

WILLIAM PATERSON UNIVERSITY

**UNIVERSITY HONORS COLLEGE STUDENT HANDBOOK
2020-2021**



HONORS STUDENTS ON THE WAY TO A CIVIC ENGAGEMENT EVENT

**UNIVERSITY HONORS COLLEGE
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EXPECTATIONS FOR UNIVERSITY HONORS COLLEGE STUDENTS:

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

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

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

The University Honors College is a community that includes all students enrolled in Honors University Core Curriculum classes, all students participating in a track, all faculty members teaching in Honors, all faculty members overseeing a thesis, and all members of the University Honors College staff.

UNIVERSITY HONORS COLLEGE MISSION STATEMENT

At William Paterson University, Honors College students are given unique learning opportunities. We expect that Honors College students will work closely and collaboratively in multiple settings with exceptionally dedicated and talented peers and mentors. They will appreciate and learn meaningfully about the global and historical backgrounds and current circumstances of diverse groups of people, recognizing the interconnected nature of today's world. They will demonstrate an acceptance of ambiguity and a willingness to explore and think critically about multiple perspectives. They will evince a strong intellectual curiosity and a desire for lifelong learning. Honors College students will give presentations of their research with peers and mentors at events on campus and at regional or national conferences. They will lead and develop campus and community activities. The end of the program is the beginning of an enriched, accomplished, and compassionate life.

University Honors College Program Goals:

The goals of the WP Honors College program are to graduate students with the ability to do the following:

1. Demonstrate the ability to design, plan, and execute a research or creative Honors thesis project that meets professional standards in the field.
2. Apply appropriate methodologies, theories and techniques to analyze or solve complex issues and problems in their own project.
3. Communicate the methods, techniques, and findings of their research or creative Honors project:
 - a. In a written format acceptable for professional standards.
 - b. In an oral or visual format acceptable for public presentation according to professional standards.
4. Demonstrate a commitment to promoting the public good.
5. Recognize the professional, sociopolitical, or ethical implications of their work.

University Honors College Student Learning Outcomes:

Upon completion of the WP Honors College program students will be able to:

- Describe fundamental concepts in the field of research or area of creative expression.
- Apply research or creative expression methodologies, principles, theories and skills to their projects.
- Orally or visually present their Honors thesis projects explaining methodologies, techniques, theories, or findings in a manner meeting appropriate professional standards.
- Effectively communicate the methodologies, techniques, and findings of their projects in a written format.
- Participate in community, civic or global service aimed at promoting the public good.
- Articulate the professional, sociopolitical, or ethical implications of their work.

The benefits of participating in the Honors College:

- Small, interactive classes with highly qualified professors who are committed to their students
- Individual attention and opportunities to collaborate with professors and peers
- Development of a final thesis or project with a faculty mentor
- Priority registration for all courses taken in the fall and spring semesters
- Advisement from both a faculty member of the major department, and a member of the University Honors College
- Opportunities to study abroad and/or study throughout the United States with other Honors students
- Opportunities to travel to conferences to present thesis or project research

- Opportunity to live on an Honors floor in High Mountain East residence hall
- Opportunities to participate in co-curricular activities like field trips, outings, and social gatherings with Honors students and faculty
- Special notation of Honors on degree transcript and University diploma
- Recognition as a graduate of the Honors College at the University Student Honors Awards Ceremony and the Commencement ceremony

UNIVERSITY HONORS COLLEGE GOVERNANCE

Dean: Dr. Barbara Andrew

Assistant Director: Ms. Jan Pinkston

Academic Programs Specialist: Prof. West Moss

Track Directors:

Track Directors run individual research and creative performance tracks, and mentor Honors students. The Track Directors help determine the College's curricular requirements and oversee its mission.

Dr. Barbara Andrew, Independent

Dr. Mike (Chen-Ho) Chao, Business

Dr. Philip Cioffari, Performing and Literary Arts

Dr. Bruce Diamond, Clinical Psychology and Neuropsychology

Dr. Lauren Fowler-Calisto, Music

Dr. David Freestone, Cognitive Science (Acting Director 2020-2021)

Dr. David Kerzner, Music (Acting Director 2020-2021)

Dr. Neil Kressel, Social Sciences

Dr. Amy Learmonth, Cognitive Science

Dr. Jill Nocella, Nursing

Dr. K. Molly O'Donnell, Humanities

Dr. Joseph Spagna, Biology

Dr. Marianne Sullivan, Global Public Health

HONORS CLUB

2020-2021 Leadership:

President: Julianna McVeigh

Vice-President: Alex Swetlitschnyj

The Honors Club is recognized by the Student Government Association and must conform to its guidelines. The Honors Club is open to all William Paterson University students with an interest in the Honors College. Members need not be members of the Honors College to join the club. The Honors Club is a social and service organization that plans events, community service projects, and outings for Honors students. The Honors

Club has access to Student Government Association (SGA) funds and plans social and educational weekend trips to places such as Montreal and Washington, D.C.

UNIVERSITY HONORS COLLEGE REQUIREMENTS

INCOMING FIRST-YEAR STUDENTS:

All students who enter the University as first-time Honors students in the fall of 2020 receive an annual scholarship that they may retain for four years (eight consecutive semesters). The amount and length of the Honors College scholarship are outlined in a letter provided by the Office of Admissions. In order to receive the scholarship, Honors College students are required to meet the following criteria to remain in good standing in the Honors College:

- All students must maintain a semester GPA of 3.25 or above. If a student's GPA falls below 3.25 the student will have up to two probationary semesters to raise the GPA to at least a 3.25. Students who fail to raise their GPAs will be dismissed from the Honors College. Refer to the section below regarding Academic Support.
- All Honors College first-year students are required to complete a cluster of Honors UCC courses in their first semester. (Waivers will be granted for students in majors whose first-year requirements disallow clusters or conflict with cluster schedules). This includes Honors 1000, Honors First Year Research Seminar and Honors 1010, Honors 1010, a zero-credit introduction to William Paterson, the Honors College, and university life, in addition to other core curriculum courses.
- In the second semester of the first year, students will complete HON1020, which continues the themes of HON 1010 and at least one honors section of a UCC course.
- Honors students are required to take a minimum of four Honors sections of UCC courses.
- All students in the University Honors College are expected to be enrolled in at least one Honors course in each subsequent semester. If a student cannot enroll in an Honors class one semester, the student must complete a written waiver form and have it approved by the Dean of the Honors College.
- All Honors College students will enroll in a track before the start of their fifth semester. Tracks are described later in this Handbook. Track applications are available online under the student tab on WPCconnect.
- Honors students must make continuous progress in the program requirements, which is demonstrated by taking Honors UCC courses, track courses and by working toward the final thesis or project.
- Honors students are required to present their thesis project during Honors Research Week, typically held in April.
- All completed theses and projects are due on May 1st of the graduation year. Students graduating in August or December may petition to the Honors College Dean for an alternate due date if necessary.
- Honors students must participate in civic engagement opportunities. Students are expected to complete seven hours of civic engagement each year.

- Honors students need to complete all forms and progress reports in a timely fashion. Progress reports are required of juniors and seniors every semester and are explained later in this document.
- Honors students are expected to attend a minimum of one Honors College “All College – Honors College” meetings each semester. All College meetings are announced in weekly announcements and cover a wide range of topics, such as Honors track research, job readiness, and applying to graduate school.
- In addition to the meetings listed above, all Honors students are expected to attend Honors Week events, which are typically held in April. Students who are not presenting are expected to attend a minimum of three Honors presentations. Students should attend presentations made by students in their track as it is important that students understand what a thesis presentation entails before they make their presentation.
- The Honors College is a place of high academic and personal standards. Any student found guilty of violating the University’s Academic Integrity policy in any course, not only Honors courses, is subject to dismissal from the Honors College.

INCOMING TRANSFER STUDENTS:

All students who enter the University as transfer Honors students in the fall of 2020 receive an annual scholarship that they will retain for two years (four consecutive semesters). The amount and length of the Honors College scholarship are outlined in a letter provided by the Office of Admissions. In order to receive the scholarship, Honors College students are required to meet the following criteria to remain in good standing in the Honors College:

- All students must maintain a semester GPA of 3.25 or above. If a student’s GPA falls below 3.25 the student will have up to two probationary semesters to raise the GPA to at least a 3.25. Students who fail to raise their GPAs will be dismissed from the Honors College. Refer to the section below regarding Academic Support.
- Transfer students must complete a minimum of 12 credits of honors courses at WP.
- All students in the University Honors College are expected to be enrolled in at least one Honors course each semester. If a student cannot enroll in an Honors class one semester, he/she must complete a written waiver form and have it approved by the Dean of the Honors College.
- Honors transfer students will enroll in a track by the end of their junior year. Tracks are described later in this Handbook. Track applications are available online.
- Honors students must make continuous progress in the program, which is demonstrated by taking Honors UCC courses, track courses and working toward the final thesis or project.
- Honors students are required to present their thesis project during Honors Research Week, typically held in April.
- All completed theses and projects are due on May 1st of the graduation year. Students graduating in August or December may petition to the Honors College Dean for an alternate due date if necessary.

- Honors students must participate in civic engagement opportunities. Students admitted to the University Honors College as transfer students will be required to complete seven hours of civic engagement each academic year.
- Honors students need to complete all forms and progress reports in a timely fashion. Progress reports and other forms are due EVERY semester.
- Honors students are expected to attend one Honors College meeting each semester.
- In addition to the meeting listed above, all Honors students are expected to attend Honors Week events, which are typically held in April. Students who are not presenting are expected to attend a minimum of three honors presentations. Students should attend presentations made by students in their track as it is important that students understand what a thesis presentation entails before they make their presentation.
- The Honors College is a place of high academic and personal standards. Any student found guilty of violating the University's Academic Integrity policy in any course, not only Honors courses, is subject to dismissal from the Honors College.

