine and Biology</b>	<b>3 cr.</b>
(3 class hours)	
(alternate years)	
<i>Prerequisite:</i> PHYS 202	
Study of physics that has medical and biological applications. The course will include topics such as: bioelectromagnetism (including nerve and muscle cell impulses, and EKG and EEG theory); emission and absorption of radiation; thermodynamics of living systems; fundamentals of imaging; ultrasound; x-rays, CAT scans, magnetic resonance imaging (MRI), and PET scans; the physics involved in nuclear medicine, such as gamma and positron emission. The course will provide a background needed by undergraduates as they prepare for biophysics, medicine and medical physics professions.	
<b>PHYS 321/Modern Physics</b>	<b>4 cr.</b>
(3 class hours, 2 lab hours)	
(annually-fall)	
<i>Prerequisites:</i> PHYS 202, MATH 128	
Fundamental concepts of 20th-century physics to include topics in special relativity, quantum theory, and atomic physics.	
<b>PHYS 390/Methods of Teaching Science</b>	<b>3 cr.</b>
(3 class hours)	
(annually-spring)	
Modern trends in content, methods, techniques, organization, and philosophy of science education. Preparation for student teaching.	
<b>PHYS 401/Mechanics</b>	<b>3 cr.</b>
(3 class hours)	
(alternate years)	
<i>Prerequisites:</i> MATH 326 or 386, PHYS 202, PHYS 306, CMSC 215	
Classical mechanics including kinematics, dynamics, work and energy, gravitation, harmonic oscillations, translational and rotational motion of rigid bodies, properties of solid and liquids, and wave motion.	
<b>PHYS 411/Optics and Wave Motion</b>	<b>4 cr.</b>
(3 class hours, 2 lab hours)	

(alternate years)

*Prerequisites:* PHYS 202, PHYS 306, MATH 128, CMSC 215, or permission of instructor

A study of the properties of light and its interaction with matter. The areas of geometric, wave, and quantum optics are treated at an intermediate level.

**PHYS 416/Heat and Thermodynamics**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisites:* PHYS 202, PHYS 306, CMSC 215

Concepts of heat and temperature and interrelationship between energy and the physical properties of matter.

**PHYS 421/Electromagnetic Theory I**

**3 cr.**

(3 class hours)

(annually-fall)

*Prerequisites:* PHYS 202, PHYS 306, CMSC 215

A study of the electric and magnetic properties of matter with emphasis on fields, energy exchanges, and practical applications in electromagnetic fields.

**PHYS 422/Electromagnetic Theory II**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisites:* PHYS 421, PHYS 306, CMSC 215, or permission of instructor

A study of the theory and laws of classical electromagnetism on an intermediate level. Emphasis will be given to electrostatic charge distributions, potential theory, Maxwell's equations, and electromagnetic waves.

**PHYS 426/Particle and Nuclear Physics**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisites:* PHYS 321, CMSC 215

Quantum mechanical treatment of alpha decay, electron and positron emission, gamma radiation, nuclear models, nuclear reactions, parity, isospin, fission, fusion, fundamental particles, and antimatter.

**PHYS 431/Introduction to Quantum Mechanics**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisites:* PHYS 306, PHYS 321, CMSC 215

Fundamental concepts of quantum mechanics and applications to problems in modern physics. Wave mechanics and wave mechanical properties of matter studied using the Schroedinger approach.

**PHYS 436/Solid State Physics**

**3 cr.**

(3 class hours)

(alternate years)

*Prerequisites:* PHYS 321, PHYS 306

*Corequisite:* PHYS 421

Topics: crystal structure, diffraction of X-ray by crystals, lattice vibrations, thermal properties, free electron theory of metals, band theory, semiconductors, superconductors, and magnetism.

**PHYS 451/Advanced Physics Laboratory**

**2 cr.**

(4 lab hours)

(alternate years)

*Prerequisites:* PHYS 202, PHYS 306, PHYS 321, CMSC 215

Performance of physics experiments at an advanced level. Statistical treatment of data approaching that of research caliber applied to experiments of classical and modern format. Involvement in research.

**PHYS 466/Introductory Astrophysics**

**3 cr.**

(3 class hours)

(occasionally)

*Prerequisites:* PHYS 321, CMSC 215, or permission of instructor

Observational data and physics of stars and stellar systems, including: atomic structure and radiative processes; thermostatics of excitation and ionization equilibria; photometry and spectroscopy; radiation transport, absorption, and scattering theory; thermodynamics of stellar structure and evolution; thermonuclear fusion reactions and nucleosynthesis; galactic structure and evolution; and cosmology.

**PHYS 489/Physics Teaching Seminar**

**1 cr.**

(every semester)

Analysis of student teaching experience which must be taken concurrently with PHYS 490.

**PHYS 490/Student Teaching in Physics**

**10 cr.**

(every semester)

*Prerequisites:* Meeting all criteria for admission to student teaching

Student teaching during one semester of the senior year with an approved teacher in a public school under supervision of the cooperating teacher and college supervisors.

**PHYS 499/Independent Study in Physics**      **variable cr.**

(class hours individually arranged)

(every semester)

*Prerequisite:* Permission of instructor

Independent study in a selected area of physics, geology, meteorology, or astronomy through the use of scientific journals, source books, and experimentation. This course may be repeated for credit if the topic is different.

**ASTR 161/Descriptive Astronomy**      **4 cr.**

(3 class hours, 2 lab hours)

(every semester)

Study of celestial bodies. Topics: earth and its motions, celestial sphere, properties of the solar system, stars, stellar evolution, galaxies, cosmology, time, and calendar. Evening observations with telescopes and planetarium demonstrations included. Laboratory exercises involve use of computer software, star charts, the planetarium, and telescopes.

**ASTR 261/Astronomy II**      **4 cr.**

(3 class hours, 2 lab hours)

(occasionally)

*Prerequisite:* ASTR 161

Study of the stellar universe. Topics: stellar properties, multiple stars, star clusters, variable stars, interstellar medium, stellar evolution, galaxies, and cosmology. Laboratory exercises involve use of computer software, telescopes, photometers, and spectrometers.

**GOLG 120/Introduction to Geology**      **4 cr.**

(3 class hours, 2 lab hours)

(every semester)

Perspectives on the World: Science

An introductory course in the principles of geology. Topics will include earthquakes, glaciers, volcanoes, natural resources, and the evolution of the earth and life.

**GOLG 220/Geology II**      **4 cr.**

(3 class hours, 2 lab hours)

(every spring)

*Prerequisite:* GOLG 120

An in-depth study of geology, focusing on earth history and geologic time. Topics: sedimentology, stratigraphy, marine and non-marine depositional environments, relative and absolute time, and basic paleontology. Several required field trips and individual case studies are included in the course.

