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DEGREES OFFERED

BACHELOR OF ARTS

Arts, Studies in the
Biology
Business Studies
Chemistry
Communication Studies
Computer Science and Information Systems
Criminal Justice
Economics
Education
Environmental Studies
Geology
Historical Studies
Hospitality and Tourism Management Studies
Languages and Culture Studies
Liberal Studies
Literature
Marine Science
Mathematics
Philosophy and Religion
Physics, Applied
Political Science
Psychology
Sociology and Anthropology Studies

BACHELOR OF FINE ARTS

Visual Arts/Studio
BACHELOR OF SCIENCE

Biochemistry/Molecular Biology
Biology
Business Studies Chemistry
Computational Science
Computer Science and Information Systems
Environmental Science
Geology
Hospitality and Tourism Management Studies
Marine Science
Mathematics
Physics, Applied
Psychology
Public Health
Social Work
Speech Pathology and Audiology
Nursing (B.S.N.)

GRADUATE DEGREES

Doctor of Physical Therapy
Master of Arts in Criminal Justice
Master of Arts in Holocaust and Genocide Studies
Master of Arts in Education
Master of Arts in Educational Leadership
Master of Arts in Instructional Technology
Master of Business Administration
Master of Science in Computational Science
Master of Science in Nursing
Master of Science in Occupational Therapy
Master of Social Work
Professional Science Master’s in Environmental Science
POST-BACCALAUREATE CERTIFICATE/ EDUCATIONAL ENDORSEMENT PROGRAMS

Bilingual/Bicultural Education Endorsement
Communication Disorders Preparation Certificate
English as a Second Language Endorsement
Family Nurse Practitioner
Learning Disabilities Teacher Consultant Endorsement
Middle School Language Arts/Literacy Endorsement
Middle School Math Endorsement
Middle School Preschool- Grade 3 Endorsement
Paralegal Studies
Post-Master’s Forensic Psychology Certificate
Post-Master’s Homeland Security Certificate
Preparation for the Health Professions
Special Education Endorsement
Student Assistance Coordinator
Supervisor Certificate Endorsement

EQUAL OPPORTUNITY COLLEGE
The Richard Stockton College of New Jersey is an equal opportunity college. It does not discriminate in admission or access to its programs and activities or in treatment or employment of individuals on the basis of race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status, familial status, affectional or sexual orientation, gender identity or expression, domestic partner-ship status, atypical hereditary cellular or blood trait, genetic information, disability (including perceived disability, physical, mental and/or intellectual disabilities), or liability for service in the Armed Forces of the United States.

AFFIRMATIVE ACTION
The Richard Stockton College of New Jersey stands firmly committed to the principle of equal employment opportunity. The College employs a diverse population of women and men who represent various racial, ethnic and economic backgrounds. The College strives to maintain and extend that diversity, not only to comply with state and federal statutes, but also to provide an educationally desirable environment. To that end, the College has developed an Affirmative Action Program to reaffirm and operationalize fully Stockton’s commitment to equal opportunity for all job classifications.

The sexual harassment of students or employees by faculty, administrators, other employees or students is a form of sex discrimination prohibited by state and federal law. The College regards such behavior as a violation of the code of conduct required of all persons associated with the institution.

In addition, the College complies with federal regulations that require it to employ and to advance the disabled, Vietnam-era veterans and disabled veterans.
ACCREDITATION
The Richard Stockton College of New Jersey is accredited by the Commission on Higher Education—Middle States Association of Colleges and Schools. The undergraduate Social Work Program has been accredited by the Council on Social Work Education. The Master in Social Work Program has been granted Candidacy status by the Council of Social Work Education, and anticipates receiving full accreditation no later than 2012. The teacher education sequence has been approved by the New Jersey Department of Education and the National Association of State Directors of Teacher Education and Certification. The Nursing Program is accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education. The Chemistry Program offers a B.S. track accredited by the American Chemical Society. The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

ACADEMIC RIGHTS AND RESPONSIBILITIES
The Richard Stockton College of New Jersey recognizes a member of the College community to be no less a citizen than any other member of American society. As citizens, members of the campus community enjoy the same basic rights and are bound by the same responsibilities to respect the rights of others as are all citizens. Among the basic rights are freedom to learn; freedom of speech; freedom of peaceful assembly, association and protest; freedom in political beliefs; and freedom from personal force, violence, abuse or threats of the same.

