

WILLIAM PATERSON UNIVERSITY

**UNIVERSITY HONORS COLLEGE STUDENT HANDBOOK
2023-2024**



*First-Year Students in Dr. O'Donnell's Honors Cluster Course
on a field trip to the Paterson Falls*

**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 academic, residential, social, and cultural experiences. 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.

The University Honors College values everyone and honors all identities (including race, gender, class, sexuality, religion, ability, etc.). Your well-being and success in the Honors College are important to us. Please let us know if:

- you prefer a name and/or pronouns that differ from what is listed on the official University records.
- you feel like your performance in the College is being impacted by your experiences outside of class. Please discuss this with us.
- you feel that you require accommodations in order to be successful in your courses.

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 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 College designation 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

Associate Director: Ms. Jan Pinkston

Honors Fellow: Dr. Amy Learmonth

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. John Malindretos, Business

Dr. Martha Witt, Performing and Literary Arts

Dr. Bruce Diamond, Clinical Psychology and Neuropsychology

Dr. Lauren Fowler-Calisto, Music

Dr. Danielle Wallace, 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

2023-2024 Leadership:

President:

Anna Segelken

Vice-President:

Isabel Mujia

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

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 of the requirements. Students who fail to fulfill these responsibilities are subject to dismissal from the Honors College and cancellation of their Honors scholarship.

Academics

- Honors students must maintain a semester GPA of at least 3.25.
- Honors first-year students are required to complete a cluster of Honors courses in their first semester unless their major requirements prohibit it.
- Students who enter Honors as first year students are required to complete a minimum of four Honors UCC courses. Students who have sophomore status or higher 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 junior year. Transfer students who begin Honors as juniors 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 in order to be placed on the track's roster.
- Honors students must have a cumulative GPA of 3.25 or higher to enter an Honors track.
- Students who have not completed enough credits to attain junior status by the end of their fourth semester may be dismissed from the Honors College.
- 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. A public presentation of the thesis or project is required.
- Honors students must have a cumulative GPA of at least 3.25 to graduate with the Honors College designation.

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.
- Honors first-year students are required to attend Honors first-year student meetings. There are three required meetings in the Fall semester and two required meetings in the Spring semester.
- 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 must complete seven hours of civic engagement each academic year (September - May). Following the completion of a civic engagement event, students should fill out and return the “Civic Engagement Form” found on the Honors website under Forms and Resources to honors@wpunj.edu.

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 email account. It is each student’s responsibility to check their William Paterson email on a regular basis.

IN ORDER TO RECEIVE THE HONORS COLLEGE DESIGNATION ON THE TRANSCRIPT AND 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 at the time of graduation.

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.

- Students must maintain a semester GPA of 3.25 or higher.
- The grade point average of 3.25 is a minimum requirement. There is no “rounding up.”
- After any three semesters of GPA below 3.25, students become academically ineligible for the Honors College and any associated scholarships.
- Students must have a minimum cumulative 3.25 GPA to enter an Honors Track.

- Students are required to enter an Honors Track before the start of their junior year if they begin Honors as first or second year students, or before the end of their second semester if they enter Honors as juniors.
- Students ineligible to enter an Honors Track by the required dates become academically ineligible for the Honors College and any associated scholarships.
- Students must have a cumulative GPA of 3.25 or higher to graduate with the Honors designation on their transcripts and diplomas.
- Students who fall below the required 3.25 GPA in a given Fall or Spring semester will be on "Academic Support."
- Students who are academically ineligible for the Honors College will be dismissed from the Honors College and will lose any associated scholarship(s).

Honors Academic Support

- Students are eligible for two semesters of Academic Support.
- It is the students' responsibility to contact the Honors College if they require Academic Support.
- Students on Academic Support will be provided with a menu of services, suggestions, and recommendations, as well as requirements.
- The college will regularly communicate the procedures and activities of the Academic Support process to students.
- Students who have three semesters of GPA below 3.25 will be dismissed from the Honors College and will lose any associated scholarship(s).

HONORS COLLEGE CIVIC ENGAGEMENT EXPECTATIONS

Civic Engagement Definition

"Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate."

From <https://wpunj.edu/civic-engagement/commitment/>

Civic Engagement Explanation:

William Paterson University's commitment to civic engagement is one of the hallmarks of our university. As representatives of the University, Honors College students should be leaders in the university's civic engagement projects. The Honors College requires Honors students to participate in the activities recognized by Pioneer Life or by the Honors College. As club officers and student leaders, Honors students should participate in the planning and promotion of civic engagement events as well as participating in the events themselves. While most civic engagement projects benefit others and add to your personal development, part of the civic engagement requirement for Honors is to reflect on those experiences in the context of the intellectual and academic life of the university. Your civic engagement activities with the university should lead you to reflect meaningfully, intellectually and academically.

Civic Engagement

For all of the reasons stated above, the Honors College prefers that students complete their civic engagement requirement through WP events. Civic engagement is a hallmark of WP and Honors students should be leaders in WP civic engagement.

The Honors College expects that when students participate in a civic engagement event, they will also reflect on those experiences, connecting their engagement activities to the idea of themselves as engaged university citizens and/or making practical connections with their coursework at WP, their role as a WP Honors student leader, and their relation to our local or regional community.