TO GRADUATE WITH HONORS (A DISTINCTION NOTED ON THE TRANSCRIPT AND THE DIPLOMA):

A student must take a minimum of one Honors course each semester, fulfill all the requirements of an Honors track, complete a final project or thesis and submit it to the Honors College, present the project during Honors Week, and have a cumulative GPA of at least 3.25. Transfer students must complete at least 12 credits of Honors courses, fulfill all the requirements of an Honors track, complete a final project or thesis and submit it to the Honors College, present the project during Honors Week, and have a cumulative GPA of at least 3.25.

Honors College GPA Policy and Academic Support

Introduction

The William Paterson University Honors College seeks to promote student exploration, intellectual curiosity, and academic success. We seek to give students support in achieving their goals and allow them to take a more active and participatory role in meeting the rigorous demands of an honors education.

Effective Fall 2020

- Students must maintain semester GPAs of 3.25 or higher.
- The grade point average of 3.25 is a minimum requirement. There is no "rounding up."
- Students who fall below the required 3.25 GPA in a given Fall or Spring semester will be selected for "Academic Support."
- Students are eligible for two semesters of Academic Support.
- After any three semesters of GPA below 3.25, students become Academically Ineligible for the Honors College and any associated scholarships.
- Students on Academic Support will be provided with a menu of services, suggestions, and recommendations, as well as requirements. The appropriate menu and

requirements will be decided by the Academic Support coaches, and clearly stated in the Academic Support letter that the student will receive.

- Students must have a cumulative GPA of 3.25 or higher to graduate with the Honors designation on their transcripts and diplomas.
- The college will regularly communicate to students, through available channels, the procedures and activities of the Academic Support process.
- These are adjustments to administrative practice, not modifications of educational policy, standards for admission, academic performance, degree requirements, or curricula.

Explanatory Table

Student GPA Status	Result (at semester conclusion)
Meeting the GPA requirement (3.25)	Good academic standing
First and second semester below the GPA requirement	Academic Support with a menu of services, suggestions, and requirements in the <u>following</u> semester
Third semester below the GPA requirement	Dismissal from the Honors College.

HONORS COLLEGE CIVIC ENGAGEMENT EXPECTATIONS

Civic Engagement Rules:

1. Students who enter the University Honors College in the Fall 2017 semester and later are expected to complete seven hours of civic engagement each academic year.
2. First-year Honors students must complete their civic engagement requirement through WP sponsored events. These events include any activities hosted by the Honors College Club; events recognized by a UCC Area 5 course; or events that students register for through Pioneer Life.
3. Upperclassmen may complete other civic engagement activities verified by the university in addition to WP events. If a student chooses to participate in outside activities, they must complete the Student Participation Verification [Form](#) found on the Campus Activities and Student Leadership website in the Policies-Procedures & Resources tab. This form must be submitted within one month of completing the service. One copy of the form should be returned to the Honors College and the other should be returned to Campus Activities. If Campus Activities accepts the form, the Honors College will accept the form.
4. The Honors College will accept the number of hours for each event posted in Pioneer Life or by Campus Activities.

HOUSING:

- First-Year Students in the Honors College are encouraged to live in the Honors community in one of the newer university resident halls. Honors students are not required to live on campus.
- Commuting students are invited to participate in all Honors College events, including events in the residence halls.
- After the first year, Honors students often organize themselves into rooms near each other to create an honors floor or honors pods.

SOCIAL AND CULTURAL EVENTS:

- The Honors College and Honors Club organize outings every year. Some Honors courses organize a field trip. Recent outings explored New York City, New Jersey, and cities in the Northeastern part of the United States.
- Honors students are invited to several social events over the course of the year, including the Honors College Fall Reception in September, the Holiday Coat Drive Reception in December, Honors Week festivities in April, and Honors Hangouts.

HONORS COLLEGE AGREEMENT

AN AGREEMENT BETWEEN THE UNIVERSITY HONORS COLLEGE AND HONORS COLLEGE STUDENTS

This agreement articulates the expectations for students in the Honors College. Please read this document very carefully and ask questions if any of the statements are not clear to you.

All Honors College students must fulfill the following responsibilities. By signing this document, you promise to fulfill all these requirements. Students who fail to fulfill these responsibilities will be dismissed from the Honors College and lose their Honors scholarship.

Academics

- Honors students must maintain a semester GPA of at least 3.25.
- Honors students must have a cumulative GPA of at least 3.25 to graduate with Honors.
- Honors freshmen students are required to complete a cluster of Honors courses in their first semester unless their major requirements prohibit it.
- Honors students are required to complete a minimum of four Honors UCC courses. Transfer students are required to complete a minimum of 12 honors credits.

- Honors students must complete one Honors course each semester or be enrolled in an Honors track. In exceptional cases, students will be able to petition the Honors College Dean for a waiver of this rule.
- Honors students must be admitted to a track before the start of their fifth semester. Transfer students should be admitted to a track before the end of their junior year. The application process is online, and the student must have their online application approved to be placed on the track’s roster.
- Junior and senior Honors students must make continuous progress in the track, which is demonstrated by taking track courses and working toward the final thesis or project.
- Honors students must complete a thesis or final project. The thesis is designed by the student and track director.

Presentations, Meetings, and Civic Engagement

- Honors students must present their thesis findings or their projects during Honors Week (of the year they plan to graduate or earlier).
- Honors students are required to go to one “All College – Honors College” meeting per semester. Meetings that count toward this requirement will be clearly marked as “All College” meetings.
- In addition to the meetings above, all Honors students must attend at least three thesis or project presentations each year during Honors Week in April.
- Honors College students are expected to complete seven hours of civic engagement each academic year. Students must complete and return a form distributed by the Honors College at the end of the year in order to verify completion of the requirement.

Other Policies

- Honors students need to complete all forms and progress reports in a timely fashion.
- Honors students must adhere to the academic standards of William Paterson University, and any student who is found to have violated the Academic Integrity Policy in any class is subject to being dismissed from the Honors College.
- The Honors College Office communicates with students primarily through their William Paterson e-mail account. It is each student’s responsibility to check their William Paterson e-mail on a regular basis.

Student Signature

Student name (printed) Date

HONORS COURSES IN THE UNIVERSITY CORE CURRICULUM

The curriculum for first- and second-year Honors College students follows the distinctive William Paterson University Core Curriculum. In each semester of the first two years, or until the student joins a track, Honors students will take a minimum of one Honors UCC course. Honors sections of UCC courses are offered in UCC Areas One through Six on a rotating basis and are designed to include multidisciplinary experiences, active learning, civic engagement and travel opportunities. In the third and fourth years, Honors students are enrolled in a research track. The courses pertaining to the research tracks fulfill students' Honors course requirements for that semester.

First Semester: In the first semester, Honors students take Honors sections of UCC courses. Except for a few majors that have heavy curricular requirements, Honors students will be in a cluster of linked UCC courses and participate in interdisciplinary projects and field trips.

Second, Third and Fourth Semesters: In the second, third and fourth semesters, Honors students will take at least one Honors section of a UCC course each semester. Students enrolled in a track may substitute an Honors track course for a UCC course.

Each semester the Honors College offers Honors sections of several UCC classes. Honors sections rely more upon discussion than traditional sections, engage in innovative pedagogies, and are capped at 20 students. Before priority registration begins in the fall and spring semester, the Honors College office produces a list of Honors sections of University Core Curriculum courses and shares it with students via e-mail. The list of courses is also available on the University Honors College [website](#).

HONORS COLLEGE TRACKS

Students who are not currently enrolled in the Honors College must complete an application to the Honors College before applying to an Honors Track. Students must be admitted to the College first and then apply to the track. Application criteria and instructions are on the Honors College [webpage](#). The applications are on the Student tab of WPCconnect under Academic Services.

Students must earn a cumulative GPA of 3.25 or higher before they can apply to join an Honors track. Honors students must enter an Honors track before the start of their fifth semester or the start of their junior year in order to be in good standing in the Honors College. Transfer students must enter a track before the start of their junior year or before the start of their second semester if they enter WP with junior status. Most tracks are comprised of five or six courses, including courses for the thesis research and writing. Track requirements are listed below.

The Honors College requires all students to pursue a disciplinary major and an Honors track. The track may parallel the major, relate to the major, or be very different from the major. Different tracks have different requirements, and students are encouraged to speak with the track directors before applying to a track.

Students who are writing Honors theses are encouraged to attend and present their work at the annual meeting of the National Collegiate Honors Council conference in the fall semester and/or the Northeast Regional Honors Council conference in the spring semester. Students should seek out other opportunities to publicly present their work. Students should also seek out opportunities to publish their work in scholarly and creative journals and magazines.

There are eleven Honors tracks. Each track is headed by a faculty member who determines the appropriate courses for the track, accepts students to the track, and guides the students through the track and thesis project. The Track Directors include:

Biology: Dr. Joseph Spagna
Business: Dr. Mike (Chen-Ho) Chao
Clinical Psychology and Neuropsychology: Dr. Bruce Diamond
Cognitive Science: Dr. Amy Learmonth
 Acting Director for 2020-2021: Dr. David Freestone
Global Public Health Track: Dr. Marianne Sullivan
Humanities: Dr. K. Molly O'Donnell
Independent: Dr. Barbara Andrew
Music: Dr. Lauren Fowler-Calisto
 Acting Director for 2020-2021: Dr. David Kerzner
Nursing: Dr. Jill Nocella
Performing and Literary Arts: Dr. Philip Cioffari
Social Sciences: Dr. Neil Kressel

BIOLOGY TRACK

The Biology track draws on discoveries in many subfields of Biology and is open to students pursuing a major in any science. Note that this track has requirements for sophomore (second-year) students.