As citizens, members of the campus community also have the right to organize their personal lives and behavior, so long as they do not violate the law or agreements voluntarily entered into and do not interfere with the right of others or the educational process.

ABOUT THE BULLETIN
The Stockton Bulletin, published every two years, is an official, online publication of The Richard Stockton College of New Jersey. It provides a summary of many College policies and procedures and selected activities and services. Copy for the Bulletin was prepared as of the spring of 2010. While every effort has been made to ensure the accuracy of the information contained, the College reserves the right to make changes at any time without prior notice.

Preregistration and registration procedures, billing and payment information, course offerings for the given term and additional course descriptions are available online at Stockton’s online course catalog.
MESSAGE FROM THE PRESIDENT

Welcome! The Richard Stockton College of New Jersey is one of America’s most distinctive public colleges, consistently ranking among the nation’s finest educational institutions. This distinguished college of liberal arts, sciences and professional studies is noted for distinctive program offerings and an interdisciplinary approach to learning, while also providing students with a high-quality and diverse student, faculty and staff population.

Although we are young, founded in 1969, we already have a tradition of anticipating and leading changes that other universities and colleges follow. Stockton offers bachelor’s degree programs, master’s degree programs, and a doctoral degree program, each designed to challenge the best and brightest: our students. We also offer many of the academic, technological and cultural advantages of a large university, but with the community spirit of a liberal arts college.

Our aim is to educate students who will be the leaders of our society. Through course study and involvement in the extensive range of college activities, students prepare for a larger civic engagement and for the habits of service and philanthropy that enable our communities to prosper. Complementing our outstanding academic environment, we also offer our students a wide array of non-academic activities, which provides them with a strong sense of community. A variety of programs are also available to our commuting students so that they, too, have the opportunity to take advantage of what the Stockton community has to offer.

Stockton is highly regarded for its innovative programs in undergraduate education with a focus on student learning. Our outstanding faculty and staff are highly credentialed and are dedicated to enabling students to think critically, to understand the significant issues of the sciences and the value of the arts, to appreciate why societies flourish and perish, and to realize the importance of acting responsibly and living humanely. Moreover, our courses focus on the active participation of students, often emphasizing interdisciplinary work and utilizing small-group and self-directed learning. Internships, independent study, small classes and student participation in faculty research are also among the many offerings at the College to ensure that students reap the benefits of a Stockton education. Furthermore, we also integrate innovative teaching and learning techniques, along with the latest in technology into the curriculum.

As a student, you will have tremendous opportunities to learn from distinguished faculty and to participate in campus activities with individuals from various backgrounds and perspectives. Your student years are likely to be some of the best years of your life, and they will prepare you for future success. However, much of the success of your student years depends on you. This Bulletin is a road map that can provide answers to questions about classes, College policies and procedures, in addition to College activities and services. Use it well and have a delightful and rewarding time as one of our excellent Richard Stockton College students.

Best Wishes,

Dr. Herman J. Saatkamp, Jr.
President
COLLEGE OVERVIEW

THE COLLEGE
The Richard Stockton College of New Jersey is a selective public college offering distinctive undergraduate and graduate programs with an emphasis on the liberal arts tradition. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the College accepted its charter class in 1971.

More than 7,000 students are enrolled at the College, which provides distinctive traditional and alternative approaches to education. Stockton seeks to develop the analytic and creative capabilities of its students by encouraging them to undertake individually planned courses of study that promote self-reliance and an acceptance of and responsiveness to change.

MISSION STATEMENT
Adopted by the Board of Trustees in 1982

Prologue
Founded in 1969 as a public four-year college within the New Jersey system of higher education, The Richard Stockton College of New Jersey offers baccalaureate-level programs in the arts, sciences and professional studies. A residential college whose students are drawn from throughout the state, Stockton is located at the edge of New Jersey’s Pine Barrens, 12 miles northwest of Atlantic City.