In other words, civic engagement is not merely about volunteer hours. It is about:

- Integrating theory and practice
- Comparing the nuances of life experiences outside of the university to those you experience as a student
- Enriching your role as a citizen by becoming more closely linked to the community
- Building leadership skills.
- Engaging more fully with the WP philosophy of civic engagement
- Discussing community problem solving
- Analyzing the impact on you, the student

Civic Engagement Rules:

1. Honors College students must complete seven hours of civic engagement each academic year (August - May)
2. First-year Honors students must complete their civic engagement requirement through WP sponsored events. These events include any civic engagement activities hosted by the Honors College, the Honors College Club, events recognized by a UCC Area 5 course, or events that students register for through Pioneer Life.
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 under 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.
3. All WP Civic Engagement events hosted outside of the Honors College require the student to complete the [Civic Engagement Form](#) found on our website. The Honors College will accept the same number of civic engagement hours for each event as those posted in Pioneer Life or by Campus Activities.

HONORS COLLEGE AGREEMENT
**AN AGREEMENT BETWEEN THE UNIVERSITY HONORS COLLEGE
AND HONORS COLLEGE STUDENTS**

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- 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 junior year. Transfer students who begin Honors as juniors 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 in order to be placed on the track's roster.
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- 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.
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- 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 email on a regular basis.

Student Signature _____

Student name (printed) _____

Date _____

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 pod.

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, the Holiday Coat Drive Reception, Honors Week, and other Honors events.

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 HON 1000 and 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.

Transfer Students: Students with freshman or sophomore class status should follow the guidelines for first and second-year students. Students with junior class status should join an Honors research or creative performance track.

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 email. 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 and join an Honors track. Honors students must enter an Honors track before 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 *end* of their junior year if they enter WP with junior status. The goal is for students to have a least four semesters to complete an Honors track. 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.

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.

Regardless of which track a student enters, they are required to submit regular progress reports regarding their track work to the Honors College.

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 the natural sciences, 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: Ecology, Evolution, and Biodiversity, Honors (BIO 1620)
2. General Biology: Cell, Molecular and Genetics, Honors (BIO 1630)
3. General Genetics Honors (BIO 2060)
4. Cell Biology (BIO 2050)
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	BIO1620 General Biology: Ecology, Evolution, and Biodiversity Honors (Biology Majors only)	BIO1630 General Biology: Cell, Molecular and Genetics, Honors
2 nd year (Sophomore)	General Genetics Honors (BIO2060) Cell Biology (BIO2050) <i>any section</i>	No Honors-specific class (apply for track, find lab for summer work)
3 rd year (Junior)	Junior Literature Seminar BIO 3950 (Honors, by permit only)	Complete Independent Study Application Process (for students who plan to enroll in a fall Independent Study only). Finalize summer research plans.
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)

The first and second year classes in the Biology Track (listed above and below) count toward the Honors College requirement of taking one Honors course each semester.

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- Semester 1

General Biology: Ecology, Evolution, and Biodiversity (BIO 1620) Honors section

This course provides a background in broadly applicable biological principles. Similarities and differences between living organisms, both plant and animal, are discussed. Content focuses on large-scale patterns and processes, including the fundamental driving force behind biology-evolution, the ecological systems that result from biology systems, and the broad diversity of living things that share the Earth.

Year 1, Semester 2

General Biology: Cell Biology, Molecular Biology, and Genetics (BIO 1630) Honors section

This course provides a background in broadly applicable biological principles. Similarities and differences between living organisms, both plant and animal, are discussed. Content includes 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.

General Genetics (BIO 2060) Honors Section, 1st Semester

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.

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.

Preparation for Research:

During the 2nd semester, it is important that students find a lab to work in for the summer. This includes meeting and talking to potential mentors at WPU, applying for funds (we have resources to do PAID internships in research), considering project ideas, and reading up on topics relevant to summer lab projects.

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 the literature review that is 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. Please carefully read the Honors Thesis Overview which provides detailed information about Biology thesis projects.

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 a 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 in the ways they do. We are not limited to ants and spiders, and have also worked with a variety of insects and plants.

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). FIN 3200 needs to be taken before MGT 4600. Students are required to take the other two courses, Thesis I (MGT/MKT 4010) and Thesis II (MGT/MKT 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	None	None
2 nd year (Sophomore)	Suggested to take ECON 2020	Complete track application. Take ECON 2020 and ACCT 2110 (if not completed). Suggested to take: MGT 2000, MKT 2100
3 rd year (Junior)	FIN 3200	MGT 3550
4 th year (Senior)	Thesis I	Thesis II and MGT 4600

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: students must submit a 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: the student must submit 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

Students in the Business Honors Track complete either a two-semester thesis or a two-semester practicum with case writing. The College of Business offers only one option each year.

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.

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.

How do I enroll?

To enroll in the Business Honors Track, contact the Director, Dr. John Malindretos at malindretosj@wpunj.edu. You must also complete the track application and submit it to the Honors College.

About the Track Director:

Dr. John Malindretos has had a diverse background in the areas of academia, entrepreneurship and industry. He has taught at St. John's and Rutgers universities in addition to WP. At former universities, he developed an internship program in which he placed numerous students with permanent employment. He has been nominated for excellence in instruction and research. He has over one hundred presentations in Finance, Accounting and Management. Additionally, he has published more than one hundred book chapters and refereed journal articles. Moreover, he has co-authored a monograph in International Finance. Dr. Malindretos was instrumental in bringing scholarly journals to the Cotsakos College of Business. The first was entitled The International Journal of Finance of which he was the Co-editor. The second is the Journal of Business in Developing Nations of which he is the editor in chief. Dr. Malindretos managed and owned a real estate firm for about 15 years. He has consulted for commercial banks and investment banks. He has had a career in Wall Street that spans a dozen years. He associated himself with a few firms, the most notable of which was Salomon Smith Barney. He founded and managed an investment bank as the Chairman of the board of directors.