The track is ideal for:

- Students majoring in science, especially those students majoring in Biology and Biotechnology
- Students who wish to develop their curricula and biological research interests in areas of faculty expertise

Required Track Courses

1. General Biology I (BIO 1630)
2. Cell Biology (BIO 2050)
3. General Genetics (BIO 2060)
4. Ecology, Evolution, and Behavior (BIO 2490)
5. Honors Literature Seminar (BIO 3950)
6. Research Methods in Biology (BIO 5330)
7. Honors Independent Study in Biology (BIO 4990)

Course sequence for Biology Track

	Fall Semester	Spring Semester
1 st year (Freshman)	General Bio 1 (Honors lab section). BIO1630	General Bio 2 (Honors Section recommended, not required) BIO1640
2 nd year (Sophomore)	Ecology, Evolution & Behavior BIO2490 (Honors section) Cell Biology (BIO2050) any section	General Genetics (BIO2060) any section No Honors specific class (apply for track, find lab for summer work)
3 rd year (Junior)	Junior Literature Seminar BIO 3950 (Honors section)	Complete Independent Study Application Process (for Fall IS takers only)
4 th year (Senior)	Research Methods in Biology (BIO 5330) Complete Independent Study Application Process (for SPRING IS) Complete Bio 4990 (Independent Study)	Complete Bio 4990 if not completed in Fall (Independent Study)

How does the track operate?

Students will follow a four-year plan (detailed below) that outlines a sequence of courses required for the track. Some courses will overlap with courses required for students majoring in Biology or Biotechnology. While there are only five track courses, other courses are required pre-requisites.

Year 1

General Biology I (BIO 1630) Honors section

This course provides a background in biological principles. Similarities and differences between living organisms, both plant and animal, are discussed. Content includes molecular, cellular and sub-cellular structure and function, cellular respiration, photosynthesis, cross-membrane molecular transport, genetics, DNA structure, replication, transcription, and protein synthesis.

Year 2

During their second year, students will focus on experimental design, data analysis, and statistical inference. Students will begin guided exploration into potential research areas under supervision of the track director. All students will apply for funds or funded opportunities relevant to their proposed research projects or areas.

Cell Biology (BIO 2050) any section

A study of the physiological and biochemical processes that regulate and maintain cell function; cellular and sub-cellular structures are studied particularly as applicable to cell function.

General Genetics (BIO 2060) any section

A study of some of the basic principles and laws of genetics as revealed by modern molecular-genetic approaches; the intention is to familiarize the student with the organization and properties of hereditary material (nucleic acids) and highlight some of the critical experiments that laid the foundations of our understanding. All sections of this course are technology intensive.

Ecology, Evolution, and Behavior (BIO 2490) Honors section

Introduction to the study of ecology, evolution, and behavior; diversity and classification, history of life, evolutionary theory, population growth, and regulation, species diversity and community structure, energy flow and nutrient cycling, ethology, behavior genetics, evolution of behavior, sociobiology, behavioral ecology.

Summer

Students will participate in research/internship activities on or off campus.

Year 3

During their third year, students not funded for research in year 2 can edit and resubmit applications for research support or modify projects and submit anew. Students will develop a final year independent study project, submit to the Biology independent study committee, and revise; receive approval by April.

Junior Literature Seminar (BIO3950-01) Honors section

Students will develop their skills in engaging the biological literature across a range of biological disciplines, such as physiology, molecular biology, and ecology. After reading and critiquing several advanced papers, the student's critical reading skills will be applied to a final course project in a research area of interest to the student. This can serve as a starting point for literature review required for the student's Senior Honors Thesis.

Summer: Students will make progress in research toward independent study (fieldwork, data collection and analysis, etc.).

Year 4

Research Methods in Biology (BIO 5330)

A thorough examination of the methodologies, procedures, and issues of science, particularly as they apply to biology; emphasis is on design of research, statistical treatment of data and interpretation of results.

Biology Capstone- Independent Study in Biology (BIO 4990, 3 credits)

Students will complete an independent study project which will include a summary of their advanced research findings. The students must receive prior approval from the Independent Study Committee in the Biology Department to take this course, which is completed on a one-on-one basis with the student's research mentor. It can be taken during the first or second semester of the senior year. Note: Independent Study (BIO 4990) replaces BIO 4800- Biology Seminar as the capstone course for Biology Honors Track students. Honors Biology track students do not need to take both courses.

What are Biology thesis topics?

The Honors Biology Track supports thesis topics of many types, reflecting the diversity in modern biology. These can include field-based studies in ecology, evolution, biodiversity, laboratory work (including molecular studies and rigorous physiology projects), genetic and genomic projects, biochemistry, and computer and mathematical modeling. All these types of research can be done under the supervision of William Paterson faculty members, who have expertise and extensive research experience in a broad range of areas.

How do I enroll?

To enroll in the Biology Honors Track, contact the Director, Dr. Joseph Spagna, at (973) 720-2793, SpagnaJ@wpunj.edu. You must complete the online track application and submit it to the Honors College.

About the Track Director:

Dr. Joseph Spagna is the director of the Biology Track and associate professor of Biology. His research interests include systematics, evolution and biomechanics of arthropods. Students in Dr.

Spagna's lab use high-speed video, movement analysis, genetics, and computer modeling to figure out how spiders and ants have evolved to move the ways they do.

BUSINESS TRACK

Who should apply?

The Business Track is open to students in the Christos M. Cotsakos College of Business who are pursuing a major or a minor in Business. The track can also accommodate students who are taking Business Administration as a minor or the Sports Management major. The track will be especially helpful to students seeking to enhance their research skills and pursue a career in consulting. Also, this track will help students who plan to apply to a graduate program, in particular to a quality MBA program.

What courses will I take?

Required Track Courses

1. CORPORATE FINANCE (FIN 3200)
2. VALUES, ETHICS AND SUSTAINABILITY (MGT 3550)
3. BUSINESS STRATEGY AND POLICY (MGT 4600)
4. THESIS I (MGT/MKT 4010) or PRACTICUM (MGT/MKT 4850)
5. THESIS II (MGT/MKT 4020) or CASE WRITING (MGT/MKT 4860)

The track includes five courses, three of which are taken as business core requirements. In those three courses (FIN 3200, MGT 3550, and MGT 4600), students in the Honors track will complete an Honors project (see further information below). These three business core courses can be taken in any order with the approval of the director. Students are required to take the other two courses, Thesis I (MKT/MGT 4010) and Thesis II (MKT/MGT 4020), in addition to their major requirements. Thesis I and Thesis II must be taken in sequence during the fall and spring semesters of the student’s junior or senior year.

Course sequence for Business Honors Track

	Fall Semester	Spring Semester
1 st year (Freshman)	None	None
2 nd year (Sophomore)	None	Complete track application
3 rd year (Junior)	FIN3200	MGT3550
4 th year (Senior)	Thesis I	Thesis II and MGT4600

CORPORATE FINANCE (FIN 3200) – an Honors project component is added to this business core required (see below additional requirements)

Course Description: A study of the basic principles and practices of the financial management of private business corporations. The course provides an operational framework for financial analysis, planning, and forecasting, along with profit analysis and financial control for today's business world.

Prerequisites: ACCT 2110 AND ECON 2020

Additional Learning Outcomes for Honors Students: Construct and maintain a stock portfolio according to desired investment criteria. Write an analysis report for one public company.

VALUES, ETHICS AND SUSTAINABILITY (MGT 3550) – an Honors project component is added to this business core required (see below additional requirements)

Course Description: This course is designed to increase awareness of values, ethics, beliefs and attitudes, and how they relate to issues of sustainability. It will pay special attention to the manner in which corporations can become agents of injustice and inequality in society, and conversely, how they can be transformed by individual actors and by institutional reforms. This course will also analyze sustainability at the institutional level, focusing on socially and structurally imbedded nature of corporate actions. This is a writing intensive course.

Prerequisites: MGT 2000 OR MKT 2100

Additional Learning Outcomes for Honors Students: Write a case study describing a sustainable-focused organizational initiative OR write a report analyzing a company's CSR policy.

BUSINESS STRATEGY AND POLICY (MGT 4600) – an Honors project component is added to this business core required (see below additional requirements)

Course Description: This three-credit course represents a case study approach to business decision-making that integrates functional and organizational disciplines. It examines a series of complex industrial situations in depth to determine, in each instance, the strategy and policies a firm should follow for its long-run survival. Some sections of this course are writing intensive.

Prerequisites: ACCT 2120, ECON 2100, MGT 2000, MKT 2100, AND FIN 3200

Additional Requirement for Honors Students in: FIN 3200, MGT 3550, MGT 4600

Objective: The additional assignment will provide an opportunity for Honors students to enrich their academic experience by applying theories learned in the course to a specific issue or topic. The assignment will allow in-depth study of theoretical concepts and more advanced analysis of the chosen topic. Furthermore, the assignment will prepare students for more extensive writing required in subsequent courses in the Honors Business Track (e.g., thesis related courses).

Requirement: The students will agree on a research topic with their professor and will be required to submit the following to the professor and the program director:

At the beginning of the semester: one-page outline of the assignment including the topic under investigation, the frameworks/concepts/methodologies that will be used, and the questions that will be addressed,

Mid-semester draft: a draft of the assignment will be provided to give the professor a chance to review and give a constructive feedback to the student. The student will use this feedback to revise the assignment for the final submission.