Mission
At Stockton we seek to help our students develop the capacity for continuous learning and the ability to adapt to changing circumstances in a multicultural and interdependent world by insisting on breadth, as well as depth, in our curriculum. We believe that the breadth inherent in an interdisciplinary approach to liberal education both prepares students for inevitable career changes and enriches their lives.

We insist on excellence in teaching and dedication to learning. These, indeed, are the guiding principles of our mission. Moreover, we recognize a responsibility not only to transmit received ideas to our students but to participate in the development of new ideas. Accordingly, we encourage continuous research, learning and professional development for our faculty and staff.

Quality academic programs are best created, developed and maintained by a high degree of faculty and student responsibility for, and participation in, the educational process. For that reason, the College is committed to faculty-wide involvement in general education and in teaching such academic skills as writing, quantitative analysis and logical reasoning. Breadth, then, is not only a desirable outcome for our students but a requisite for the faculty who teach these students. To teach beyond the traditional bounds of one’s area of formal expertise, across disciplinary lines, and to interrelate the traditional disciplines requires an extraordinary effort from faculty. It is imperative that the executive administration and the trustees provide the resources and the atmosphere that will make such exceptional effort both possible and appreciated.
Our insistence upon breadth of education for all students does not preclude an emphasis on depth of study in the major disciplines but rather supplements it. Our academic programs must offer students a real understanding of the ideas and methods of their disciplines, including those most recently developed. Exposure to many disciplines and intensive investigation of one discipline should prepare graduates to move into appropriate fields of employment or to continue with graduate academic or professional study.

At Stockton we believe that co-curricular activities complement the academic curriculum and, along with classroom education, help students develop the capacity for making intelligent choices. While we offer students assistance in and out of the classroom, we emphasize and encourage student initiative in their co-curricular life, and in all aspects of college life, in keeping with our belief that students share the responsibility for their education.

We value diversity and the differing perspectives it brings. Accordingly, we are unequivocally committed to implementing the principles of affirmative action in the composition of our student body, faculty and staff.

Just as students must receive an education that is sufficiently broad to permit flexible response to changes in society, so too the College must be able to change and adapt to differing circumstances and needs in our society. In order to best fulfill our mission, we must all recognize the limitations of our resources and respond with a prudent and flexible allocation of those resources.

Finally, Stockton is committed to the positive development of southern New Jersey. Through research and community service, we actively seek to take advantage of and to improve the unique physical and human environment in which the College is located.

**Graduate Education Mission**
The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career opportunities, and transmit our intellectual and cultural heritage in all its diversity. Its graduate programs are consistent with the College’s commitment to the liberal arts and support the undergraduate program through enriched resources, the discovery of new approaches to teaching and learning, and the creative use of technologies. Through accessible graduate education the College responds to state and regional needs.

**HISTORY**
The College was authorized by the passage of New Jersey’s 1968 bond referendum and was founded in 1969 with the appointment of the Board of Trustees. Named for Richard Stockton, one of the New Jersey signers of the Declaration of Independence, the College first offered instruction in September of 1971.
GOVERNMENT AND CONTROL
Subject to the general policies, guidelines and procedures set by the State of New Jersey, Stockton’s Board of Trustees has general supervision over and is vested with the conduct of the College. The Trustees have and exercise the powers, rights and privileges that are incident to the proper government, conduct and management of the College. The Board of Trustees consists of ten persons appointed by the governor and two elected student trustees, one voting and one non-voting. The College president also serves as an ex officio member of the Board of Trustees. Students, faculty and staff share the initiative and responsibility for the College’s social, recreational, athletic and cultural programs and activities, and participate on a variety of boards and task forces.

CALENDAR 2010-2012*
Fall 2010 classes begin on September 7, 2010, and end on December 14, 2010. Spring 2011 classes begin on January 18, 2011 and end on May 2, 2011. Fall 2011 classes begin on September 6, 2011, and end on December 13, 2011. Spring 2012 classes begin on January 17, 2012, and end on April 30, 2012. Fall and spring terms are divided into two sub-terms for some classes. Eight sessions of varying length are scheduled during the summer. The complete academic calendar appears online.