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 and treatment interventions for a variety of neurologic, neuropsychiatric and neurodevelopmental disorders. Students are introduced to 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 Honors, regional and national conferences. The track emphasizes communication, discussion and listening to student ideas, concerns and goals.

Program Emphasis

This program emphasizes the acquisition of clinical knowledge and skills and research competencies in the areas of clinical psychology, neuropsychology, and cognitive and clinical neuroscience under the mentorship of licensed clinicians. 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 been diverse: memory; ADHD and implications for school and jobs, disparities in mental health service use among African Americans; recognizing and removing barriers to psychotherapeutic treatment within Arab culture, meditation; impact of adverse early childhood experiences, neurodevelopmental disorders; depression-anxiety, brain injury; predicting seizures, assessing and treating Alzheimer's disease with art and music therapy; physiological correlates of Pet Therapy, high 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; stress and COVID 19 in health care providers and college students.

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 manuscripts and abstracts. Members of the track have won a number of academic and research awards, and even an award for an art and social theme project.

Minor for Non-Psychology Majors

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

Who should apply?

- o Students have come from a variety of majors (i.e., psychology, communication disorders, nursing, public health, exercise science, philosophy) and 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.
- o Students who are interested in graduate study and careers in clinically related areas and/or basic brain-behavior research.
- o Students who would like to acquire clinical and research skills and get career mentoring.

o Students seeking opportunities to publish, present and participate in Honors, regional and national conferences

How does the track operate?

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

Example of a course sequence for Clinical Psychology and Neuropsychology Track: Timing and sequencing may depend on individual circumstances

	Fall Semester	Spring Semester
1 st year	none	none
2 nd year (Sophomore)	none	Complete Track Application
3 rd year (Junior)	PSY 4100 Honors, CLSI/PSY 4150	PSY 3100 Honors, and CLSI/PSY 4950
4 th year (Senior)	CLSI 4700 (Thesis I)	CLSI 4701 (Thesis II)

Minimum Entrance Requirements:

- Satisfy 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:

Honors Intro to Counseling & Psychotherapy (PSY 4100)

This course explores theories of psychotherapy and 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 also reviewed and hands-on experience is provided in mock clinical sessions.

Psychopharmacology (CLSI 4150)

The Psychopharmacology course provides an overview of the central nervous system, basic pharmacological principles and the application of pharmacologic treatment to a variety of disorders and diseases.

Human Neuropsychology & Cognitive Neuroscience (CLSI 4950)

The focus of this course is on examining the relationship between brain and behavior in healthy and in clinical populations. The course integrates both a theoretical and applied clinical perspective with emphasis placed on the neuropsychological and cognitive neuroscience foundations and

methodologies used to examine, assess and treat clinical disorders.

HONORS 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 their weaknesses.

Clinical Science Thesis I (CLSI 4700)

The goal of this course is to provide feedback, guidance and oversight of the honors research experience. The course provides individualized attention to developing research ideas, using appropriate methods and analysis techniques and doing so within the context of an ethical and multi-cultural framework.

Clinical Science Thesis II (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 writing progress and in helping the student cope with conceptual, methodological or logistical issues and to do so in a 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 disorders using standardized, computer-based and brain imaging/autonomic measures in healthy and in clinical populations. A practicing clinician, he has published extensively, presented at numerous national and international conferences and serves on a neuropsychology journal editorial board.

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
- Opportunity to present at a regional conference
- Some classes count as electives in the psychology major or minor
- Great preparation for graduate school
- The Cognitive Science Honors designation on diploma/transcripts

How does the track operate?

Students take three classes and then do a two-semester thesis project where they complete a research study.

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	None	None
2 nd year (Sophomore)	None	None or PSY 3750: Cognitive Psychology
3 rd year (Junior)	CGSI 2000 and PSY 3750 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 of any major who have an interest in the health of human populations. 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

Note: students can earn a minor in Public Health if they complete all track courses plus PBHL 4000 Epidemiology.

Typical course sequence for Global Public Health Track

	Fall Semester	Spring Semester
1 st year	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 are encouraged to 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 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 exploring the human experience through reading, discussing, and writing about human experiences and values. 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 two 2000-level discussion seminars examining the connections between literature, history, and philosophy in global culture and then take one broad colloquium course at the 3000 level. 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*, *"More than an Athlete": LeBron James as an Athlete/Activist*; *The Legacy of Rome*, *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 2000 level discussion seminars and a broad 3000 level colloquium:

- HUMH 2000 Humanities Honors Seminar I
- HUMH 2020 Humanities Honors Seminar II.

Course sequence for Humanities Track

	Fall Semester	Spring Semester
1 st year	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 2000 and 2010. These humanities seminars examine and discuss readings and ideas from literature, history, and philosophy to explore what it means to be human.

HUMH 3000 Place as Text

Interprets place and meaning through the critical exploration of a specific locality. May include embedded short-term study abroad.

HUMH 4010: Humanities Honors Thesis Seminar 1

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. Designated UCC Writing Intensive.

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. Designated UCC Writing Intensive.

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. The university may limit or close enrollment.

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 prior to approving the application. The student must also complete the track application in WPCconnect.

Required courses:

1. HON 4990, Independent Honors Research and Thesis
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	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 and your annotated bibliography (described below)
4 th year (Senior)	HON 4990 Independent Study with faculty supervisor	Continue independent work to complete thesis writing.