At the end of the semester: a research paper which will adhere to the following structure and format:

Cover page with the following information:

- Student name and date, Instructor's Name, and Project Title
- Analysis section (5 pages) with the following information:
- Importance of the topic and relevant literature
- Analysis and discussion/conclusions
- Cited sources/references (APA style)

The paper format will be as follows:

- Arial font, 10 points
- single-spaced (NOT double-spaced)
- 0.5-inch top and bottom margins, 1.0 inch left and right margins
- References appear on a separate page

THESIS I (MGT/MKT 4010)– a course taken only by students in the Honors Business Track that is above the requirements of the business major and must be taken one semester prior to enrolling in the Thesis II course.

Course Description: This is a three-credit cross disciplinary course that represents the first half of the 6-credit Honors Thesis, which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Honors Thesis option.

Course Objectives: The course is comprised of two parts: (a) a pedagogy relating to research methods in business and (b) development and presentation of a research proposal.

THESIS II (MGT/MKT 4020)– a course taken only by students in the Honors Business Track that is above the requirements of the business major and must be taken consecutively with Thesis I (the semester following the Thesis I course).

Course Description: This is a three-credit cross disciplinary course that represents the second part of a 6-credit Honors Thesis which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Honors Thesis option.

Course Objectives: Based on the proposal the student developed during the Thesis I course, students conduct actual research during this course. Students fine tune and pretest their data collection instruments, collect relevant data, analyze it using qualitative/quantitative techniques, and write a paper based on the results, using various theories from business and other relevant disciplines.

PRACTICUM (MGT/MKT 4850) - a course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization.

Not offered in every year.

CASE WRITING (MGT/MKT 4860) - this is a cross-disciplinary course that represents the second part of the 6-credit practicum Honors option, which must be conducted over two semesters and undertaken in the junior or senior year. It will be a core component of the Practicum Honors option. The course involves writing an effective business case based on the consulting report or business plan completed in the practicum course. This course will be supervised by a mentor chosen from the Cotsakos College of Business Academically Qualified (AQ) faculty members who participated in the corresponding practicum course. Not offered in every year.

How do I enroll?

To enroll in the Business Honors Track, contact the Director, Dr. Mike (Chen-ho) Chao at (973) 720-3746 or ChaoC@wpunj.edu. You must also complete the track application and submit it to the Honors College.

About the Track Director:

Mike (Chen-ho) Chao (Ph.D., Saint Louis University) is a professor of marketing in the Christos M. Cotsakos College of Business. His research interests include the internationalization and regionalization of multinational corporations (especially MNCs from emerging markets), standardization vs. localization of MNCs' websites or social media, consumers and MNCs from "Greater China Region" and country-of-origin (COO) effects in international marketing. His work has been published in the *Journal of Consumer Psychology*, *Journal of World Business*, *Journal of Business Research*, *Journal of International Marketing*, *International Marketing Review*, *Journal of Electronic Commerce Research*, *Thunderbird International Business Review*, and other highly respected journals.

CLINICAL PSYCHOLOGY AND NEUROPSYCHOLOGY TRACK

The Clinical Psychology and Neuropsychology Track offers students knowledge and training in brain and behavior relationships as well as in assessment, treatment and psychopharmacology with an emphasis on clinical research, theory, and practice skills using state-of-the-art facilities. The Honors experience culminates in a research thesis that is presented to the campus community and, in some instances, at regional and national conferences. This track emphasizes open communication, discussion and listening to students--their ideas, their concerns and their goals.

Program Emphasis

This program emphasizes the development of knowledge and understanding of brain function and dysfunction; the acquisition of clinical knowledge and skills under the mentorship of licensed clinicians; and research competencies in the areas of clinical psychology,

neuropsychology, and cognitive and clinical neuroscience. Students will be provided with foundational and applied work that enhances their understanding and knowledge of the processes mediating brain and behavior, assessment and the treatment of diseases and disorders as well as their underlying mechanisms.

Thesis Topics

Thesis topics have included: *memory, meditation, neurodevelopmental disorders, depression-anxiety, brain injury, sensation seeking personality and first responders, language disorders, PTSD, judging sexual orientation, game structure and learning, depression and stigmatization among minorities, personality and information processing among offenders, cognitive and physiological predictors of Alzheimer's disease.*

Travel and Conference Opportunities

Track members have attended a variety of conferences in Cambridge-Boston, Chicago, Philadelphia, Washington DC, San Francisco, South Carolina, and Pittsburgh and are co-authors on multiple manuscripts and presentations. In addition, members of the track have won a number of awards for academic, research, and artistic accomplishments.

Minor for Non-Psychology Majors

Students can apply track credits toward the Psychology minor in accordance with academic policies.

Who should apply?

- Students in a variety of majors who have an interest in understanding how the brain works, what happens when it does not work, and how to help people live fuller and healthier lives including your own life
- If you are interested in graduate study and careers in clinically related areas and/or basic brain-behavior research
- If you would like to acquire clinical and research skills and get career mentoring
- Students seeking opportunities to publish as well as present and participate in regional and national conferences

How does the track operate?

Twelve core credits distributed across four courses below PLUS Clinical Science Thesis I and II for six credits. *TOTAL Credits: 18*

Core Track Courses

1. Psychological Testing (PSY 3100) *Will be substituted with Selected Topics: Assessment and Treatment (CLSI 3990) in Spring 2020.*
2. Intro to Counseling & Psychotherapy (PSY 4100)

3. Psychopharmacology (PSY 4150)
4. Human Neuropsychology & Cognitive Neuroscience (CLSI 4950)
5. Clinical Science Thesis I (CLSI 4700)
6. Clinical Science Thesis II (CLSI 4701)

Minimum Entrance Requirements:

- Satisfy any prerequisites or evidence of equivalent experience
- Statement of interest in online application

Prerequisites:

Coursework or equivalent experience in psychology, biology, and research methods would be helpful but consult with Track director to address individual circumstances.

How do I join the track?

If you interested in joining the Clinical Psychology and Neuropsychology Track, contact the Track Director, Dr. Bruce J. Diamond at diamondb@wpunj.edu, (973)720-3400.

Clinical Psychology and Neuropsychology Track Honors Courses

Intro to Counseling & Psychotherapy (4100)

This course explores the major theories of psychotherapy and the application of those theories. For each therapy mode, the theory of psychopathology is related to the methods used and the theory of change. Research outcomes for each type of psychotherapy are reviewed.

Psychopharmacology (PSY 4150)

To provide groundwork for this course in the neurosciences, a behaviorally oriented overview of nervous system functioning and biochemistry is integrated with discussions of basic pharmacological principles and bio behavioral research methods.

Human Neuropsychology & Cognitive Neuroscience (CLSI 4950)

The focus of this course is on studying the relationship between brain and behavior in healthy and in clinical populations. This course will integrate both a theoretical and clinical perspective with emphasis placed on the neuropsychological and cognitive neuroscience foundations and methodologies used to examine and treat clinical disorders.

Psychological Testing (PSY 3100)

This course provides an overview of testing theory and practice with hands-on opportunities for testing. The course offers a clinical and multi-cultural perspective that helps inform the choice of tests, their strengths and weaknesses.

Clinical Science Thesis I (1) CLSI 4700

The central goal of this course is to provide feedback, guidance and oversight of the honors research experience. The emphasis is, therefore, to help provide a brief review of the foundational knowledge, research skills and ethical awareness integral to the research process.

Clinical Science Thesis II (1) CLSI 4701

The central goal of this course is to provide continuing oversight and feedback during the final stages of the honors research experience. The emphasis is, therefore, on monitoring progress and helping the student solve conceptual, methodological or logistical issues and to do so in constructive and supportive environment.

About the Track Director: Dr. Diamond is a Licensed Psychologist specializing in Neuropsychology (New Jersey), in the areas of assessment and neurorehabilitation. His research focuses on the neuropsychology and cognitive & clinical neuroscience of memory, executive function, attention/concentration, information processing and mood/anxiety using standardized, computer-based and brain imaging/autonomic measures in healthy and in clinical populations. A practicing clinician, he has published extensively and presented at numerous national and international conferences.

COGNITIVE SCIENCE TRACK

The Cognitive Science Track draws students from all majors who are interested in an interdisciplinary exploration of how the mind works. Students explore connections between Philosophy, Psychology, Artificial Intelligence, Linguistics, Neuroscience, and Anthropology. Students research how cognition, thinking, and learning occur and may examine cognitive development, educational theory, educational technologies, and speech perception and production.

What are the benefits?

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

How does the track operate?

Required Track Courses

1. CGSI 2000 Cognitive Science: The Interdisciplinary Study of the Mind
2. CGSI 3000 Selected Topics in Cognitive Science
3. PSY 3750 Cognitive Psychology
4. CGSI 4010 Cognitive Science Honors Thesis I
5. CGSI 4020 Cognitive Science Honors Thesis II

The core requirements of the track include 15 credits. Nine of these credits are from three courses and the remaining six credits are applied to a two-semester thesis project (see description below). Upon completion of the thesis project, students present their research findings in a public forum. Students in the Cognitive Science Track have produced a wide variety of research, including the following theses: *Mental Representation, Consciousness and Blindsight, The Philosophical Notion of Representation, Philosophy of Mind and Music, Consciousness and its Relation to Sensory and Motor Modalities, and Cognitive Implications of Neural Plasticity in Brain Damage.*

Course sequence for Cognitive Science Track

	Fall Semester	Spring Semester
1 st year (Freshman)	None	None
2 nd year (Sophomore)	None	None or Cognitive Psychology
3 rd year (Junior)	CGSI 2000 and Cog Psych if not completed before	CGSI 3000
4 th year (Senior)	CGSI 4010	CGSI 4020

Who is eligible?