*Dates are tentative until approved officially by the Board of Trustees.

FRESHMAN ADMISSION REQUIREMENTS
Stockton operates a continuous admissions program. A student may apply for admission to the fall or spring term and will be notified concerning acceptance as soon as the application file is completed. Applicants must submit ACT or SAT test scores. Minimum scores may vary according to class rank. Stockton also operates an early admission program for high school students in their junior year.

STOCKTON STUDY PLAN
Stockton emphasizes both breadth and depth of study by including general studies and major study within every degree program. Within this framework Stockton students, under the guidance of a faculty or staff preceptor, develop and pursue their own talents, interests and life goals. The intellectual value of each class is maintained at a high level by critical faculty selection and evaluation, combined with substantial student-faculty contact.

Students at Stockton have special opportunities—and responsibilities—to influence what and how they learn by participating in the major decisions that shape their academic lives. The major avenue of this participation is the preceptorial system, which enables students to work on a personal basis with an assigned faculty or staff preceptor in the planning and evaluation of individualized courses of study and in the exploration of various courses of instruction. It is up to the student with the assistance of a preceptor to chart a program of studies that is coherent and educationally sound and defensible.
DEGREE REQUIREMENTS
Stockton undergraduate degrees require a minimum of 128 earned or transferred credits. All bachelor’s degree programs include a combination of General Studies and Program Studies courses. Specific requirements are listed within each program description. For information on graduate programs, see the Graduate Bulletin.

BULLETIN PROVISIONS
The provisions of this Bulletin are subject to change without notice and do not constitute an irrevocable contract between any student and The Richard Stockton College of New Jersey. The College reserves the right to make changes as required in course offerings, curricula, academic policies, standards, and other rules and regulations affecting students, to be effective whenever determined by the College. All changes will be published by the College. These changes will govern current and formerly enrolled students.

SPECIAL ACADEMIC PROGRAMS
The College offers a self-designed major (the Liberal Studies Program), cooperative education, internships, service learning, overseas programs, student-initiated seminars and independent study projects. To date, more than 80 percent of Stockton students have taken at least one student-initiated learning experience such as an independent study project.

TEACHING STAFF
Stockton has 264 full-time faculty, 96% of whom hold terminal degrees.

TUITION/FEES
Current information on tuition and fees for Fall, Spring and Summer terms may be found on the Bursar’s Office Web pages.

Flat Rate Tuition
Full time undergraduate students are charged a flat rate for tuition/fees. Students may enroll in 12-20 credits and pay the same rate. For current flat rate tuition and fees, see the Bursar’s Office pages. See a complete description of current College fees.

Meal Plans and Housing
Current meal plans and rates for fall and spring are available, as well as current Housing rates for fall, spring and summer.

STUDENT FINANCIAL AID
In fall 2008, 86 percent of the entering freshmen applied for aid. Of that numbers, 76% demonstrated financial need, 42 percent received grants or scholarships and 79 percent of freshman financial aid applicants received loans. Students holding Federal Work Study jobs averaged 20 hours weekly, earning $400 to $2,060, per student, annually.
STUDENT LIFE
The College’s 1,600-acre campus provides an excellent natural setting for a wide range of outdoor recreational activities, including sailing, canoeing, hiking, jogging and fishing. Students, faculty and staff take part in an extensive intramural and club sports program that includes aikido, crew, flag football, golf, soccer, street hockey and volleyball. At the intercollegiate level, Stockton competes in NCAA Division III men’s baseball, basketball, lacrosse and soccer; women’s basketball, crew, soccer, softball, tennis and volleyball; and men’s and women’s cross-country and track and field. The College has weight rooms, racquetball courts and outdoor recreational facilities including a street hockey rink.

More than 80 clubs and organizations operate on campus: social clubs, service clubs, special-interest clubs and independent organizations. Participation in co-curricular activities can be documented through the College’s student development program, ULTRA (Undergraduate Learning, Training, and Awareness) and issuance of a co-curricular transcript to students.