**MTRL 171/Introduction to Meteorology**      **4 cr.**

(3 class hours, 2 lab hours)

(alternate years-spring)

A study of basic weather processes. Topics: Earth-atmosphere system, heat balance, moisture and precipitation, air masses, fronts, storm systems, ocean circulation, climate, atmospheric optics, air pollution, satellite imagery, and interpretation. Laboratory exercises involve use of computer software, weather maps, and meteorological instruments. Field trips are a required part of the course.

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## College-Wide Programs

## General Education: Perspectives on the World Courses

The following courses meet Perspectives on the World requirements for general education. Full descriptions of these courses can be found under the appropriate department section of this bulletin. Since additions and changes regularly are being made to the list of approved Perspectives on the World courses, students also should consult the *Undergraduate and Graduate Schedule of Classes* available prior to registration each semester from the Office of Records and Registration.

<b>Course</b>	<b>Category</b>
BIOL 181, 182/Principles of Biology I, II	Science
BIOL 183, 184/General Biology I, II	Science
CHEM 101, 102/Principles of Chemistry I, II	Science
CHEM 201, 202/General Chemistry I, II	Science
HONR 201, 202/Honors General Chemistry I, II	Science
PHYS 121, 122/Physics for Non-Scientists I, II	Science
PHYS 201, 202/General Physics I, II	Science
GOLG 120/Introduction to Geology	Science
GOLG 220/Geology II	Science
ASTR 161/Descriptive Astronomy	Science
ASTR 261/Astronomy II Science	Science
MTRL 171/Introduction to Meteorology	Science
PHIL 200/Basic Philosophical Issues	Philosophy and Religion, Western
PHIL 201/Ancient Philosophy	Philosophy and Religion, Western
PHIL 203/Philosophical Issues in Philosophy, Fiction and Film	Philosophy and Religion, Western
PHIL 205/Modern Philosophy	Philosophy and Religion, Western
PHIL 230/Philosophical Issues in Science	Philosophy and Religion, Western
PHIL 235/Contemporary Moral Issues	Philosophy and Religion, Western
PHIL 250/Philosophy of Religion	Philosophy and Religion, Western
HONR 203/Honors Issues in Philosophy	Philosophy and Religion, Western
HONR 230/Islam in Comparative Perspective	Philosophy and Religion, non-Western
HONR 272/Honors Philosophy of Religion	Philosophy and Religion, Western
PHIL 275/Philosophy of Law	Philosophy and Religion, Western
RELG 200/Basic Issues in Religion	Philosophy and Religion
RELG 210/World Religions	Philosophy and Religion, non-Western
RELG 211/Religion and Religious Thought	Philosophy and Religion, Western or non-Western
AFAM 201/Religious Traditions of African Diaspora	Philosophy and Religion, non-Western
HONR 220/Honors Religious Traditions of African America	Philosophy and Religion, non-Western
HONR 200/Human Love in Philosophy and Literature	Literature or Philosophy and Religion
AFAM 300/The Writings of W.E.B. Du Bois	Literature or History
CLAS 250/Introduction to Greek Mythology	Literature, Western
ENGL 217/World Literature to 1800	Literature, Western
ENGL 218/World Literature 1800 to Present	Literature, Western
ENGL 219/Forms of Literature	Literature
ENGL 220/Introduction to Drama	Literature, Western
ENGL 221/Understanding Poetry	Literature
ENGL 222/Short Story	Literature
ENGL 224/Autobiography	Literature, Western
ENGL 233/Women Writers	Literature, Gender
ENGL 237/Literature of American Minorities	Literature, Western
ENGL 238/Gender in 20th-Century American Literature	Literature, Gender
ENGL 240/Cultural Representations of Gender	Literature, non-Western, Gender
SPAN 337, 338/Women's Literature of Spain and Latin America	Literature, Gender
RDLG 205/Children's Literature and Storytelling	Literature
WGST 310/Men and Masculinity: Literary Perspectives	Literature, Gender
WGST 320/Non-Western Women's Writing: Cont. Drifts	Literature, non-Western, Gender
HONR 210/Women in Art and Literature	Literature, Fine or Performing Arts, Gender
HONR 214/Themes in 20th-Cent. Lit. by Women Writers	Literature, Western, Gender
HONR 260/Crime and Punishment in Literature	Literature
HONR 315/Literary Environmentalism	Literature
HONR 333/Literature, Culture, and Authenticity	Literature

HONR	340/Italian Culture and Literature of the 20th Century	Literature, Western
HONR	344/The Holocaust in Art and Literature	Literature, or Fine or Performing Arts
HONR	345/Modernism and the Arts	Literature
HONR	347/Paris Before the Great War	Literature, Fine or Performing Arts, Western
HONR	360/Health, Illness, and Medicine in Literature	Literature
HONR	420/Postmodernism: Explorations of the World as Text	Literature, Western
AFAM	240/Survey of African-American Music	Fine or Performing Arts
ART	101/Foundations of Art	Fine or Performing Arts
ART	105/Introduction to Western Art I	Fine or Performing Arts, Western
ART	106/Introduction to Western Art II	Fine or Performing Arts, Western
ART	145/Introduction to Non-Western Art	Fine or Performing Arts, non-Western
STEC	161/Creative Design	Fine or Performing Arts
MUSC	245/History of Jazz	Fine or Performing Arts, Western
MUSC	254/Contrasting Baroque and Classical Periods	Fine or Performing Arts
MUSC	256/Amer. Classical Music Since Mid-19th Century	Fine or Performing Arts
MUSC	260/Exploring Concert Music	Fine or Performing Arts
MUSC	265/Music and the Stage	Fine or Performing Arts
MUSC	345/Electronic Music Skills and Literature	Fine or Performing Arts
MUSC	350/Music in Modern American Society	Fine or Performing Arts
COMM	106/Introduction to Theatrical Forms	Fine or Performing Arts
HONR	250/Objects of Myth and Magic	Fine or Performing Arts, non-Western
HONR	348/Design and Culture: Art, Politics, and People in the 20th Century	Fine or Performing Arts, Western
HONR	349/Cities and Sanctuaries of Greece and Rome	Fine or Performing Arts, Western
HIST	201/Ancient Near East	History
HIST	202/Classical Antiquity	History, Western
HIST	203/Jews, Christians, and Muslims in the Pre-Modern World	History, Western
HIST	204/Late Antiquity	History, Western
HIST	211/Ancient and Medieval Christianity	History, Western
HIST	217/Medieval Women	History, Gender
HIST	221/Europe in the Early Modern Period	History, Western
HIST	231/20th-Century World History	History, non-Western
HIST	232/Society and Politics in Modern Europe	History, Western
HIST	236/The Holocaust in History	History, Western
HIST	238/Germany in the 20th Century	History, Western
HIST	241/Politics and Religion in the Middle East	History, non-Western
HIST	242/Literary Images of Middle Eastern Societies	History, non-Western
HIST	251/Chinese Civilization	History, non-Western
HIST	266/Europeans and Indians	History, non-Western
HIST	267/America's Moving Frontier	History, Western
HIST	271/19th-Century United States	History, Western
HIST	272/Technology in the United States	History, Western
HIST	273/The Old South	History, Western
HIST/		
POLS	274/Origins of the US Constitution	History, Western
HIST	281/United States in the 20th Century	History, Western
HIST/		
GEOG	291/Environmental History	History, Western
HIST	292/War in Western Society	History, Western
HIST	295/History of Western Sexuality	History, Western, Gender
HIST	296/Eat/Drink/Man/Women: A Gendered History of Food	History, Western, Gender
HONR	311/The Passing of the Indians in the 19th-Century US	History, non-Western
AFAM	205/African-American History to 1865	History, Western
AFAM	206/African-American History Since 1864	History, Western
CHEM	340/History of Chemistry and Physics	History
WGST	230/Women in America	History, Western, Gender
HONR	212/America in the 20th Century: Class, Gender, and Race	History, Gender
HONR	332/Nation and Culture in Modern Latin America	History or Literature, non-Western