The track is open to all majors but draws primarily from psychology, communication disorders, education, math, computer science, anthropology, biology, and philosophy.

How do I enroll?

To enroll in the Cognitive Science Honors Track, contact the Director, Dr. Amy Learmonth, at 973-720-2765, learmontha@wpunj.edu. You must also complete the track application online.

Required Courses

CGSI 2000 Cognitive Science: The Interdisciplinary Study of the Mind

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

Prerequisites: PSY 1100 and PHIL 1100

CGSI 3000 Selected Topics in Cognitive Science

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

Prerequisite: CGSI 2000

PSY 3750 Cognitive Psychology

This course critically examines people's information-processing capabilities and limitations. Emphasis is placed on the theoretical principles that underlie the attention, perception, and memory of events as well as current research problems.

Prerequisite: PSY 2030 recommended.

CGSI 4010 Cognitive Science Honors Thesis I

This is a research-based course. Although students will have already been exposed to at least one research methods course prior to the thesis course, an overview of the logic of research and the methodology will be presented. Research methods open to the students include computer modeling and simulations, experimental and quasi-experimental designs, qualitative research methodologies, discourse analysis and think-aloud protocols. The 'how to' of research will be explored in detail. Students, in consultation with faculty, will select a topic for their research project. The exploration of the research topic will be the primary focus of the course. Formal oral and written presentations of the research proposal will be completed. **Prerequisite:** CGSI 3000

CGSI 4020 Cognitive Science Honors Thesis II

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

Prerequisite: CGSI 4010

About the Track Director: Dr. Learmonth is a developmental psychologist with a research focus on the development of memory and spatial ability. Most of her research is with young children and uses techniques such as deferred imitation and search tasks (both real world and virtual) to examine the changes in memory and spatial ability over the first six years. Her specific research is currently on the use of landmarks and geometric features in spatial memory and navigation. She is also currently working on a project that will look at early spatial competence and memory binding as a window into infantile amnesia. Recent publications by Dr. Learmonth have appeared in *Developmental Science*, *Psychological Science*, *Memory and Cognition* and *the Journal of Experimental Child Psychology*.

GLOBAL PUBLIC HEALTH

Consistent with the University's core values of helping students to think critically about key local and global challenges and helping students to become engaged and informed citizens, this track examines social, cultural, behavioral, structural, and environmental determinants of health in the United States and globally.

Who should apply?

The Honors track in global public health will provide an intensive and interdisciplinary option to students who have an interest in the health of human populations and are majoring in any discipline. For students majoring in fields other than public health, it will provide them with an opportunity to connect what they are learning in their majors to the overarching issue of human health and its determinants. For public health majors, it will provide an opportunity for deeper, more intensive study with public health faculty. Students who complete the track will be well prepared for graduate study in social sciences, physical sciences or various professional programs such as nursing, medicine, public health, law, civil engineering, among others.

Required Track Courses:

1. PBHL 3800: Social, Cultural and Behavioral Determinants of Health
2. PBHL 3820: Structural Determinants of Health
3. PBHL 3840: Environmental Determinants of Health
4. PBHL 4800: Public Health Capstone I
5. PBHL 4850: Public Health Capstone II

Typical course sequence for Global Public Health Track

	Fall Semester	Spring Semester
1 st year (Freshman)	None	None
2 nd year (Sophomore)	None	PBHL 3800 Social, Cultural and Behavioral Determinants of Health (UCC 4) Complete track application
3 rd year (Junior)	PBHL 3820 Structural Determinants of Health (UCC 5) PBHL 4000 Epidemiology (not a track course, but required)	PBHL 3840 Environmental Determinants of Health (UCC 6)
4 th year (Senior)	PBHL 4800 Capstone I (WI) (Thesis proposal)	PBHL 4850 Capstone II (Thesis)

*Note: students may start the track in their sophomore year which will allow more flexibility to fit in other required courses in the track or major in junior and senior years.

PBHL 3800: Social, Cultural and Behavioral Determinants of Health

This Honors UCC Area 4 course covers the many ways in which the social and cultural environment and human behavior influence population health and interact to produce health status disparities. The course will consider key social factors such as race, class, gender, gender identity, sexual orientation, income, education, disability, and immigration status, as well as cultural norms and beliefs, and behaviors as important determinants of human health. The ways in which public health intervenes to address social, cultural and behavioral factors in order to improve the health of groups will also be considered.

PBHL 3820: Structural Determinants of Health

This Honors UCC Area 5 course explores macro-level societal structures as fundamental determinants of health. Emphasis will be placed on how political and economic institutions as well as systems of power and ideology shape social life, population health, health behaviors, and health disparities.

PBHL 3840: Environmental Determinants of Health

This Honors UCC Area 6 course looks globally at the interdependence of humans on natural systems, how human societies shape and alter natural systems, and how this in turn shapes and determines the health of human populations. The course will consider the role of the environment in human health problems across the life course including infectious and chronic diseases, reproductive problems and developmental disorders. Key issues which will be considered in a global context include human health effects of climate change, children's environmental health, air and water pollution, sanitation and waste, and toxics, among others. The course will explore inequities between, among and within countries in environmental health and how addressing such inequities can improve health outcomes. Students must be enrolled in the Global Public Health Honors track to register for this course.

Prerequisite(s): MATH 1300 or MATH 2300

PBHL 4800: Public Health Capstone I

This thesis course addresses the main research methods used in public health. The course covers the role of research in understanding public health problems, research design and methods (quantitative and qualitative), and ethics. Students develop a research proposal for the senior honors thesis, write a literature review and a detailed plan for the senior thesis research project.

PBHL 4850: Public Health Capstone II

In this second thesis course, students conduct research for and write their senior honors thesis. A written thesis and public presentation of results will be required. Students will use computer software for analyzing data.

Pre-requisite: PBHL 4000 Epidemiology

How do I enroll?

To enroll in the Global Public Health Track, contact the Director, Dr. Marianne Sullivan, at (973) 720-3481, Sullivanm19@wpunj.edu. You also must complete the online track application and submit it to the Honors College.

About the Track Director:

Dr. Marianne Sullivan is Professor of Public Health. She is the author of *Tainted Earth: Smelters, Public Health and the Environment*, Rutgers University Press, 2014. Her recent articles concern environmental justice, childhood lead exposure, community research partnerships, and environmental data and governance.

HUMANITIES TRACK

The Humanities Track provides an exploration of the interdisciplinary relations between literature, history, and philosophy. It is open to students from all majors in the University who wish to enrich their major field of study with a broader cultural context or who enjoy the life of the mind through reading, discussing, and writing about ideas. It is especially suited to students who want to discover the meanings of their favorite films, novels, music, or other works of art as the focus of their thesis.

The Humanities Track provides a direction for the examination of human, social, and universal nature that connects with the social and natural sciences but also has its own value. Drawing from the realms of literature, art, music, philosophy, history, languages, and religion, this track allows the student to examine a wide variety of human ideas, actions, movements, and creative productions from the Ancient World to the Modern and Postmodern era.

Like the other Honors tracks, the Humanities Honors Track functions like a minor in the student's curriculum, providing a distinct set of courses to enrich the student's major and the general university experience. The initial work in the track focuses upon foundational ideas and themes connecting Western and World cultures, while the research projects encompass whatever culture(s) suits the student's interests. Many students have explored the culture of their ancestors or explored contributions to human thought, transformational historical events, and the arts and society.

Students complete a year-long Seminar (Seminars I & II) examining the connections between literature, history, and philosophy in Western and World culture and then take one Colloquium course examining an era, such as the Classical World, Medieval and Renaissance Movements, the Enlightenment, or the contemporary period. The culmination of the study is the year-long research and thesis project, usually in the senior year, offering the opportunity to work independently with the guidance of a selected faculty member. The completion of this project provides not only a fitting expression of the student's college accomplishments, but also a valuable representation of their abilities for graduate school and future employers.

What are Humanities Thesis topics?

Students in the Humanities track have produced a wide variety of theses, some titles are included here: *LGBTQA Representation in Television*, *Transplanting El Cactus: From Mexican to Latino*,

Allegory in the Poetry of William Blake as the Answer to the Physical/Spiritual Duality, Walden: Transcendentalism and the American Dream, Holy Mother Church: Anti-Catholic Satire in Shakespeare's Hamlet, Total Quality Management's Impact on Human Behavior, What it Means to Be Human, Sweetest Tongue as the Sharpest Tooth: The Evolution of "Little Red Riding Hood," and DACA and the Dreamer's Struggle for Higher Education.

How do I enroll?

To enroll in the Humanities Honors Track, contact the Director, Dr. K. Molly O'Donnell, Atrium 231, (973) 720-2146, odonnellk@wpunj.edu. You also must complete the track application online.

Required Courses (15 credits total):

All students must take five courses including:
TWO of the following four Seminars:

- HUMH 1990 Humanities Honors Seminar I
- HUMH 2000 Humanities Honors Seminar II
- HUMH 2010 Humanities Honors Seminar III
- HUMH 2020 Humanities Honors Seminar IV

Plus ONE of the following four Colloquia:

- HUMH 3000 The 20th Century and Its Discontents
- HUMH 3010 The Enlightenment: Origins of Modern Consciousness
- HUMH 3020 Medieval and Renaissance Culture
- HUMH 3030 Classical Tradition and Christian Civilization

Plus TWO semesters to research and write their thesis

- HUMH 4010 Humanities Honors Thesis Seminar I: Research
- HUMH 4020 Humanities Honors Thesis Seminar II: Writing

Course sequence for Humanities Track

	Fall Semester	Spring Semester
1 st year (Freshman)	none	none
2 nd year (Sophomore)	None *	2000 level HUMH seminar
3 rd year (Junior)	2000 level HUMH seminar	3000 level HUMH colloquium
4 th year (Senior)	HUMH 4010	HUMH 4020

HUMH 1990: Humanities Honors Seminar I

Selected humanistic problems in the literature, history, and philosophy of the past and present. The semester is divided into two periods - classical and medieval, and Renaissance - with emphasis on representative authors, e.g., Plato, Sophocles, Chaucer. Readings, seminar discussions, guest lecturers, and educational films explore such perennial questions as the interplay of self and society, the value of intelligence, humankind's place in nature, heroism, etc.