LIBRARY AND MEDIA RESOURCES
The library contains more than 800,000 volumes, including books, reference materials, periodicals, newspapers, microforms, media, computer software, archival materials and government documents. It provides access to these collections and to a wide range of electronic resources through the library’s Web site.

The library has special collections focusing on New Jersey and the Pine Barrens, and is a repository for federal and state documents and the New Jersey Pinelands Commission. The library has study areas throughout its three floors. Every seat has access to a wireless computer network. Laptop computers and wireless network cards are available for circulation. There are more than 125 public-access computers available in the building. The library’s resources and services are provided 95 hours per week during the fall and spring semesters.

BUILDINGS AND GROUNDS
The College’s grounds comprise 1,857 acres (including land leased to a hospital and a rehabilitation center) and a seven-acre marine science field station in nearby Port Republic. The total value of the College’s capital assets (e.g., land, buildings, equipment and books) is approximately $92.5 million.

STOCKTON AND THE STATE SYSTEM OF HIGHER EDUCATION
As part of the New Jersey System of Higher Education, The Richard Stockton College of New Jersey operates under the provisions of state law, including the administrative policies of the New Jersey Commission on Higher Education and the Stockton Board of Trustees.

New Jersey statutes assign the authority and responsibility for governance of public colleges. Familiarity with the major statutory provisions will help faculty, students and staff to understand the organization and delegation of authority at each level of public higher education in New Jersey. For additional information, individuals may consult Title 18A, Education, of the New Jersey Statutes.
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY BOARD OF TRUSTEES
The Richard Stockton College of New Jersey has a Board of Trustees who must be citizens of the State; not more than three may reside in any one county, and at least two must be women. The trustees are appointed to six-year terms by the Governor. The President of the College is an \textit{ex officio}, non-voting member of the Board of Trustees. Two students, one voting and one non-voting, are members of the Board of Trustees. The student trustees must be at least 18 years of age and be full-time, regularly enrolled students in good academic standing and serve for two consecutive one-year terms. The government, control, conduct, management and administration of the College are vested by statute in the Board of Trustees of the College. Among the responsibilities of general supervision, the Board determines the educational programs of the College; determines policies for organization, administration and development of the College; approves an annual budget request for submission to the State; appoints, promotes and transfers College personnel; and makes and promulgates such rules and regulations as are necessary and proper for the administration and operation of the College and its purposes.

The Board of Trustees’ business is conducted in public sessions set at the Board’s discretion. The Board usually schedules five open/public meetings each academic year. An agenda is normally available in advance of the meetings. All materials concerning the Board of Trustees, its meetings and actions are available in the Stockton library. Inquiries about the Board should be addressed to the Office of the President.

ADMINISTRATIVE ORGANIZATION
A brief description of the primary areas of responsibility for the administrative divisions of the College is provided here. The Administrative Staff Directory is included in this \textit{Bulletin}.

OFFICE OF THE PRESIDENT
Appointed by the Board of Trustees, the president is the chief executive officer of the College. Areas reporting to the president include the Office of External Affairs, the Office of Planning and Institutional Research and the Office of Affirmative Action/Ethical Standards.

\textbf{Office of External Affairs.} This office leads the development, alumni affairs, public relations, marketing, and publications and creative services efforts of the College. The activities of this office include providing counsel, technical support, and graphics, print, video and Web production, as well as oversight of the College’s development initiatives and alumni affairs. The Special Assistant to the President for External Affairs serves a consultancy role to the College president and guides institutional communications strategies.

\textbf{Office of Planning and Institutional Research.} coordinates both strategic and operational planning cycles, including gathering institutional data, collaborating in unit and cross-functional goal-setting, consulting in allocation processes, assisting in assessment activities, and disseminating results with recommendations to key decision-makers.
Office of Affirmative Action/Ethical Standards. This office monitors the College’s progress toward the implementation of affirmative action and equal opportunity guidelines. The Affirmative Action Officer serves as the Section 504 coordinator. This office also provides advice and counsel to employees on all Code of Ethics issues. Any inquiries or complaints regarding affirmative action, civil rights and/or Code of Ethics issues should be filed with:

Office of Affirmative Action/Ethical Standards
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
(609) 652-4693

Each of the other three administrative divisions of the College, listed below, is headed by a vice president who reports directly to the president.