Independent Track Proposal

The **proposal** for the independent track needs to be completed before the online application to the independent track will be accepted. The proposal should be at least three pages with the following sections:

1. Topic of interest (broad explanation – one or two paragraphs)
2. Name of Thesis supervisor(s), and how his or her expertise will help guide you (one or two sentences)
3. Courses you will take to make up the independent track (list of five courses including one independent study)
4. Proposal for your thesis project (description of planned research topic, hypothesis, methodology, etc.)

In addition, you should include a bibliography with a minimum of three sources.

Students usually complete at least five courses or 15 credits for the Independent Track. The 15 credits may include one semester of independent study (HON 4990) during the student's senior year. The other courses should inform your thesis research.

Independent studies: require a university form, an Honors College form, and a proposal, completed by the Honors College and registrar's deadlines, signed by the student, the advisor, the track director (instead of the department chair) and the Honors College Dean (instead of the college Dean). The Honors College independent study procedures and form can be found on the Honors College website.

Faculty advisors should consult with their department chair and their college Dean regarding the impact will have on the faculty's FLM.

Annotated Bibliography: Your annotated bibliography is a written document discussing at least 12 texts that demonstrate your intellectual growth. These "texts" are mostly books, but can also be academic articles, movies, artwork, music, TV shows, or other media that illustrate your intellectual journey and inform your thesis project. You must annotate the bibliography or provide a written narrative for it. The goal of the annotation or narrative is to relate the texts to the background of your thesis. The texts included should be works that are meaningful to you and that will inform your thesis project, and each text's meaning and impact should be the focus of the annotation. The due date is the first day of the semester prior to the semester in which you intend to graduate. For example, if you intend to graduate in May, your bibliography, complete with annotation or narrative, is due on the first day of the previous semester, August 25, for example.

Thesis requirements: The thesis requirements must be standard to the requirements of an Honors thesis in your major. See the section of this handbook titled "Overview of the Honors Thesis" for more information.

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 and non-music majors with extended music background 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 or elective for non-music majors. *Note that this track has sophomore requirements including an interview with the track director.*

Components:

- Three semesters of Music Honors Seminar
- One semester of Music Research Methods
- Capstone project in the senior year, Music Honors Project – a culmination of the student's honors experience, in the form of a lecture, paper, musical score, report of research, recital, recording, or performance

Students have pursued a variety of interests in their choice of final projects. Current and past projects include: “The “Great American Songbook” — How a Song Becomes a “Jazz Standard” with jazz trio recording, “Comparative Analysis of Black Women Composers During the 20th Century” with solo performance, “Jazz Album Art: Fusing Art and Music in Miles Okazaki’s *Mirror, Generations and Figurations*,” “The Application of Color in Teaching Early Music Education: How Chromesthesia Can Train Relative Pitch,” “What Makes an Etude an Etude: The Art of Pedagogical Composition” with new compositions for publication, “The Duo Sonata: The Historical Significance and Influence of Beethoven’s Cello Sonata No. 4, Op. 102, No. 1,” “Concerts Before, During, and After: The Effect of the Coronavirus Pandemic on the Live Music Industry,” “Music Therapy for Students with Auditory Processing Disorder: Education as a Means for Enhancing Neuroplasticity,” “The Social and Cultural Role of Jazz in Postmodern America,” “The Benefits of Yoga on Singing,” “A Comparative Analysis of Public High School Choral Curricula in the North Eastern United States: Current Instructional Practices and Strategies for Improved Music Literacy” with new curriculum guide, and “The Effects of Interdisciplinary Research on the Personal Growth of an Artist.” Students have also explored the popular music of several countries and completed transcriptions for instrumental ensembles, as well as performed and recorded original compositions for their final projects.

Former Music Honors Track students have garnered many awards, and/or have been accepted to prestigious positions, and masters and doctoral graduate and certificate programs throughout the world including the Juilliard School, Manhattan School of Music, Mannes, New York University, Peabody, the New School, and Carnegie Mellon. Most recently, these awards include an American-Scandinavian Fellow in Helsinki, Finland, invited solo performances abroad in Italy and Prague, Outstanding Senior Award at William Paterson University, and a position with Live Nation.

Who should apply?

Music majors and non-music majors who possess extended music background 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 the fall of sophomore or junior year)
2. MUSI 4970 Music Honors Seminar (can be taken in any semester of the track)
3. MUSI 4980 Music Honors Project (must be taken in the senior year)

MUSIC HONORS TRACK CURRICULUM

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

Music Honors Research Methods, MUSI 4960

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. Prerequisites: Acceptance into Music Honors Track by Application and Interview and MUSI 4970.

Music Honors Seminar, MUSI 4970

This three-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. Through readings, discussions, guest artist presentations, and a final project, students will combine and synthesize all previous knowledge from music and honors curriculum courses in various course topics chosen by students. Prerequisites: Acceptance into Music Honors Track by Application and Interview.

Music Honors Project, MUSI 4980

This course is designed to assist students in the preparation and completion of their capstone Music Honors Project. Employing independent research, methods, and skills, students will complete the Music Honors sequence with a document, presentation, or performance in a vast array of topics which may include, but not be limited to: analysis, composition, pedagogy, music education, musicology, recording, or interdisciplinary art forms with music. Students may employ a method of choice in the delivery of their final presentation that could include a lecture-recital format, power-point presentation, or performance in conjunction with their final written document suitable for graduate school application for a Master of Music degree.