HUMH 2000 Humanities Honors Seminar II

Selected humanistic problems in the literature, history, and philosophy of the past and present. The semester is divided into two periods - the age of revolutions and the twentieth century - with emphasis on representative authors, e.g., Shakespeare, Cervantes, Wordsworth, T.S. Eliot. Readings, seminar discussions, guest lecturers, and educational films explore such perennial questions as the interplay of self and society, the value of intelligence, humankind's place in nature, heroism, etc.

Credits: 3.0

HUMH 2010 Humanities Honors Seminar III

An examination of human life and its problems in the twentieth century, specifically designed to interest the evening working student. Our technological culture has promised unlimited control and prosperity but has also brought alienation and complexity. Possible solutions offered by politics, behavioral science, and philosophy are discussed. This course develops a perspective for understanding our human context and provides a focus for dealing with its problems.

HUMH 2020 Humanities Honors Seminar IV

An examination of classic expressions of human nature and values from the ancient Greeks through the twentieth century, specifically designed to interest the working evening student. There is an emphasis on such issues as the hero as an expression of cultural values, the educational role of the epic and other literary forms, and the various means people have found to achieve self- discovery and salvation.

HUMH 3000 The 20th Century and Its Discontents

An interdisciplinary examination of some specific contemporary cultural issue – the loss of self in modern life, myth-making impact of technology, etc. Each semester focuses on a different facet of modern consciousness, including such aspects as creative experience, scientific outlook, and existentialism.

HUMH 3010 The Enlightenment: Origins of Modern Consciousness

An examination of the contributions of the Enlightenment to the development of modern Western consciousness. The course explores the role of reason and sentiment in the development of European cultures of the eighteenth century.

HUMH 3020 Medieval and Renaissance Culture

An examination of the thought, literature, art, and social structure of the Middle Ages and the Renaissance, c. 400-1500. The course stresses the features distinctive to the period and those that have influenced the modern world.

HUMH 3030 Classical Tradition and Christian Civilization

A study of the philosophical, anthropological, and social concepts of the Greeks and Romans and their impact on Christian culture. Emphasis on comparing individual thought and expression and social organization within our modern world.

HUMH 4010: Humanities Honors Thesis Seminar I

The first of two capstone courses in the program, combining the group work of a senior seminar with the close individual work of a senior thesis project.

HUMH 4020: Humanities Honors Thesis Seminar II

The second, culminating capstone course in the program, combining the group work of a senior seminar with the close individual work of a senior thesis project.

About the Track Director:

Dr. K. Molly O'Donnell is a modern German historian with broad teaching areas in European social history, women's history, and the history of imperialism. Her courses train students to trace their family histories, research the everyday lives of ordinary people in the past, use role-playing, literature, and information technology to examine the past, and explore the intersections of class, race, and gender. Her research explores the impacts of German women's colonization in Southwest Africa through the Nazi era, particularly on interracial rumors, gossip, and violence.

INDEPENDENT TRACK

The Independent track is appropriate only for students who have a specific, defined project that cannot be accommodated in another track. Few proposals are accepted. Working with the Dean of the Honors College and an appropriate thesis advisor, students design a five-course track culminating in a senior project.

Students interested in the Independent track must meet with the Dean of the Honors College to discuss their interests. The student must locate one or two advisors from appropriate academic departments. The student and advisor will choose the courses for the track and identify additional assignments for those courses to augment the coursework. The student and advisor will outline a proposal for the Honors thesis or project. The student will submit a minimum 3-page proposal to the Dean of the Honors College that describes each class that will be a part of the track and provides a description of the thesis or project. Each elective course must provide background knowledge, methodological skills, or research skills to help the student to write or create his or her thesis. The Dean of the Honors College must approve the proposal for a student to enter the Independent track. The student must also complete the online track application.

Required courses:

1. HON 4990, Independent Honors Research and Thesis (may be taken twice)
2. Elective I
3. Elective II
4. Elective III
5. Elective IV

Course sequence for Independent Track

Independent Track	Fall Semester	Spring Semester
1 st year (Freshman)	None	None
2 nd year (Sophomore)	None	Complete 3-page Independent Track proposal and track application
3 rd year (Junior)	2 designated background courses specific to your thesis topic	2 designated background courses specific to your thesis topic
4 th year (Senior)	HON 4990 Independent Study with faculty supervisor	Continue independent work to complete thesis writing.

What are Independent Track thesis topics?

Students in the Independent track have produced the following theses in recent years: *Engagement in Problem-Solving in Middle School Math, Evolution of Women's Roles in WWE, Public Relations for Album Rollouts, Classroom to Internship in Pharmacy, Nanny Pack, Philosophy of Music, Anti-Smoking Campaign, What Mozart is in the Mozart Effect?, Exploration of Cryptology, 3D Printing and Designer Toys, Public Relations' Influence on a Community-Based Fundraising Event.*

For further information on this track, consult the director, Dr. Barbara Andrew, Dean, University Honors College, Raubinger 154, (973) 720-3658 or andrewb@wpunj.edu.

About the Track Director:

Dr. Barbara Andrew specializes in feminist theory, ethics, social, and political philosophy and is interested in fostering dialogue between continental and analytic feminists. Her current research is racial justice, the care/justice debate, and in the work of Simone de Beauvoir.

MUSIC TRACK

The Music Honors Track aims at music majors who have an interest in music as a liberal art, beyond its vocational aspects. It is not a stand-alone degree but is designed to enhance the existing music degree programs. *Note that this track has sophomore requirements.*

Components:

- Four semesters of music Honors seminars
- One semester of research methods
- Capstone project in the senior year - a culmination of the student's honors experience, in the form of a lecture, paper, musical score, report of research, recital, or performance

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

Who should apply?

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

Required Track Courses

1. MUSI 4960 Music Honors Research Methods (taken in sophomore or junior year)
2. MUSI 4970 Music Honors Seminar (must be taken in four consecutive semesters)
3. MUSI 4980 Music Honors Project (must be taken at least once in senior year)

**MUSIC HONORS TRACK CURRICULUM
ADOPTED Fall 2019**

	FALL SEMESTER	SPRING SEMESTER
FRESHMEN YEAR	none	none
SOPHOMORE YEAR	none	Music Honors Seminar MUSI 4970 1 Credit Advisor Assigned
JUNIOR YEAR	Music Honors Research Methods MUSI 4960 2 Credits [Music Honors Seminar– Alternative Transfer Students]	Music Honors Seminar MUSI 4970 1 Credit
SENIOR YEAR	Music Honors Seminar MUSI 4970 1 Credit Music Honors Project MUSI 4980 2 Credits	Music Honors Seminar MUSI 4970 1 Credit

MUSI 4960 Music Honors Research Methods

This two-credit course will instruct students in the nature, purposes, and types of entry-level research for music; the basics of music bibliography and webliography; and academic writing about music-related topics.

MUSI 4970 Music Honors Seminar

This four-semester sequence, one-credit course is the forum for basic orientation, communication, group collaboration, analysis, assessment, and mentoring for students in the Music Honors track of the University Honors Program. Students plan their course of study in honors, including choices of courses in and out of the Music Department, and begin to formulate and pursue the various honors project options working in consultation with the Honors Track Director and other Music Honors Students throughout their seminar experiences.

MUSI 4980 Music Honors Project

This is the culminating experience in the Music Honors track of the University Honors Program. It consists of a recital, lecture, paper, report of research, or a combination of these to be determined in consultation with the music honors track coordinator.

How do I enroll?

To enroll in the Music Honors Track, contact the director, Dr. Lauren Fowler-Calisto, fowlercalistol@wpunj.edu to complete an initial interview. You must also complete the track application online following the interview process.

About the Track Director: Dr. Lauren Fowler-Calisto is Assistant Professor and Director of Choral Activities at William Paterson University. She conducts the Concert Choir and Chamber Singers, and teaches conducting and courses in music education. Prior to her position at William Paterson she served as Associate Director of Choral Activities in the School of Music at the University of Southern Mississippi. Before that, she served for fifteen years as the Director of Choral Studies at Christopher Newport University in Newport News, VA where she conducted the CNU Chamber Choir, Women's Chorus, and Men's Chorus, and taught graduate and undergraduate conducting, as well as applied voice and vocal improvisation. Previous positions include Associate Director of Choirs and Specialist in Choral Music Education and Vocal Jazz at Iowa State University, as well as the University of South Dakota and St. Norbert College. Dr. Fowler-Calisto received her Doctor of Arts degree from the University of Northern Colorado in Choral Conducting with a cognate in Vocal Performance and Pedagogy. She also holds a Bachelor of Music Education degree from Concordia College, Moorhead, MN, and a Master of Music in Performance degree in conducting from the University of Arizona.

NURSING TRACK

The Nursing Honors track provides an in-depth experience in nursing research for students who are pursuing a Baccalaureate in Nursing. Included with the standard nursing courses, there is the opportunity to develop a unique relationship with a nursing professor who will support and encourage a more comprehensive and extensive experience. Nursing Honors students are prepared for the challenges of the healthcare arena and gain more advanced knowledge in nursing research and the framework necessary to support research in practice.