DIVISION OF ACADEMIC AFFAIRS/OFFICE OF THE PROVOST
This office is responsible for the instructional and academic programs of the College. The Office of the Provost administers all degree programs, courses, modes of instruction, student learning outcomes assessment, the library and media center, academic advising, computer services, grants administration and faculty development. It also evaluates the entire academic program and supporting personnel, and is responsible for handling academic issues and hearing academic appeals, such as those concerning academic honesty.

DIVISION OF ADMINISTRATION AND FINANCE
This office manages the fiscal and administrative functions of the College intended to support the academic mission of the College and student services. Such functions include budget, purchasing, bursar, payroll, human resources, plant management, facilities planning and construction, food service, bookstore and campus policy.

DIVISION OF STUDENT AFFAIRS
This office provides the support services necessary for the operation of the College’s educational programs including admissions, Educational Opportunity Fund Program, financial aid. This office also administers campus life programs and services for students, including athletics and recreation, career services, campus activities, counseling services, health services, alcohol and drug counseling, housing and residence life, the Student Senate, College centers and student services.

INFORMATION ABOUT THE COLLEGE
Dean of Enrollment Management
The Richard Stockton College of New Jersey Pomona, NJ 08240-0195
Phone: (609) 652-4261 or toll-free 1-866-RSC-2885
E-mail address: admissions@stockton.edu
Office: F-101
www.stockton.edu
MILESTONES

December 1966
Approval of Higher Education Act of 1966, providing individual state college boards of trustees “general supervision over the conduct of the college.”

November 1968
Passage of $202.5 million capital construction bond issue, including $15 million for new State college in southern New Jersey.

February 1969
First meeting of Board of Trustees of new State College.

June 1969
Appointment of Richard E. Bjork as first president of the College, effective September 1, 1969.

October 1969
Adoption of The Richard Stockton State College as College name.

Selection of site of College in Galloway Township, Atlantic County; retention of firm of Geddes Brecher Qualls Cunningham as campus architect.

December 1970
Initiation of construction.

September 1971
Opening of College and the start of first academic year with 1,000 students, 97 staff and 60 full-time faculty in temporary quarters at the Mayflower Hotel on the Atlantic City Boardwalk.

December 1971
Occupancy of Phase I; transfer of classes and offices to Pomona campus during Christmas period.

September 1972
Initial occupancy of A-Court in campus student housing by 128 students.

February 1973
Opening of Phase II (F-H Wings).

June 1973
Graduation of first Stockton class comprising 290 students.

June 1975
Graduation of first four-year class with 475 receiving degrees; increase of Stockton alumni to 1,106.
July 1975
Completion of Phase III (through L-Wing).

December 1975
Accreditation of Stockton State College by Middle States Association of Colleges and Schools.

October 1976
Opening of Stockton Performing Arts Center.

May 1979
Appointment of Peter M. Mitchell as second president of the College, effective June 29, 1979.

August 1979
First freshman scholarship awards established by The Richard Stockton State College Foundation.

November 1981
Opening of Housing II: Founders’ Hall.

February 1983
Opening of N-Wing College Center.

May 1983
Appointment of Vera King Farris as third president of the College.

April 1986
Establishment of the Charles Cooper Townsend Sr. Distinguished Chair in Classical Studies.

December 1986
Opening of Housing III makes Stockton the most residential of New Jersey’s State Colleges.

April 1987
Opening of the Residential Life Center.

December 1987
A+ bond rating awarded by Standard & Poor’s (the highest rating ever given by Standard & Poor’s to any state college).

June 1988
Dedication by Governor Thomas H. Kean of the Governor’s School on the Environment—the first governor’s school in the nation on the environment.

November 1988
Opening of Lakeside Center.
March 1989
Establishment of the Ida E. King Endowed Chair for the Visiting Scholar in Holocaust Studies.

April 1990
Naming of the Ann F. Townsend Residential Life Center.