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	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), filmmaking, visual art, photography, acting, music composition or any combination thereof, such as visual art and creative writing, playwriting and acting, music and film, etc. The outcome will include a completed artifact and a public presentation 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, students select five courses to assist them in both the preparation of the creative project and the written portion of their theses. Two of the five courses will be the PLA Thesis courses in the student's final year. During these courses, students will develop and complete their projects and will formally present their work.

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

Electives are selected by the student under the direction of the Track Director. All elective courses will help students write or create their theses.

Course Sequence for Performing & Literary Arts Track

	Fall Semester	Spring Semester
1 st year	ENG 1100 (with Dr. Witt; recommended)	ENG 1500 (recommended with Dr. Witt 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 students' efforts to complete their Honors projects, artistic works of substance, which will then be presented to the campus community as a public presentation. The projects vary in nature and involve original thought and creative composition in one or more of the following areas: writing, film, art, theater, and/or photography.

The course will cover such topics as: defining and outlining projects, determining research methods, addressing potential obstacles, completing first drafts of the written portion of the thesis, revising, and successfully bringing the project to a finished state. Students will meet as a group as well as 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 and submit chapters or thesis segments on schedule (typically once a week), and to submit a final honors project that should be suitable for publication or other public performance or display. Weekly one-on-one discussions with the track director will provide opportunities for surmounting problems and other obstacles that might stand in the way of a successful completion of the project.

How does the Performing and Literary Arts Track differ from the Music Honors Track?

Here are the main components of music projects in the Performing and Literary Arts Track:

Topic: A creative work with a performative aspect.

Thesis: Analyzes creative and technical models and how they relate to the student's creative work; presents historical and cultural context for that work; involves discussion of the artistic process by including a description of goals as well as creative and practical challenges encountered and ways in which these were addressed. Much of this is similar to a classic "artist's statement."

Presentation: Has a strong performative aspect, presenting a performance of new creative work, or documenting the making of new work.

Semester Work: Setting goals, generating creative material, workshopping and discussing goals and creative work on a weekly basis with advisor and artist-partner, completing drafts of Thesis, work on resumé, cover letter, networking, and career planning.

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. Martha Witt at wittm@wpunj.edu. You must also complete the track application online.

About the Track Director: Dr. Martha Witt, Professor of English and Creative Writing, is a novelist, short story writer, and translator who regularly teaches courses in Creative Writing, Literature, Composition, Book and Magazine Editing, and Professional Writing. Her novel, *Broken As Things Are* (Holt, 2004/Picador 2005) met with high critical acclaim, and her short stories and flash fiction have been widely published in national and international literary magazines, including *One Story*, *Agni*, *Boulevard*, *Narrative*, and *SmokeLong Quarterly*. She has translated and published two plays and two novels. Her writing and translations have been recognized with awards such as the John Gardner Short Story Award, the Spencer Grant, the New York Times Fellowship for Creative Writing, the MacCracken Writing Award, the Cepell Grant for Translation, the Thomas J. Watson Traveling Grant, and, most recently, a Fulbright Scholarship. Professor Witt regularly serves on the panel of judges for the International Bridge Award for Fiction.

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, race relations, ethnicity, child welfare, technology, aggression, poverty, international conflict, and other topics.

Who should apply?

Open to students from any major, the track draws primarily from sociology, political science, communications, psychology, and anthropology majors. Students from business, communications, public health, nursing, and many other majors have also enrolled. We especially seek students who are eager to engage in vigorous, respectful, and open-minded debate about the many social problems confronting the contemporary world.

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 sociology, political science, psychology, anthropology, social work, law enforcement, business, and associated fields.

How do I enroll?

To enroll in the Social Sciences Honors Track, contact the Director, Dr. Danielle Wallace at wallaced@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: LGBT programming on television, the representation of lawyers in the mass media, 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, the racial impact of gentrification in Philadelphia, the legal system and prosecution of pharmaceutical companies for their role in the opioid crisis, 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

	Fall Semester	Spring Semester
Honors Track	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, (5) Ethnic and Racial prejudice, (6) Technology and Society, 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: Dr. Danielle Wallace holds a B.A. in Black Studies from the State University of New York College at New Paltz, and an M.A. and Ph.D. in African American Studies from Temple University. Dr. Wallace's research interests include Black families, gender and sexual politics, and the socio-political roots of Africana Studies. Her current scholarship and publications center on Black student activism and Black male/female relationships, especially the dating, marriage and mate selection ideals of Black men and women.

William Paterson University Honors College Overview of the Honors Thesis

This is an overview of the Honors thesis and its requirements. Additional information including other requirements and specific evaluation procedures are available from your Honors Track Director.

Benefits of the Thesis Process

Deciding to undertake the thesis process is a commitment to a significant amount of work, but there are important benefits to consider:

- Being one of a select group of students graduating from William Paterson University. Only around 7% of graduating seniors each year complete the Honors College, receiving the Honors College designation on their diploma and transcript.
- An opportunity to explore, research, and create something that particularly interests you.
- Gaining/honing a particular knowledge and/or skill set.
- Confidence in your public presentation and speaking abilities.
- The chance to reflect on and synthesize four years of intellectual and personal growth.
- Developing professional relationships with advisors and mentors.
- Demonstrating academic motivation and intellectual specialization through a well-written document to highlight to graduate programs or employers.
- Developing a keen sense of accomplishment on having completed a major, independent research, or creative project.
- The thesis topic is a vehicle for self-expression that may be the basis for an offer of admission to a graduate program or for a career opportunity.