HIST/	
MDLA	363/Latin-American Studies
HONR	375/This Year's National Election
AFAM	280/Africana Women in Historical Perspective
AFAM	282/History of Race Relations in the U.S.
ECON	200/Principles of Economics: Micro
ECON	201/Principles of Economics: Macro
ECON	210/History of Economic Thought
ECON	325/Women, Gender, and Work
HONR	208/Honors Macro-Economics
HONR	216/The Sociological Perspective
HONR	243/International Studies: Japan
IDSC	100/Race, Class, and Gender: Interdisciplinary Explorations
ANTH	110/Introduction to Cultural Anthropology
ANTH	335/Global Urbanization
SOCL	101/Introduction to Sociology
SOCL	201/Socio-Cultural Theory I
SOCL	205/Introduction to Social Work
SOCL	215/Race, Power, and Privilege
SOCL	280/Education in American Culture
SOCL	303/Women in World Perspective
SOCL	330/Population Dynamics
SOCL	334/Gender in American Society
SOCL	335/Courtship, Marriage, and the Family
SOCL	336/Cultural and Social Change
SOCL	340/Class, Status, and Power
SOCL	365/Sociology of Poverty and Welfare in U.S.
SOCL	370/Culture, Health, and Illness
SOCL	372/Introduction to Comparative Public Health
SOCL	375/Sociology of Religion
SOCL	385/Introduction to Applied Sociology
POLS	110/American National Government
POLS	150/Introduction to Comparative Politics
POLS	200/Political Analysis
POLS	215/Gender and Politics
POLS	230/International Relations
POLS	250/Politics and Society in the Third World
HONR	302/Political Argumentation
PSYC	101/Introductory Psychology I
PSYC	202/Making Decisions and Evaluating Claims
PSYC	220/Life Span Human Development
PSYC	250/Psychology of Personal Relationships
PSYC	252/Psychology of the Minority Experience
PSYC	280/Psychology of Women of Color
PSYC	317/Psychology of Gender
PSYC	350/Psychology of Women
HONR	326/Frames of Thought
HONR	328/Systems of the Brain
HLED	160/Current Health and Wellness Issues
LAWJ	100/Introduction to Criminal Justice
LAWJ	230/Women in the Criminal Justice System
LAWJ	255/Legal Problems in the Domestic Setting
LAWJ	305/Criminology
LAWJ	340/Terrorism
LAWJ	435/Research and Planning
HONR	335/Women, Law, and Society
WGST	200/Introduction to Women's Studies
WGST	201/Gender Studies
WGST	250/The Politics of Sexuality
WGST	270/Gendered Technoculture: Sex, Lies, Videotape, and Cyberspace
WGST	280/Africana Women in Historical Perspective
WGST	290/Women and Health: Power, Politics, and Change
	History or Literature, non-Western
	History or Social Sciences, Content
	Social Sciences, Process, Gender, non-Western
	Social Sciences, Content, Western
	Social Sciences, Process
	Social Sciences, Content
	Social Sciences, Process
	Social Sciences, Content, Gender
	Social Sciences, Content
	Social Sciences, Content or Process
	Social Sciences, Content, non-Western
	Social Sciences, Process
	Social Sciences, Content, non-Western
	Social Science, Content, non-Western
	Social Sciences, Process or Content
	Social Sciences, Content
	Social Sciences, Process
	Social Sciences, Content
	Social Sciences, Content
	Social Sciences, Content, Gender, non-Western
	Social Sciences, Process
	Social Sciences, Content, Gender, Western
	Social Sciences, Content, Gender
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	Social Sciences, Content, Gender
	Social Sciences, Content
	Social Sciences, Content, Gender
	Social Sciences, Content, Gender, Western
	Social Science, Process, Gender, non-Western
	Social Sciences, Content, Gender

WGST	330/Global Feminisms	Social Sciences, Content, non-Western, Gender
WGST	350/Feminist Theory	Social Sciences, Content, Gender, Western
SPED	101/Exceptional Populations in Society	Social Sciences, Content
EDFN	403/The School in American Culture	Social Sciences, Content
NURS	328/Research for Health Related and Social Science	Social Sciences, Process
COMM	242/Interpersonal Communication	Social Sciences, Process
COMM	403/Public Communication Campaigns	Social Sciences, Content or Process

## Honors Program

*Faculty:* Anderson, Arvanitis, Ball, Bennett, Brazell, Carney, Chazelle, Clouser, Compte, Crofts, Dawley, Dickinson, Dumas, Edelbach, Erath, Fenwick, Fichner-Rathus, Friedman, Gotthelf, Graham, Harrod, Ismail, Kamber, Knobler, L. Konkle, Krauthamer, Landreau, LeMorvan, Lengyel, Li, McCauley, McGee, Naples, Novick, Pearson, Preti, Riccardi, Rockel, Rosman-Askot, Sepahpour, Sims, Smits, Sullivan, Tarter, Taylor, Waterhouse, Winston, S. Wright

The purpose of The College Honors Program is to provide greater stimulation and challenge to excellent students, to develop these students' analytical and creative abilities, and to recognize significant academic achievements. Honors courses explore central themes in the development of civilization and the interrelations of world cultures. They meet general education requirements, so honors students complete part of their general education requirements with courses exclusive to the Honors Program.

*Prerequisite for all honors courses:* Membership in the Honors Program or permission of instructor.

*Courses marked "interdisciplinary" below are team taught.*

## Requirements to Complete the Honors Program

- A. Twenty-one credits of HONR courses, at least 12 outside the major.
  - 1. Departmental Honors, up to nine hours, apply.
  - 2. Nine credits of HONR courses required in a student's first year in the program, including HONR 151.
- B. Core curriculum required: one course from each of the following categories:
  - 1. Western culture. One honors course given Western culture credit in general education.
  - 2. Non-Western culture. One honors course given non-Western, Third World, or Native American culture credit in general education.
  - 3. Philosophy. One honors course given philosophy or religion credit in general education.
- C. Cumulative grade point average: 3.0 or better.
- D. Average in honors courses: 3.0 or better.
- E. Foreign language proficiency: Third-semester college proficiency in any language, by course credit, proficiency examination, or high-school equivalency.