Nursing Honors students will take Honors sections of fundamental science courses in the College of Science and Health, and upon completion of all prerequisites they will continue their studies with nursing courses. Five nursing honors research courses will be taken concurrent with the core nursing courses in order to complete an original research project.

What are nursing thesis topics?

Students in the Nursing track have produced the following theses:

- Transforming Birth Culture in America: The relationship between interpersonal processes of care as exhibited by the primary care provider and the level of maternal satisfaction with the birthing experience
- Factors Affecting Timing of Umbilical Cord Clamping and the Effects of Early and Late Clamping on Health of Term and Pre-term Infants: A Systematic Review
- The Phenomenological Beliefs of Young Adults Diagnosed with Substance Abuse Disorders and Mental Illness
- Preoccupied with Plastic? Body Appreciation and Likelihood to Undergo Plastic Surgery in Teenage Girls
- Barriers to Smoking Cessation in Patient Care: Understanding the Attitudes and Behaviors of Registered Nurses

Who should apply?

The track is open to nursing majors who expect to continue their education to the masters and/or doctoral level. Before beginning nursing courses, the student must complete all of the requirements and prerequisites and be in good academic standing, as outlined in the Nursing Student Handbook.

Through this experience, the nursing Honors students learn the importance of nursing research to the profession, develop the skills to implement an original research study, and serve in the role of novice nurse researcher through dissemination of findings in written and oral presentations. The experience is guided by a nursing faculty member with experience in quantitative, qualitative and mixed methods research who serves as the role of academic advisor and mentor to each of the students in the track.

How do I enroll?

To enroll in the Nursing Honors Track, contact the Director, Dr. Jill Nocella, at 973-720-3483, nocellaj1@wpunj.edu. You must also complete the track application and submit it to the Honors College.

What courses will I take? / Nursing track Curriculum

1. NUR3500H- Nursing Research
2. NUR3260H- Critical Thinking and Inquiry
3. NUR3330H- Research Proposal Development
4. NUR4526H- Research Project Implementation
5. NUR4530H- Research Seminar

In addition to the general nursing courses, the nursing honors track students are expected to complete several nursing courses at the honors level. Nursing students selected for the Nursing Honors Track will complete a series of 5 nursing courses (a total of 15 credits) that are centered on understanding nursing research (NUR3500H- Nursing Research), critically appraising knowledge within the profession of nursing (NUR3260H- Critical Thinking and Inquiry), developing an individual research proposal that consists of an original research question explored through quantitative or qualitative approaches, analysis of secondary data sets or a systematic review of the literature (NUR3330H- Research Proposal Development), implementation and analysis of the proposed research project (NUR4526H- Research Project Implementation) and completion of the research project through a final written research paper and presentation of this paper (NUR4530H- Research Seminar).

At the completion of the first two courses, Nursing Research and Critical Thinking and Inquiry, students will have gained an understanding of the value of research and developed critical thinking skills required for progression in the nursing major. The final three courses allow the student to develop an individual research project and follow it through implementation and dissemination of findings.

Course sequence for Nursing Track

	Fall Semester	Spring Semester
1 st year (Freshman)	None	None
2 nd year (Sophomore)	None	NUR3500H- Nursing Research; complete track application at completion of spring semester
3 rd year (Junior)	NUR3260- Critical Thinking & Inquiry	NUR3330H- Research Proposal Development
4 th year (Senior)	NUR4526H- Research Project Implementation	NUR4530H- Research Seminar

NUR 3500: Nursing Research

Designed as a writing intensive course to help the student understand and utilize research concepts and methods by developing the ability to analyze, criticize, and interpret research. Students address the process of how research is applied to nursing practice through critiquing several published research studies and submitting an evidence-based practice project proposal.

NUR 3260: Critical Thinking & Inquiry

The concepts and processes related to critical thinking, nursing informatics, and evidence-based nursing provide the framework for this course. Knowledge and skills required for critical analysis of information relevant to all aspects of professional nursing practice are developed.

NUR 3330: Research Proposal Development

The processes of identifying and conceptualizing a current nursing research problem and formulating testable hypotheses are addressed. Emphasis is placed on gathering and exploring the existing literature in order to develop a synthesis of the literature.

Students explore theories relevant to nursing clinical practice and select an appropriate conceptual or theoretical framework to guide their research study. Exploration of a research design, development of data collection methods, sampling, and plan for data analysis are emphasized. The role of nurse as a researcher will be developed through formulation of a written and oral research proposal that will provide the foundation for subsequent semesters' focus on implementation, analysis, and evaluation of outcomes.

NUR 4526: Research Project Implementation

This is the third course in the Nursing Honors Track. This course provides the opportunity to implement the research proposal begun in the previous course (NUR 3500 H). This seminar course supports and guides students as they implement their research study. The seminar includes critical thinking and discussion of the challenges that students face as they implement their research study and analyze the raw data.

NUR 4530: Research Seminar

This course provides the opportunity to finalize the research proposal that was written in NUR3330H and implemented in NUR4526H. Nursing honors students will write the final chapters of the research report. Results will also be presented in class and at the Honors Research Day on campus. Students will be provided with opportunities to complete peer reviews on oral and written work and develop a draft manuscript for journal submission. The role of the nurse as novice researcher will be reinforced through dissemination of findings and consideration of presentation at local, regional, and national conferences.

About the Track Director: Dr. Jill Nocella holds a Doctorate in Nursing Research and Theory Development from New York University and a Masters in Nursing from the Pennsylvania State University. She has worked extensively in the managed care environment in the areas of preventive health, quality management and case management. She is a clinical nurse specialist in community health as well as a complex case manager. Her primary research interest is focused on quality of care, specifically the role of nurses in clinical and utilization outcomes of patients with chronic conditions. She has presented her research at regional and national conferences. Her publications include:

Nocella, J. (2016). Structure, Process and Outcomes of Care in a Telemonitoring Program for Patients with Type 2 Diabetes, *Patient Related Outcome Measures* 7, 19-28.

Dickson, V. V., Nocella, J., Yoon, H. W., Hammer, M., D'Eramo-Melkus, G., & Chyun, D. (2013). Cardiovascular disease self-care interventions, *Nursing Research and Practice*, 407608, 1-16.

Nocella, J. (2013). Telehealth in *The Encyclopedia of Eldercare* (3rd edition), Capezuti, Malone, Katz, Mezey. Springer Publishing Company.

PERFORMING AND LITERARY ARTS TRACK

The Performing and Literary Arts Track is a cross-disciplinary program for students interested in one or more aspects of creative accomplishment.

About the track

Students may focus on any of the creative arts, such as creative writing (fiction, poetry, playwriting), film-making, music composition/performance, visual art, photography, acting or any combination thereof, such as visual art and writing, musical composition and writing, photography and poetry, etc. The outcome will be a completed artifact and a public performance held on campus and open to the college community and the community-at-large.

As is true for the other tracks in the University Honors College, Performing and Literary Arts is not a major, but a distinct set of courses that adds breadth to, and reinforces, a student's interests. With the approval of the Track Director, each student selects five courses to assist him/her in both the preparation of the creative project and the formal presentation thereof. Two of the five courses will be the PLA Thesis courses in the student's final year. During these courses, the student will develop and complete his/her project.

1. PLA 4010 – Performing and Literary Arts Thesis I
2. PLA 4020 – Performing and Literary Arts Thesis II
3. Elective 1 (a directed elective approved by the track director as background for the thesis)
4. Elective 2 (a directed elective approved by the track director as background for the thesis)
5. Elective 3 (a directed elective approved by the track director as background for the thesis)

Electives are selected by the student under the direction of the Track Director. Each elective course will help the student to write or create his or her thesis.

Course Sequence for Performing & Literary Arts Track

	Fall Semester	Spring Semester
1 st year (Freshman)	ENG 1100 (with Dr. Cioffari; recommended)	ENG 1500 (with Dr. Cioffari if you had a different instructor for ENG 1100)
2 nd year (Sophomore)	None	None
3 rd year (Junior)	One or two track courses	One or two track courses
4 th year (Senior)	PLA 4010	PLA 4020

PLA 4010: Performing and Literary Arts Thesis I

This course will support and monitor a student's efforts to complete his/her Honors project, an artistic work of substance, which will then be presented to the campus community in a public performance. The projects vary in nature and involve original thought and creative composition in one or more of the following areas: writing, music, film, art, theatre, photography. The course will cover such topics as: defining and outlining the project, determining research methods, overcoming obstacles along the way, completing a first draft, revising, and successfully bringing

the project to a finished state. Students will meet several times as a group and, weekly, on an individual basis with the instructor.

PLA 4020: Performing and Literary Arts Thesis II

The primary goal of this course is to enable students to complete and successfully present a significant creative honors project (begun in PLA 4010). Students are required to produce chapters or thesis segments on schedule (typically once or twice a week), and to submit a final honors project that should be suitable for publication or other public performance or display. Weekly or twice-weekly one-on-one discussions with the track director will provide opportunity for surmounting problems and other obstacles that might stand in the way of a successful completion of the project.

What are Performing and Literary Arts thesis topics?

Students in the Performing and Literary Arts track have produced the following theses: *Blue Fear, Life and Character: A Collection of Short Stories*; *I am Haitian: a collection of poems*; *Struggles of a Woman: A Collection of Short Stories and Screenplays*; *My Life: a collection of creative non-fiction*. Other subjects have included CD's of a student's original music, photographic and visual art works, acting performances, animated and live action short films, etc.