Sources for this handbook

The writing of an Honors thesis is something that few undergraduates do, but there are national standards regarding expectations. The handbook you are currently reading was inspired by *The Honors Thesis: A Handbook for Directors, Deans, and Faculty Advisors*, by Mark Anderson, Karen Lyons and Norman Weiner (Lincoln, Nebraska: National Collegiate Honors College, 2014). Parts of this overview are borrowed in whole from the Honors Thesis Handbooks from the following:

The University of Maine Honors Thesis Handbook <https://honors.umaine.edu/current-students/academics/thesis/thesis-handbook/>

The University of Texas at San Antonio <https://honors.utsa.edu/resources/pdf/honors-thesis-handbook.pdf>

What is an Honors Thesis Project?

Broadly, the Honors thesis is an independent undertaking involving research or creative work that represents the culmination of your academic and personal endeavors as an undergraduate.

This project includes four key components:

1. The completion of a series of courses in an Honors Track

2. Timely submission of all required pre-presentation materials to Honors including a completed and signed application to present, a three-page project description, a photo to be used in the program, and an abstract.
3. A university-wide presentation of your thesis work during Honors Research Week
4. A written Honors thesis--a body of work, which demonstrates a deep understanding of a research or creative topic

Completion of Track Courses: You will apply to and be accepted into an Honors Track before the start of your junior year. The Honors Tracks are outlined on the Honors website and in the Honors College Student Handbook. Please refer to them for specific information about the tracks and the track courses.

Thesis Presentation: You will give a 10-12 minute presentation of your findings with additional time allotted for a question-and-answer period, at a university-wide event during Honors Research Week held in November or April. Your presentation must occur during your last thesis course, and must take place prior to graduation. The presentation time will be arranged by the Honors College.

Written Thesis: Your thesis is a written document where the thesis question is discussed based on your research and analysis. If you write a creative thesis project, it should include information on the creative process. In both types of theses, the student is expected to include a thesis question, relevant literature, methodology, and analysis.

Who Writes an Honors Thesis?

All students enrolled in the University Honors College author an Honors thesis.

Thesis Archives: One way to find out what projects have been done in your discipline is to look at the Honors College thesis archive. We have hard copies of theses from the last 20 years in the Honors College office. Stop by to look!

Thesis length: You will notice that theses range in length, and there is no definitive answer to “how long does a thesis have to be?” The best way to find what would be appropriate in your field is to find examples of previous theses or to ask your Honors Track Director.

The Timeline for an Honors Thesis

Sophomores: Apply and be accepted into an Honors Track. Tracks have a certain capacity and can fill.

Juniors: Complete all track courses except for thesis courses.

Seniors: Complete thesis courses.

Transfer students: Students who transfer to WP as juniors will apply to their Honors Track in their second semester but should begin taking track courses in their first semester. Students who transfer as freshmen or sophomores should follow the schedule above.

Above all, **YOU ARE RESPONSIBLE FOR THE TIMELY AND SUCCESSFUL COMPLETION OF YOUR THESIS.** It is this independence and commitment that separates Honors thesis work from normal coursework. At the same time, your track director and the Honors staff know that this is your first time doing a thesis and will provide you with appropriate guidance and mentorship throughout the process.

Thesis Presentation

You will give a 10-12 minute thesis public presentation during Honors Research Week. You may be required to record your presentation prior to its premiere. If you are required or allowed to record your presentation, your recording will be premiered to a university-wide audience at which you will be present to field live questions. Your Honors track director may require that you prepare Powerpoint slides to accompany your presentation. Creative thesis projects may require filming a performance. The Honors College staff and your track director will determine the exact requirements.

Thesis Forms

Thesis forms provide deadlines to keep you on track and allows us to measure the progress of thesis students. Thesis forms can be found on the Honors College website. It is YOUR responsibility to make sure these forms are submitted by the Honors College deadlines. Please make sure to read ALL directions closely on each form before they are submitted.

Research (and Projects) Involving Human Subjects

If you plan to conduct research involving human participants, you have an additional step to take in completing your thesis: You MUST obtain approval from the Institutional Review Board (IRB) for any research involving human participants. You may NOT involve human subjects in any research activity until you have obtained IRB approval!

If you plan to film or photograph human subjects, you typically only need to obtain a video release from the individuals whose images will be captured in your thesis work.

Thesis Content Expectations

Determining a Thesis Topic: Before the start of your junior year, you will apply to join a research or creative performance Honors track. You will determine your thesis topic in consultation with your track director. Track courses inform the kinds of topics you will choose.

Below are the standard requirements. Your Honors College track director and/or thesis advisor may have specific requirements that differ from the following, including the number of chapters, chapter content and organization, etc. Below are the general expectations. Refer to instructions from your track director for additional requirements and expectations.

Text of a Thesis in the Humanities and Related Disciplines

Scholars from the humanities and related disciplines write a thesis that builds an argument. That argument or thesis statement should be a unique take on work in the field. Research into what others have said and done is the essential first step, but your thesis should go beyond prior work to include your own insights and critical thinking.

Chapter 1: Introduction/Background/Literature Review. The Introduction will have the thesis statement – that is, what you intend to argue in the thesis – as its centerpiece. A thesis statement is a short statement that summarizes the main point or claim of an essay, research paper, etc., and is

developed, supported, and explained in the text by means of examples and evidence.