### HONR 102/Honors Rhetoric

3 cr.

(annually)

Critical thinking in writing and speaking. The study of rhetoric to generate, analyze, and evaluate writing and speaking, with emphasis on explanation, persuasion, and research. An accelerated course, this fulfills The College requirement for Rhetoric I and II.

### HONR 151/Honors Athens to New York

3 cr.

(every semester)

An honors level study of some of the ways in which philosophy, literature, art, and religion reflect and shape human culture in classical Athens, contemporary New York, and selected other times and places. Central questions include what it means to be human; to be a member of a community; to be moral, ethical, or just; and how individuals and communities respond to differences in race, class, gender, and ethnicity. Attention is given to Western and non-Western cultures and ways in which civilizations are interconnected. The First-Year Experience service learning project is integrated into the course. Students taking this course may not also take IDSC 151.

### HONR 200/Human Love in Philosophy and Literature

3 cr.

(alternate years)

Perspectives on the World: Literature or Philosophy and Religion (not both)

An exploration of conceptions of human love in Plato and Aristotle, and in literature from the Renaissance through the Romantic period to the 20th century, including such authors as Shakespeare, Goethe, and Shelley. A study of interrelationships: of Platonic and Aristolelian love, philosophy and literature, and Ancients and Moderns. Interdisciplinary.

### HONR 201, 202/Honors General Chemistry I, II

8 cr.

(annually)

Perspectives on the World: Natural Sciences



Perspectives on the World: Fine and Performing Arts, non-Western

The course explores primitive art and culture from the viewpoint of the artist and anthropologist. Includes discussion of styles and their relationships to artists' skills or objects' functions, how to appreciate primitive art, and in-depth exposure to American Indian, West African, and South Pacific art and culture.

**HONR 252/Honors Society, Ethics, and Technology      3 cr.**

(every semester)

An honors course providing a framework for understanding the ways in which human societies transform themselves through technological innovation. New technologies enlarge society's options, thereby forcing us to consider ethical questions concerning the social effects of technological change. This general theme will be developed by means of a series of lectures, associated course readings, and classroom activities and exercises in discussion sections in which students will explore past and present developments in various fields of technology and discuss the ethical and social issues they raise. Students taking this course may not also take IDSC 252.

**HONR 260/Crime and Punishment in Literature      3 cr.**

(alternate years)

Perspectives on the World: Literature

Examination of the history of crime and punishment as revealed in literary works spanning Western civilization. Study of the relationships and conflicts between individual conscience and legal codes, legal and moral crimes, and crime and social value; exploration of the ethical issues suggested by these conflicts and relationships.

**HONR 270/Human Rights      3 cr.**

(alternate years)

An analysis of the historical development and philosophical basis of the concept of human rights. Among the central questions treated in the course are: What are human rights? What justifies the claim that there are such rights? What specific rights are included among the basic human rights? What are the major human rights problems in the world today?

**HONR 272/Philosophy of Religion      3 cr.**

(alternate years)

Perspectives on the World: Philosophy and Religion, Western

An examination of various topics connected with religious belief including the definitions, types, and the extent and nature of religious belief, plus the grounds of religious belief. Students taking this course may not also take PHIL 250.

**HONR 280/Creative Computing      3 cr.**

(annually)

An examination of the outer limits of the nature and capabilities of the computer. Producing and creating music, art, and literature using a computer. The computer and the mind, artificial intelligence, programs that learn. Explorations, simulations, and experiments using a computer. No prior computer programming experience presumed.

**HONR 302/Political Argumentation      3 cr.**

(alternate years)

Perspectives on the World: Social Sciences

The course is designed to prepare the citizen to judge the quality of arguments advocating public policies. Students will study and practice a variety of methods from the policy sciences, political theory, and rhetoric for evaluating the factual and value statements composing political argumentation. Numerous case studies will be examined.

**HONR 311/The Passing of the Indian in the      3 cr.**

**19th-Century United States**

(alternate years)

Perspectives on the World: History, non-Western-Native American

From the point of the Indians, the course will survey the harassment, dispossession, and the near extermination of diverse 19th-century Native American societies by the invading European-Americans.

**HONR 315/Literary Environmentalism      3 cr.**

(alternate years)

Perspectives on the World: Literature

An examination of the shaping and development of attitudes toward the natural environment in U.S. culture as represented in literature and the impact of those attitudes on policy-making and development of technologies. Texts include fiction, drama, poetry, and literary essays as well as some background material in history and environmental sciences.

**HONR 316/Environmental Quality and      3 cr.**

**Public Policy**

(alternate years)

*Prerequisite:* Junior standing or permission of instructor

An analysis of major environmental problems and related public policies that demand a global perspective. The study of culturally-shaped environmental attitudes, applied to extant and potential future conditions, will permit appreciation of other cultures' needs and value systems and their attendant public policies.

**HONR 320/Mind, Language, and Computers**                   **3 cr.**

(occasionally)

*Prerequisite:* Junior standing or permission of instructor

This course attempts to answer the question: "How does the human mind construct a representation of reality?" In answering this question, the student is taken on a guided tour through topics in music, art, mathematics, biology, philosophy, artificial intelligence, and cognitive psychology. Interdisciplinary.

**HONR 321, 322/Honors Organic Chemistry I, II**                   **8 cr.**

(annually)

*Prerequisite:* Honors General Chemistry or General Chemistry with permission of the instructor

A study of organic chemistry exploring modern concepts of bonding, synthesis, and reactivity with emphasis on computer-aided molecular modeling and spectroscopic methods including NMR, IR, and MS.

**HONR 326/Frames of Thought**                           **3 cr.**

(alternate years)

Perspectives on the World: Social Sciences, Process

This course explores the strengths and limitations of natural automatic problem-solving processes of the mind, and explains formal deductive and non-deductive reasoning processes. The goal of this course is to foster improved formal and informal reasoning in planning, decision making, and argument construction, and in the evaluation of claims and evidence in the arguments of others.

**HONR 328/Systems of the Brain**                           **3 cr.**

(alternate years)

Perspectives on the World: Social Sciences, Content

This course explains current basic cognitive neuroscience. Cognitive neuroscience is inherently interdisciplinary: it draws on neuroanatomy and neurophysiology, psychology and neuropsychology, computer cognition, and cognitive anthropology. The course explores eight key systems of the brain: vision, auditory, somatosensory, attention, memory, reasoning, language, and emotion. The course considers the brain basis of our human sociability, intelligence, deception, humor, consciousness, and conscience.

**HONR 332/Nation and Culture in Modern Latin America**                   **3 cr.****America**

(alternate years)

Perspectives on the World: History or Literature

This seminar examines the historical period of nationalism in Latin America that follows the wars of independence from Spain. Specifically, we will be studying intellectual and cultural debates about the nationhood in two exemplary cases, Argentina and Peru. Class lectures and discussion will focus on issues of identity, tradition, language, and representation that form the core of the ideological currents of Latin-American nationalism. Our readings will come from a variety of sources including histories, essays, testimonials, and literary texts, and will include theoretical questions as well as specific historical material. Interdisciplinary.