How do I enroll?

To enroll in the Performing and Literary Arts Track, contact the Director, Dr. Philip Cioffari, at 973-720-3053, cioffarip@wpunj.edu. You must also complete the track application online.

About the Track Director: Philip Cioffari, Professor of English, is the author of six books of fiction: the short story collection, *A History Of Things Lost Or Broken*, which won the Tartt Fiction Prize, and the D. H. Lawrence award for fiction; the novels, *Jesusville*; *Dark Road*, *Dead End*; *Catholic Boys*; *The Bronx Kill*; and the novel, *If Anyone Asks, Say I Died From The Heartbreaking Blues*. His short stories and poems have been published widely in commercial and literary magazines and anthologies, including *North American Review*, *Playboy*, *Michigan Quarterly Review*, *Northwest Review*, *Florida Fiction*, and *Southern Humanities Review*. He has written and directed plays for Off and Off-Off Broadway, as well as various William Paterson University productions. His Indie feature film, *LOVE IN THE AGE OF DION*, which he wrote and directed, has won numerous awards, including Best Feature Film at the Long Island Int'l Film Expo, and Best Director at the NY Independent Film & Video Festival. He is a playwright member of the Actor's Studio in New York City. For more information, please visit www.philipcioffari.com.

SOCIAL SCIENCES TRACK

Through a series of seminars and a carefully supervised research project in an area of personal interest, students explore how the social sciences share some intellectual heritage and how they can come together to address problems confronting the contemporary world. Track participants will examine the perspectives of psychology, sociology, political science, and anthropology on matters including the family, work life, the legal system, religion, hatred, aggression, poverty, international conflict, and other topics.

Who should apply?

Open to students from any major, the track draws primarily from sociology, psychology, political science, and anthropology majors. Students from business, communications, public health, and many other majors have also enrolled.

Students in the track can expect a stimulating learning opportunity led by accomplished researchers in the social sciences who are also deeply committed to teaching and preparing students for the next steps in their education and careers. Students will read and discuss some of the finest social scientific thinkers throughout history; they will also learn how to conduct meaningful social science research. Our goal is for many students in the track to present their findings at scholarly conferences and, even, to publish their work.

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

How do I enroll?

To enroll in the Social Sciences Honors Track, contact the Director, Dr. Neil Kressel, at 973-720-3389, kresseln@wpunj.edu. You must also complete the track application online.

What are possible thesis topics?

Students select research topics in conjunction with the Track Director and other faculty members. Many topics in psychology, sociology, anthropology, political science, and other social sciences can be appropriate. Recent thesis projects have explored: the representation of lawyers on television, the educational achievement of second generation Hispanic-Americans, the role of the legal system in combatting bullying, the impact of social media on the practice of public relations, the structure of American public opinion toward abortion, the role of religion in justifying violence against women and children, the treatment of marital infidelity in Hollywood films, the involvement of American public high schools in moral education, the history and social impact of the US Women's National Soccer Team, the ways jurors use the

insanity defense, and the ideologies and values of online resources addressing anorexia.

Required Courses

Track courses may be taken in any order with the permission of the director.

1. Social Science Honors 2010 – Honors Seminar in the Social Sciences I: Theory
2. Social Science Honors 2020 – Honors Seminar in the Social Sciences II: Methodology
3. Social Science Honors 3010 – Honors Seminar in the Social Sciences III: Application
4. Social Science Honors 4010 – Honors Thesis I
5. Social Science Honors 4020 – Honors Thesis II

Course sequence for Social Sciences Honors Track

	Fall Semester	Spring Semester
1 st year (Freshman)	None	None
2 nd year (Sophomore)	None	Apply to Track
3 rd year (Junior)	Two of the following: SSH 2010, 2020, or 3010	Either SSH 2010, 2020, or 3010
4 th year (Senior)	SSH 4010	SSH 4020

Social Science Honors 2010 – Honors Seminar in the Social Sciences I: Theory

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

Prerequisite: Admission to the Social Sciences Honors track

Social Science Honors 2020 – Honors Seminar in the Social Sciences II: Methodology

This seminar presents and assesses various quantitative and qualitative research methodologies used in the social sciences. Students also participate in semester-long group research projects.

Prerequisite: Admission to the Social Sciences Honors track.

Social Science Honors 3010 – Honors Seminar in the Social Sciences III: Application

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

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

Social Science Honors 4010 – Honors Thesis I

Students design and carry out research in preparation for writing an honors thesis. We will embrace methodological diversity, requiring primarily that a project be feasible and fall within

the domain of the social sciences broadly conceived. Faculty members are committed to helping students conduct successful research.

Prerequisites: SSH 2010, SSH 2020, and SSH 3010 or permission of the Track Director.

Social Science Honors 4020 – Honors Thesis II

Students complete and present an honors thesis.

Prerequisites: SSH 4010 or permission of the Track Director.

About the Track Director: Professor Neil Kressel holds a Ph.D. in social psychology from Harvard University and an M.A. in comparative history from Brandeis University. A recipient of William Paterson's award for excellence in research and scholarship and a Visiting Associate Professor at Yale University's Institution for Social and Policy Studies, his books include: *Bad Faith: The Danger of Religious Extremism* (2007), *Mass Hate: The Global Rise of Genocide and Terror* (1996; rev. ed., 2002); *Stack and Sway: The New Science of Jury Consulting* (2002), *Political Psychology* (1993), *Antisemitism in North America: New World, Old Hate* (2016), and "The Sons of Pigs and Apes: Muslim Antisemitism and the Conspiracy of Silence" (2012, selected as Book of the Year by the *Journal for the Study of Antisemitism*). A licensed psychologist, he enjoys supervising undergraduate student thesis projects and helping students to develop their own voices, perspectives, and careers.

ADVISEMENT AND SUPPORT

ADVISEMENT

First year Honors students are advised by the Honors College Dean, Dr. Andrew, with the exception of students who are majoring in Art, Music, or Nursing. Students in the second year and beyond are advised by a member of their major department and by a member of the University Honors College, who is typically their track director. Students can locate the name of their advisor using WConnect on the Student Tab. Students are always welcome to come to the Honors office for additional advising.

SUPPORT

[The Academic Success Center](#)

(973-720-3324)

The Academic Success Center provides free tutoring in most University Core Curriculum subjects to help students achieve academic success. Students meet with tutors individually or in small groups. Tutoring techniques vary, depending on the student's learning style and the subject matter. These range from a simple review of written assignments to computer assisted instruction. The Center also organizes and conducts study skills workshops frequently throughout the semester. Topics covered include textbook reading and analysis, test taking skills, note taking, and time management.

The Science Enrichment Center

(973-720-3340)

Science Hall East 3023

At the Science Enrichment Center (SEC), students work with tutors individually and in study groups in a resource-rich environment that supplements the material that science classes study. The Center offers study skills workshops; use of anatomical models; a test bank and other reference materials; computer program, CD-ROMs, and video disks. Students may drop in for individualized assistance or join a pre-scheduled study groups led by experienced tutors who work closely with faculty members to ensure that student's time is spent focusing on relevant class material. Call 973-720-3340 for a schedule and complete information.

The Writing Center

(973-720-2633)

Preakness Hall 124 and online

Writing Center tutors can help you:

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

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

FERPA

WPUNJ participates in the Family Education Right to Privacy Act (FERPA) for our student records policy. Please be aware that students should complete a FERPA Release Form to give permission to the Honors College Staff to speak with anyone other than the student. The form can be accessed through the Self-Service Tab of WPCconnect, under "Enrollment Services" and by clicking the FERPA Release Form.

PROFESSIONAL AFFILIATIONS

The William Paterson University Honors College belongs to the **National Collegiate Honors Council** (NCHC). Each fall the NCHC organizes a national conference. Honors College students may apply to present their research at the national conference. Participating students have the opportunity to meet Honors students from across the country.

According to its [website](#), the NCHC values an atmosphere that promotes academic opportunity and challenge for Honors students and faculty. Within this intellectual environment, members of Honors communities demonstrate integrity, respect, and excellence. Through the Honors experience, participants realize enhanced personal, social, and intellectual development. The NCHC recognizes the importance of life-long learning and social responsibility in preparing

individuals for an increasingly complex world. These beliefs and values are reinforced among member institutions through the collegiality and shared purpose of the NCHC.

The University Honors College is also a member of the **Northeast Regional Honors Council** (NRHC) which hosts a regional conference each spring. Students are also encouraged to apply to present their research findings at this conference. Last year, 30 William Paterson Honors students attended, presented, and networked with Honors students and faculty members from across the Northeast.

STUDY ABROAD

THE NATIONAL STUDENT EXCHANGE PROGRAM

HONORS SEMESTERS

The University Honors College offers an embedded travel experience in at least one course per year. (There are additional fees). Other departments and programs offer international experiences through WP courses and clubs. Students in the University Honors College are encouraged to participate in one of these courses, or to spend a summer, semester or academic year studying at a different institution. Students may study abroad as part of any program under the sponsorship of the New Jersey State Consortium for International Studies, which has programs in Europe, Latin America, Australia, Asia and Africa. For more information, please contact the WP Center for International Education.

The **National Student Exchange Program** enables students at William Paterson University to apply to attend up to one year of college in another state while having the option to continue paying William Paterson tuition or the host school's in-state tuition rates. The program includes over 170 colleges and universities in the United States, Puerto Rico, Guam, the U.S. Virgin Islands, and Canada. For more information, please contact the WP Center for International Education.

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

LOOKING FOR OTHER INFORMATION?

Contact the Honors College office

Telephone: (973-720-3657)

Email: Honors@wpunj.edu

Office: 154 Raubinger