Middle Chapters Build the Argument: The middle chapters in this type of thesis address various aspects of the topic necessary to build the overall argument. There must be at least one chapter in between the Introduction and Discussion and most Honors theses will have at least two chapters in between the Introduction and Discussion, but you and your track director are responsible for deciding how many chapters are necessary.

Conclusion: In this final chapter of the Honors thesis, you sum everything up. Just as your introduction acts as a bridge that transports your readers into the “place” of your analysis, your conclusion should help them see why all your analysis and information should matter to them after they put the paper down. In your conclusion you will consider broader issues, make new connections, and elaborate on the significance of your findings.

Text of a Creative Thesis

A creative thesis should never consist of just the creative work itself. In addition to whatever creative product a student decides to prepare, the creative thesis needs at a minimum two additional written sections – a proposal piece that explains the goals of the project and an evaluative piece that assesses whether and to what extent the student reached his or her goals. Thus, an Honors thesis that involves a creative presentation or a problem-solving project should contain the following sections:

Chapter 1: Introduction/Background/Plan. This Introduction will describe what you were attempting to accomplish in preparing the creative work, what goals you set for yourself, and why you set those goals. It should also typically contain a discussion of the historical and cultural context of the work and should explain how your work is influenced by the work of other artists, writers, musicians, etc., in your field.

Chapter 2: The Creative Product. This section will contain the actual creative work that you produced. If the product involved creative writing, then the text should appear here. If the product was a website, you should include pdfs of the website and links to the various pages of the website. If the product is not written, you should refer the reader to the creative piece that is attached to the text – e.g., a CD, DVD, photographs, etc. If the product is a performance, the student should aim to video record the performance, although audio recording is acceptable. If the product is a visual one – e.g., sculptures or paintings – slides or photos of the work should be included in this section.

Chapter 3: Evaluation. This section should address a variety of issues, including whether or not you accomplished what you set out to accomplish, what problems you encountered that led you to modify the product, etc. You may also wish to describe the creative process you went through as you worked on the product – e.g., what changed for you, what did you learn as you worked?

Text of a Research-Based Thesis in the Sciences, Social Sciences and Business

Biology theses have specific requirements. See below.

Business group projects are allowed in specific circumstances. See below.

Nursing theses require five chapters with slightly different titles and expectations.

Social Science theses: Depending on the topic, theses in the social sciences track might be: 1) empirical research reports, 2) comprehensive reviews of the scientific literature, 3) legal analyses, 4) policy papers, or 5) historical essays. Some of these options are social science projects and some are more like humanities projects.

Typically, the body of a standard, research-based thesis will include the following sections:

Chapter 1: Introduction/Background: The Introduction/Background should include a clear

statement of the subject under investigation, the questions the thesis will attempt to answer, definitions of important terms, and a rationale for the study and the structure of the thesis.

Chapter 2: Materials and Methods: This should include a detailed description of the materials and methods – the theoretical approach, instruments used, data collection and analysis, performance principles, etc. This section often has subsections with sub-headers. For example, the Methods section may have subsections, such as Participants, Procedures, Materials, Equipment, etc. You and your thesis advisor should determine what the appropriate sub-sections are.

Chapter 3: Presentation of Findings or Results: This section of the thesis must provide a careful analysis of results with convincing evidence to support the main thesis presented in the introduction, along with an analysis of the results of testing the hypotheses presented in the introduction.

Chapter 4: Discussion and Conclusions: This section will summarize the results and significance of your research, attempt to explain any unexpected findings, discuss the limitations of the project, and address directions that future work in the area should take.

Additional Guidelines for Thesis Projects- Biology Honors Track

Concept: Like all theses, a science thesis is a major original written work on a focused topic that in which a student develops expertise, generally exceeding that of their peers, both to answer the question proposed by the work, and to demonstrate the ability to do high-level research. A thesis in the natural sciences (biology, chemistry, physics, and related areas) is special in that it is explicitly empirical in nature- it involves observations of natural phenomena that can be measured and usually quantified, and these measurements can be compared and analyzed according to various techniques. These techniques can be understood and repeated by other workers. Then the results of those analyses are placed in the context of what other scientists have discovered, producing a complete scholarly work. This can be communicated in person and in writing. Note that there is almost always an extended period of training with, followed by laboratory or field data gathering, and data analysis before one ever sits down to “write” a thesis in the natural sciences. However, once you reach that stage, what goes in the thesis and what does not? That is what this document is meant to help with.

What is appropriate to include in a science thesis?

1. **Written material-** A science thesis is a major written work, just as any academic thesis would be. However, the things that are written follow a general format. First is the Introduction, which explains the problem being approached, previous findings by others (cited thoroughly, and in the correct format- author-date style), any hypothesis you plan to test, and your general approach.
2. There will be **Methods-** this section will outline what you did, in lab, in the field, or computationally, in detail, written in the past tense. This includes how you collected data, or if you are using data (it is possible to re-analyze data from other studies in some situations) how you chose it and put together your analyses. Any mathematical transformations, solutions, or statistical comparisons used should be explained here.
3. **Data-** scientific work is always based on data. In a thesis this is most likely data you collected, and this is usually included in a Results section. Results sections normally include the data, graphed or portrayed for easy understanding by the reader, and any mathematical or statistical outcomes/findings. The results section describes what the graphs show, but does not explain what they “mean” in the big picture.

Note: it is okay- correct even- to include experiments that did not work well in the methods or ones that gave strange outcomes in the results (or experiments that did both). In a thesis, all the work you

did is valued, please include work that might have been “disappointing” in some sense, those “failures” are an important part of science, and are also worth discussing in the next section as context for your findings.