**HONR 333/Literature, Culture, and Authenticity**                   **3 cr.**

(alternate years)

Perspectives on the World: Literature

In examining a wide variety of literary and cultural texts (everything from Elvis imitators to the "true" biography of Martin Luther King Jr.), this course will explore vexed questions of authenticity. Works that promote their own authenticity will be read alongside works that challenge notions of "authenticity," "authorship," and "authority."

**HONR 335/Women, Law, and Society**                           **3 cr.**

(alternate years)

Perspectives on the World: Social Sciences, Content

The changing status of women in law and justice will be explored and interpreted in historical and legal perspective through analysis of attitudes toward women: cultural, sex role expectations, social and economic conditions, legislation, and court decisions.

**HONR 340/Italian Culture and Literature of the 20th Century**                   **3 cr.****20th Century**

(alternate years)

Perspectives on the World: Literature, Western

This course concentrates on the Italian culture of the 20th century as reflected and represented in its literary production. Different aspects of contemporary Italian history will be discussed through readings representative of the different literary movements which have influenced the Italian cultural discourse of the past hundred years. Texts from various genres will be analyzed on the basis of their aesthetic significance.

**HONR 344/The Holocaust in Art and Literature**                   **4 cr.**

(occasionally)

*Prerequisite:* Junior or senior standing or permission of instructor

Study of the Nazi Holocaust against the Jews through the examination of art and literature by victims, survivors, and others, including contemporary artists and writers who have used the Holocaust as a theme in their work. Interdisciplinary.

**HONR 345/Modernism in the Arts**                           **3 cr.**

(alternate years)

Perspectives on the World: Literature

An exploration and evaluation of “modernism” in the arts, scholarship, and criticism: (1) the impact of modern society on art; (2) the influence of Freud and Nietzsche on modern writers; (3) the relation between artistic movements (i.e., expressionism, impressionism) and literature; (4) artistic movements as manifestations of artists’ competition with the dominant middle-class culture.

**HONR 347/Paris Before the Great War** **3 cr.**  
(alternate years)

## Perspectives on the World: Literature or Fine Art

An exploration of the cultural and artistic crosscurrents—in fact the beginnings of modernism—in Paris from 1900–1914, including work by such artists as Toulouse-Lautrec, Picasso, Braque, Gris, and Léger and literature by such authors as Colette, Apollinaire, Jacob, Stein, and Proust. Interdisciplinary.

**HONR 349/Cities and Sanctuaries  
of the Ancient World** 3 cr.

(alternate years)

## Perspectives on the World: Fine Arts, Western

An exploration of the major cities and sanctuaries of the Greek world from their foundations through the end of Roman rule. The course will examine various topographical, political, and religious aspects that shaped the foundation, growth, and development of these important ancient places. Various media, particularly architecture and decorative sculptural programs, will be examined in context with regard to their cultural, historical, religious, political, and/or artistic value.

**HONR 350/Honors Topics** **3 cr.**

(every semester)

Study of varying topics, usually interdisciplinary, from appropriate historical, literary, philosophical, scientific, and/or theoretical perspectives. May be repeated when topic changes.

**HONR 360/Health, Illness, and Medicine  
in Literature** 3 cr.

(alternate years)

#### Perspectives on the World: Literature

Examination of cultural attitudes toward health, illness, medicine, physicians, medical ethics, and healing through literature. Specific themes include representations of doctors and disease, of plagues and epidemics, and of medical/ethical dilemmas in fiction; poetry and the language of pain; the politics of medicine; biographical techniques and case histories. Close focus on methods of literary analysis and ethical reasoning.

**HONR 375/This Year's National Election** **3 cr.**

(occasionally)

## Perspectives on the World: History or Social Sciences, Content

The course, which will be offered in the fall semester of even-numbered years to coincide with presidential and congressional elections, will place the unfolding campaign in historical context. Particular attention will be given to the role and function of political parties over time.

**HONR 420/Postmodernism: An Exploration  
of the World as Text** 3 cr.  
(alternate years)

## Perspectives on the World: Literature

This course examines the work of Jacques Derrida, Roland Barthes, Michel Foucault, and other postmodernist thinkers, and attempts to relate their ideas to aesthetic, linguistic, and other cultural phenomena (e.g., history, politics, and mass media), all of which are taken as examples of text.

**HONR 476, 477/Interdisciplinary  
Independent Study** 3, 6 cr.

*Prerequisites:* 3.0 av.

An intensive study of an interdisciplinary problem or subject through a close working relationship with faculty.

An intensive study of an interdisciplinary problem or subject through a close working relationship between the student and the instructor in more than one discipline.

## **Interdisciplinary Courses**

**IDSC 100/Race, Class, and Gender:** 3 cr.

**Interdisciplinary Explorations**

An interdisciplinary study of culture, race, class, and gender. The course incorporates sources from humanities, visual arts, and social and natural sciences, with systematic response in reading, writing, speaking, and research analysis. Introductory use of quantitative and computer skills.

<b>IDSC 105/Applying Computing to Mathematical Problem Solving</b> (every semester)	<b>3 cr.</b>
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Problem specification, problem-solving techniques, goals and subgoals, exhaustive search, repetition, algorithm description, elements of pseudocode, high-level computer languages: use and implementation, with applications to problems in mathematics. The computer language in course IDSC 105A is structured BASIC, that in IDSC 105B is LOGO; and that in IDSC 105C is FORTRAN.

**IDSC 151/Athens to New York**

**3 cr.**

(every semester)

A study of some of the ways in which philosophy, literature, art, and religion reflect and shape human culture in classical Athens, contemporary New York, and selected other times and places. Central questions include what it means to be human; to be a member of a community; to be moral, ethical, or just; and how individuals and communities respond to differences in race, class, gender, and ethnicity. Attention is given to Western and non-Western cultures and ways in which civilizations are interconnected. The First-Year Experience service learning project is integrated into the course.

**IDSC 252/Society, Ethics, and Technology**

**3 cr.**

(every semester)

This course is designed to provide students with a framework for understanding ways in which human societies transform themselves through technological innovation. New technologies enlarge society's options, thereby forcing us to consider ethical questions concerning the social effects of technological change. This general theme is developed by means of a series of lectures, associated course readings, and classroom activities and exercises in seminar sections where students explore past and present developments in various fields of technology and discuss the ethical and social issues they raise.

**RHET 101, 102/Rhetoric I, II**

**3, 3 cr.**

(every semester)

Critical thinking in writing and speaking. The study of rhetoric to generate, analyze, and evaluate writing and speaking, with emphasis on explaining and persuading. The forms of reasoning, the elements of speaking, and the uses of language are an integral part of the subject matter of these courses. Rhetoric II requires the preparation of a research paper.

**INDS 205/Library Reading**

**variable**

*Prerequisite:* Permission of the dean of the library

Reading in interdisciplinary areas of the student's interest in consultation with a librarian. The materials to be read and the course design must be agreed upon prior to registration. Students should contact the library office at least one month before registration. (**May not be used to meet general education requirements.**)

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## **International Study and National Student Exchange**

The Office of International Studies offers qualified students a variety of full-year and one-semester programs of study abroad as well as study at other colleges and universities in the United States and its territories, through participation in the National Student Exchange. Credits earned may be transferable to The College of New Jersey and applicable to specific degree requirements. Therefore, normal progress toward the degree is possible. Instruction at many participating overseas institutions is in English; a second language is required where indicated. Students from all majors are encouraged to apply.

Participants are selected on the basis of their academic qualifications, medical history, references, and potential for success in a study-away program.

Applications should be submitted to the Office of International Studies in Forcina Hall 115 by February for fall semester participation and September for spring semester participation. National Student Exchange applications are due in February of the year preceding participation. Prices quoted are approximate and subject to change. Financial aid is available to students who wish to study abroad. Contact the Office of International Studies for more information.

### **International Programs/Study Abroad**

**INTL 310/Study Abroad**

**variable**

A minimum GPA of 2.75 prior to participation is required. Some of the programs, however, require a higher GPA.

### **Additional Programs Sponsored by the College of New Jersey**

The College of New Jersey has established direct exchange programs with the institution listed below. Contact the Office of International Studies for more information about the Frankfurt program.

Germany: University of Frankfurt

Courses available in most majors, liberal studies and German language and culture. Junior standing and knowledge of German required. Costs are approximately \$2,000 plus transportation and personal expenses. Semester and full-year exchanges are possible.

### **Programs Sponsored by the New Jersey State Consortium for International Studies**

The College of New Jersey is a member of the New Jersey State Consortium for International Studies, which offers access to more than 170 exchange and study abroad programs in over 45 countries around the world. Programs are currently available in the countries listed below. The Office of International Studies has a collection of catalogues and other materials regarding these programs in Forcina Hall 115. Students are also encouraged to visit the NJSCIS Web site at [www.chss.montclair.edu/~hadisb/njscis\\_progs.htm](http://www.chss.montclair.edu/~hadisb/njscis_progs.htm) for specific program information and costs.

## Countries Where TCNJ Students Can Study Abroad

Argentina	Chile
Australia	China
Austria	Colombia
Costa Rica	Malta
Cyprus	Mexico
Czech Republic	Morocco
Dominican Republic	The Netherlands
Denmark	New Zealand
Ecuador	Nicaragua
Egypt	Peru
England (United Kingdom)	Portugal
Germany	Russia
Estonia	Scotland
Fiji	(United Kingdom)
Finland	South Africa
France	Spain
Greece	Sweden
Ghana	Switzerland
Hungary	Ulster
Iceland	(United Kingdom)
Ireland	United Kingdom
Italy	Uruguay
Israel	Wales
Japan	(United Kingdom)
Korea	World
Latvia	(Semester at Sea)

## National Student Exchange

### NSE 310/National Student Exchange

variable

One-semester and one-year programs available at any of 134 participating institutions in 47 states, the U.S. Virgin Islands, Guam, and Puerto Rico. Courses are available in every academic major. Two tuition payment plans are possible: payment of in-state tuition at the host institution or payment at TCNJ, which makes it possible for students to study away from home for the same cost as study at home, plus transportation. Students pay TCNJ tuition and fees for exchange at most institutions. A 2.5 GPA is required. The list of participating colleges and universities can be found at [www.buffalostate.edu/~nse/](http://www.buffalostate.edu/~nse/).

## The Global Student Teaching Program

Since 1978, the School of Education at The College of New Jersey has provided its students in all teacher education programs with the opportunity to student teach outside New Jersey and far from TCNJ campus in both distance and culture. More than 400 student teachers have participated in this eight-week student teaching program. Together, the faculty and students participate in orientation programs held at both The College of New Jersey and at the international sites in order to prepare for this experience. In some instances, students are accompanied to the teaching site by a TCNJ professor. At the midpoint of the student teaching experience, most students are observed in their classrooms by a visiting TCNJ professor. When the students return from their global experience, they are placed in a local school for the completion of their student teaching requirement. While program options vary from year to year, students have taught in England, Spain, Holland, Germany, South Africa, Venezuela, Botswana, Ireland, and The Gambia.

Participants must have fulfilled all requirements for teaching. In addition, candidates are selected on the basis of their academic qualification, medical history, personal references, from previous work-related experiences, recommendations from junior practicum adviser, and from an in-depth interview.

For further information regarding this program, students may contact the Office of International Studies, Forcina Hall 115. Applications for the Global Student Teaching Program may be obtained and submitted from the STEP office one year prior to student teaching. Prices vary from site to site and are subject to change each year. However, financial aid is available to students who wish to participate in this program. Contact the Office of Student Financial Assistance for the appropriate forms.

## Reserve Officers' Training Corps (ROTC)

### Air Force ROTC

The Air Force Reserve Officers' Training Corps (ROTC) is a program which provides college students the opportunity to study and train for careers in the U.S. Air Force. The College of New Jersey and Rutgers University have an agreement permitting students of The College to cross-enroll in the Air Force ROTC program at Rutgers. Classes are held at both Princeton and Rutgers. TCNJ students may attend sessions at either school. Students who successfully complete the program are tendered commissions as second lieutenants.

To qualify for enrollment, a student must be physically qualified, be enrolled as a full-time student, and be of good moral character. Enrollment in the Air Force ROTC involves no military commitment during the freshman and sophomore years. The advanced portion of the program is contractual and is scheduled during the junior and senior years. Obligations include enrollment in the Reserves, successful completion of field training between sophomore and junior year, and acceptance of a reserve commission, if tendered.

Students cross-enrolling for the courses are charged separately by Rutgers. Uniforms and textbooks are supplied to all students enrolled in both the basic and advanced programs. A deposit fee is required for the textbooks and uniforms. This fee is refunded when textbooks and uniforms are returned. Students enrolled in the advanced program receive a monthly tax-free subsistence allowance during the school months from the Air Force while enrolled.

Air Force ROTC scholarships of various lengths and amounts are available. These scholarships are awarded on the basis of academic performance, physical fitness, and attitude.

A one-, two-, three-, and four-year program is available that leads to commissioning.

For further information call 732/932-7706 or write to Air Force ROTC, Rutgers University, Department of Aerospace Studies, 9 Senior Street, New Brunswick, NJ 08901-1199. Web site: <http://web.rutgers.edu/rotc485/>

## **Air Force and Aerospace Studies**

(Rutgers University)

### **Basic Courses**

**03:690:121, 122/The Air Force Today**

**1, 1 cr.**

(Lec. 1 hour)

(every semester)

AS 100—The Air Force Today—is a survey course briefly treating chief topics relating to the Air Force and defense. It focuses on the organizational structure and missions of Air Force organizations; officership and professionalism; and includes an introduction to communicative skills. A weekly Leadership Laboratory consisting of Air Force customs and courtesies, health and physical fitness, and drill and ceremonies is required for General Military Course (GMC) cadets.