4. **Meaning-** what you, the scientist, think this all means goes in the Discussion section. This section often includes multiple citations of others’ work, since understanding what your findings mean in the “big picture” is very important. It also should relate the results back to any questions or hypotheses set up in the Introduction. A good Discussion section takes a “report” as you would do in a lab course and turns your work into a real scholarly piece of science.

5. **References-** all ideas and data from others’ work need to be carefully referenced in a list, at the end of the thesis.

6. **Visualizations-** Charts, graphs, images, and tables all are normal parts of a scientific thesis. A well-done figure showing an interesting result, in fact, can be the key “outcome” of your hard work. Most of this material should in the Results section of your thesis. In some cases, a graph or picture might be seen in the introduction, or a depiction of an experiment included in your Methods section. Any graph should be at least ½ page in size, have a legend (box of text explaining what the graph is showing) and be included close to the text that describes it, embedded in the work.

- ***What is NOT appropriate to include?***

- Direct quotes.- especially long quotes. Scientific writing seldom utilizes the quote, which is more common in the humanities and social sciences. We recognize ideas as important, but the exact words of the original author, less so. We use a paraphrase-then-cite technique to reference other scientists’ work.

- Tables of raw, unanalyzed data. Data are the raw material of your thesis, but usually not the final product. A spreadsheet with 100’s of data points is hard to understand, a graph that summarizes those columns of numbers is usually much better.
- Multiple graphs or tables showing the same data different ways (pick the best representation for your results, and portray those). It is fine to have multiple graphs and possibly tables, but use them to portray different data, from different experiments, each in the easiest manner for the reader to understand.
- Data that were not used in your analyses. If you collected data but could not use it, you can describe that in the text, but do not include it. That can confuse your readers.
- Whole graphs copied directly from others’ work. It is best to cite that information in text, not by copying others’ visualizations.

How *Long* is an Honors Thesis in the Natural Sciences?

This is difficult to say, because science can take a long time to produce a finding that can be summarized in just a few pages. So, simply going “minimum ___ pages” is not very meaningful. HOWEVER, given that most theses will include significant background information, including theory and data, written Methods and Results from more than one experiment (maybe several), charts, graphs, or tables for each result, and at least two pages of references, a strong thesis should include, total, at least 20 pages of total “printable” material, not including cover pages or signatures. There is no maximum, but it is hard to imagine, in a Bachelor’s degree thesis, more than 60 pages.

Group Business Projects

Group projects are allowed only in the Honors Business Track for students who participate in a group project as part of Practicum (ACCT/ECON/FIN/MGT/MKT 4850) and Case Writing (ACCT/ECON/FIN/MGT/MKT 4860)

Here are the guidelines for acceptance of a group thesis project:

- There is a strong rationale for the thesis to be a group project.
- The student, the track director, the project advisor (if different from the track director), and the Dean of the Honors College meet prior to the start of the thesis work to discuss the structure of the project.
- It must be clear, in writing and from the outset, what part of the work is the responsibility of each student and what is the group's responsibility.
- Each student produces a thesis in which there may be some shared text/material, but which also includes the student's individual contributions to the project. Work done by the group must be appropriately cited.
- Each student, after the completion of the project, produces a written reflection on the nature of the endeavor with the group: how it worked and what was valuable. This reflection should be included as the last appendix to the student's thesis.

The Dean of the Honors College, in consultation with the track director(s) will make the final determination as to the acceptability of the group project thesis proposal.

Collaborative Thesis Projects (must be approved by September 30 if presenting/completing in May; must be approved by May 30 if presenting/completing in December)

The Honors thesis project is an individual project. In rare cases, the Honors College is open to exploring options for joint thesis work by pairs of honors students. The Honors College will accept proposals for collaborative theses under the following policies:

- There is a strong rationale for the thesis to be collaborative.
- There are two collaborators; both are Honors students.
- The two students have the same thesis advisor.
- The students, the thesis advisor, and the honors track director (if different from the thesis advisor), and the Dean of the Honors College meet prior to the start of the thesis work to discuss the structure of the project.
- It must be clear, in writing and from the outset, who is responsible for what part(s) of the work.
- Each student, after the completion of the project produces a written reflection on the nature of the collaboration: how it worked and what was valuable. This reflection should be included as the last appendix to the thesis.
- The students produce two theses in which there may be some shared text/material, but which also includes their individual contributions to the project. Work done by the collaborating student must be appropriately cited.
- The students, with consultation and approval by the Honors Track Director and the Honors Dean, can opt for either a joint presentation or two individual presentations.

Evaluation of your thesis presentation and your thesis

Your Honors Track Director will evaluate your thesis presentation and your thesis. Others, including other track directors and other Honors students, may be given evaluation rubrics for assessment purposes that will not factor into your grade for your thesis courses.

Graduating with Honors: All thesis forms and the digital thesis (properly formatted) must be submitted by May 1st for May graduates, by August 1st for August graduates, and by December 1st

for January/December graduates. These documents are required before the Honors College will certify you as an Honors College graduate. It is your responsibility to be sure all of the documents are submitted by the deadline.

ADVISEMENT AND SUPPORT

ADVISEMENT

First and second-year Honors students are advised by academic advisors from the Advising Center found <https://www.wpunj.edu/advisement-center/> with the exception of Music and Art majors who are advised by faculty in their majors. Students can locate the name of their advisor using WPCconnect 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.

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.

Short or Long-term Study Abroad

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: 207 Raubinger