**03:690:171, 172/Leadership Laboratory I**

**0, 0 cr.**

(Lab. 2 hours)

(every semester)

*Prerequisite:* Concurrent registration in 03:690:121, 122

Fundamentals of drill and ceremonies, the environment of an Air Force officer, and career opportunities in the Air Force.

**03:690:221, 222/The Development of Air Power**

**1, 1 cr.**

(Lec. 1 hour)

(every semester)

*Prerequisite:* Completion of 03:690:121, 122 or permission of instructor

This course is a study of air power from balloons and dirigibles through the jet age, an historical review of air power employment in military and nonmilitary operations in support of national objectives, a look at the evolution of air power concepts and doctrine, an assessment of oral communicative skills, and continued emphasis on the development of oral and written communication skills.

**03:690:271, 272/Leadership Laboratory II**

**0, 0 cr.**

(Lab. 2 hours)

(every semester)

*Prerequisite:* Concurrent registration in 03:690:221, 222

Principles and techniques of leadership emphasized as well as strong emphasis on field training preparation.

**03:690:323, 324/Air Force Leadership**

**3, 3 cr.**

**and Management**

(Lec. 3 hours)

(every semester)

*Prerequisite:* Completion of 03:690:221, 222 or permission of instructor

This is an integrated management course emphasizing the concepts and skills required by the successful leader. The curriculum includes individual motivational and behavioral processes, leadership, communication, and group dynamics, providing the foundation for the development of junior officers' professional skills (officership). Course material on the fundamentals of management emphasizes decision making, and the use of analytic aids in planning, organizing, and controlling in a changing environment, as necessary professional concepts. Organizational and personal values (ethics), management of change, organizational power, politics, and managerial strategy and tactics are discussed within the context of the military organization. Actual Air Force case studies are used throughout the course to enhance the learning and communication process as a means of demonstrating and exercising practical application of the concepts being studied.

**03:690:371, 372/Leadership Laboratory III**

**0, 0 cr.**

(Lab. 2 hours)

(every semester)

*Prerequisite:* Concurrent registration in 03:690:323, 324

Advanced leadership experience in planning, organizing, directing, coordinating, and controlling.

**03:690:423, 424/National Security Forces                    3, 3 cr.**

**in Contemporary American Society**

(Lec. 3 hours)

(every semester)

*Prerequisite:* Completion of 03:690:323, 324 or permission of instructor

This course provides future Air Force officers a background in national security policy and issues while stressing responsibilities of the military officer and civil-military relations. It includes: an examination of the needs for national security; an analysis of the evolution and formulation of American defense policy and strategy; aerospace doctrine; an examination of the methods for managing conflict; an extensive study of alliances and a regional security to preserve American interests around the world; an analysis of arms control and the threat of war; and terrorism. Special topics focus on the military as a profession, officership, the military justice system, and transition from civilian to military life. Within this structure, continued emphasis is given to the refinement of communicative skills.

**03:690:471, 472/Leadership Laboratory IV                    0, 0 cr.**

(Lab. 2 hours)

(every semester)

*Prerequisites:* Concurrent registration in 03:690:421, 422

Advanced leadership and management skills and their applications.

## **Army ROTC**

*Faculty:* McCarville, Williams, McCarville, Williams, Chew

### **Mission**

The mission of the Army Reserve Officer's Training Corps (ROTC) is to develop and train college students to become second lieutenants in the U.S. Army, U.S. Army Reserve, and the U.S. Army National Guard.

### **Overview**

The ROTC course is a four-year program divided into two phases: the basic and advanced courses.

#### **The Basic Course**

This course is primarily designed for full-time freshmen and sophomores who desire to pursue a commission in the United States Army. However, any student is encouraged to take MSCI 100-series courses to broaden knowledge and develop leadership skills. The basic course curriculum consists of introductory lessons in beginning soldier skills like map reading and first aid, Army customs and courtesies, physical fitness training, and leadership.

Students enrolled in the basic course attend a weekly classroom session and a hands-on team development exercise; in addition, an optional physical training session is offered one day per week. All required textbooks are provided to the students at no cost. There is no military obligation associated with the basic course. Students are free to withdraw from the program as they would any other academic course.

Completion of the basic course is a prerequisite for enrollment in any of the advanced course classes.

#### **The Advanced Course**

This course provides full-time juniors and seniors the opportunity to complete their professional development in preparation for commissioning upon graduation. Approval by the professor of military science is required for any student to enroll in the advanced course. Once enrolled in the advanced course, students are obligated to complete the program and accept a commission, if offered, as a second lieutenant in the United States Army.

Course work includes physical training three times a week in addition to weekly classes on professional development, ethics, tactics, military leadership, and contemporary Army issues. Advanced course students plan, coordinate, and supervise the execution of ROTC activities outside the military science academic curriculum.

#### **Advanced Placement**

Sophomores have opportunities to enter the ROTC program at the beginning and end of the academic year. Advanced placement does not result in the award of academic credits.

1. Through the first semester Add/Drop deadline, sophomores who have not previously enrolled in ROTC may enroll in MSCI 201. A student who successfully completes MSCI 201 and MSCI 202 as well as additional requirements assigned by the instructor will meet the basic course prerequisites for entry into the advanced course.
2. Sophomores who missed attending ROTC courses during their first three semesters at TCNJ have the option to attend Basic Camp, a 42-day summer training opportunity at Fort Knox, KY, conducted during the summer before junior year. This camp provides compressed instruction for all MSCI 100 and 200 series academic year courses. All student expenses are paid for by the Army, plus students are paid a nominal salary of about \$800 for their attendance. Students who attend Basic Camp are not obligated to continue their ROTC involvement even if they attend, complete, and receive compensation for Basic Camp. Students must indicate an interest to attend Basic Camp not later than March 31 of their sophomore year.
3. Students with prior military service may receive placement credit for the basic course upon approval by the professor of military science. This credit is given on a case-by-case basis, taking into account the branch of service, length of service, type of discharge, and rank attained.

For further details on any of these programs, call the ROTC office at 609/771-3169 or 800/295-5027.

## **Financial Assistance**

### **Army ROTC Scholarships**

Each year the U.S. Army ROTC Cadet Command awards four-year, three-year, and two-year scholarships to deserving men and women who desire to pursue a commission in the U.S. Army. Scholarships are competitive in nature and awarded to students based on merit, not need. Currently the ROTC Scholarship pays full tuition, lab fees, and any other fee assessed against all TCNJ students. ROTC scholarship recipients also receive \$450 an academic year for textbooks, along with a monthly stipend of \$250 per month during the awarded period of the scholarship.

### **Advanced Course Students**

Students enrolled in the Advanced Course are paid a stipend of \$250 per month to offset student expenses. Juniors and seniors enrolled in the program are eligible for guaranteed on-campus housing through ROTC. Additionally, enrolled students who are already members of the U.S. Army Reserve or Army National Guard, or those seeking to join, have the opportunity to earn a minimum of \$135 per month by joining the Simultaneous Membership Program (SMP). SMP cadets attend one drill weekend per month with their Army Reserve or National Guard units as officer trainees.

### **Activities**

Army ROTC students participate in extracurricular activities sponsored by the Department of Military Science. These activities are designed to build camaraderie, develop leadership skills, and produce competent military leaders. Activities include monthly leadership labs, or practical exercises on subjects learned in class. Once per semester ROTC cadets attend a field training exercise to practice soldier skills in a military field environment. Other activities include color guard ceremonies, the Ranger Challenge military skill competition team, staff rides to points of interest like the Gettysburg battlefield, trips to military conferences, and leadership seminars.

## **Military Science Course Description**

MSCI 100-series courses are open to all students. For all other courses, enrollment requires the approval of the instructor and/or professor of military science. Students may accumulate up to 12 academic credits from the Department of Military Science. All grades are counted in the student's cumulative grade point average. Advanced placement does not result in the award of academic credits.

### **MSCI 101/Introduction to Military Leadership I      1 cr.**

(annually-fall)

*Prerequisite:* Freshman standing or permission of instructor

An introduction to the ROTC program and the Army. Classes focus on Army leadership and management principles as well as basic soldier skills like first aid and map reading, and familiarization with the U.S. Army's customs, courtesies, standards, and rank structure. Students also receive an introduction to basic leadership principles expected of military officers.

### **MSCI 102/Introduction to Military Leadership II      1 cr.**

(annually-spring)

*Prerequisites:* Freshman standing and completion of MSCI 101, or permission of the instructor

This course builds on the lessons learned in MSCI 101 in basic soldier skills and leadership. Students learn how to utilize basic leadership and management techniques, improve their competence in basic soldier skills and tactics, and receive further professional development in leadership skills.

### **MSCI 201/Small Unit Leadership I      1 cr.**

(annually-fall)

*Prerequisites:* Sophomore standing and completion of MSCI 100-series courses, or permission of instructor

This course provides students with a knowledge base from the 100-series courses the opportunity to attain the next level of proficiency in physical fitness, basic soldier skills, and leadership. This course also introduces the operations order, used for planning and executing military operations, as well as further professional development in the counseling and management aspects of military leadership.

### **MSCI 202/Small Unit Leadership II      1 cr.**

(annually-spring)

*Prerequisites:* Sophomore standing and completion of MSCI 201, or permission of instructor

By the end of this course, students have mastered basic individual Army skills, receive basic instruction in how to plan military unit training and are prepared to assume non-commissioned officer leadership roles within the cadet command structure.

### **MSCI 301/Applied Military Leadership I      2 cr.**

(annually-fall)

*Prerequisites:* Junior standing and completion of the basic course (MSCI 100 and 200 series, or advanced placement)

Enrollment in this course marks a commitment to completing the ROTC program and receiving a commission as a second lieutenant in the United States Army. To this end, cadets study and practice planning and execution of small unit tactical operations. Further emphasis is given to development of leadership skills as measured by the Cadet Leadership Development Program, an evaluation system designed to improve an individual's competence as a military leader. Cadets get hands-on practice on these skills through assigned leadership positions within the cadet command structure. Cadets continue to refine their individual physical fitness and assist seniors in leading unit fitness sessions.

### **MSCI 302/Applied Military Leadership II      2 cr.**

(annually-spring)

*Prerequisites:* Junior standing and completion of MSCI 301

Cadets during this semester completely master their individual soldier skills to include land navigation, which will be tested during the summer before their senior year. The course emphasizes leadership in small units, use of the military operations order, and physical fitness.

**MSCI 401/Leadership Development                                   2 cr.****and the Profession of Arms**

(annually-fall)

*Prerequisites:* Senior standing and completion of MSCI 300-series courses

Cadets study military ethics and the nature of military professionalism with respect to their future duties as a second lieutenant. Students learn the Army's training management program and get hands-on practical experience within the cadet command structure throughout academic classes and during extracurricular activities like field exercises and leadership labs.

**MSCI 402/Leadership Development                                   2 cr.****and the Profession of Arms**

(annually-spring)

*Prerequisites:* Senior standing and completion of MSCI 401

Cadets focus on preparation for commissioning by delving into professional development subjects. Topics include Army operations, practical application of ethics, the Uniform Code of Military Justice including search and seizure of contraband, and witness interview procedures. Additional areas covered include Army officer management, current Army policies, senior-subordinate professional relationships and duties of a second lieutenant.

**Summer Offerings****MSCI 222/Basic Camp (Introduction to                                   0 cr.****Military Skills and Leadership)**

Sophomores who missed attending courses during freshman and/or sophomore year have the option to attend Basic Camp, a 42-day summer training opportunity at Fort Knox, KY, conducted during the summer before junior year. This camp provides compressed instruction for all MSCI 100 and 200 series academic year courses. All student expenses are paid for by the Army, plus students are paid a nominal salary of about \$800 for their attendance. Students who attend Basic Camp are not obligated to continue their ROTC involvement even if they attend, complete, and receive compensation for Basic Camp.

**MSCI 333/Advanced Camp (Advanced                                   0 cr.****Military Leadership Practicum)**

This camp is mandatory for cadets in the Advanced Course. Cadets who successfully complete their junior academic year and the MSCI 300-series courses attend a six-week camp at Fort Lewis, WA, where they are evaluated by commissioned Army officers on all individual military skills and personal leadership abilities. This evaluation determines their leadership positions within the cadet command structure in their senior year. Advanced Camp grades also significantly contribute to a cadet's overall performance evaluation, which factors into determination of the branch of the Army they will serve in upon graduation and commissioning.

**MSCI 334/Cadet Troop Leader Training                                   0 cr.****(Junior Officer Leadership Internship)**

Cadets who successfully complete junior year and the MSCI 300-series courses may request this opportunity. Cadets serve in a tactical, active-duty Army unit for three or four weeks, at a military post either overseas (Germany, Korea, or Hawaii) or in any one of numerous locations throughout the continental United States. During this time, cadets get hands-on, practical experience in the platoon leader responsibilities they will assume as a second lieutenant. Cadets often use this opportunity to "try out" the branch of the Army they are most interested in pursuing during their career.

**MSCI 335/Army Nurse Summer Training Program                           0 cr.****(Clinical)**

Nursing students who successfully complete junior year and the MSCI 300-series courses may request this opportunity to serve for three or four weeks in an Army hospital either overseas (Germany, Korea, and Hawaii) or in any one of the major military hospitals in the continental United States. Cadets get clinical experience working with commissioned officer Army nurses in an actual hospital environment.

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