May 1990
Graduation of 689 students increases alumni to 13,869. Governor James J. Florio delivers the commencement address and receives honorary Doctor of Laws and Letters degree.

September 1990
“Horizons of Science” Project—renovation of the science laboratory—is completed.

October 1990
Opening of the Holocaust Resource Center.

July 1991
Stockton is reaccredited unconditionally for another 10 years by the Middle States Association Commission on Higher Education, with a special commendation for achieving social and intellectual diversity.

April 1993
The College name is explicated to The Richard Stockton College of New Jersey.

December 1993
The entire College academic complex goes online with a new environment-friendly geothermal heating and cooling system, expected to save more than $300,000 annually in fuel costs alone.

April 1994
The Carnegie Foundation ranks Stockton as one of seven “selective” liberal arts colleges in the United States.

June 1994
The Board of Trustees adopts new planning cycle sponsored by President and Faculty Assembly. This process challenges many established teaching principles, and positions the College to maintain its leadership into the next century.

State approval of Stockton’s first graduate program, the Master of Physical Therapy.

November 1994
The National Science Foundation awards $202,554 in grants to improve the College’s environmental teaching and research facilities.

October 1995
Newly expanded and renovated Library is dedicated.
November 1995
Stockton women’s soccer team advances to National Collegiate Athletic Association (NCAA) tournament’s “final four.” Stockton is selected to host the tournament.

April 1996
New $9.6 million Arts and Sciences Building is dedicated. Also, Board of Trustees approves resolution for construction of new $15 million multipurpose recreation center.

May 1996
National Science Foundation and American Council of Learned Societies award nearly $250,000 in grants to Stockton to augment mathematics-across-the-curriculum program.

July 1996
The national soccer teams of the United States, Saudi Arabia and Nigeria (the eventual gold medal winner) train and play exhibition games at Stockton in preparation for the Summer Olympic Games in Atlanta.

January 1997
Students enroll in the first graduate courses at Stockton.

June 1997
As Chair of the statewide Committee on Advancement, Excellence, and Accountability Reporting, President Vera King Farris leads the first statewide conference convened to explore issues relating to the costs of a college education.

July 1997
A $450,000 grant is awarded by Atlantic County officials to start an Education Technology Training Center (ETTC) at Stockton College. The Center opens that year with the goal of providing teachers of kindergarten through 12th grade with the professional development opportunities to infuse technology into the classroom.

October 1997
Researchers from Stockton and Rutgers University join forces to establish the Jacques Cousteau National Estuarine Research Reserve on the Mullica River.

November 1997
The State Commission on Higher Education approves changes in the College’s programmatic mission authorizing the offering of additional graduate programs on an incremental basis.

January 1998
In the first such survey since 1975, Change, The Magazine of Higher Education, surveys 11,000 members of the higher education community and recognizes President Vera King Farris as one of 21 people named to “Who’s Who of Higher Education Leadership.”
March 1998
Construction is completed on the first phase (athletic fields, track and lighting) of the multi-purpose recreation center.

September 1998
Stockton initiates the first Master of Holocaust and Genocide Studies program in the United States.

January 1999
Stockton awards its first graduate degrees, as two students complete the Master of Business Studies program.

September 1999
The “West Quad” academic building is dedicated, along with housing health science programs and new facilities for student health services and the counseling center.

November 1999
Stockton is recognized by the Templeton Foundation for outstanding leadership in the field of character development. The Foundation lauds Stockton for the CHEER Conference (Civility Harmony Education Environment and Respect) to reduce prejudice, violence and bigotry in schools while championing cultural diversity, and for the College’s leadership role in Holocaust education.

December 1999
President Vera King Farris speaks at the Stockholm International Forum on the Holocaust, hosted by the Prime Minister of Sweden and attended by 44 national heads of state.

May 2000
Stockton graduates a record 850 students including the first two degree recipients in the nation’s first Master of Arts in Holocaust and Genocide Studies. Also, the multipurpose recreation center is completed and inaugurated. First event is “Senior Salute” in honor of spring 2000 graduates.

April 2001
Stephen E. Dunn, Distinguished Professor of Creative Writing, receives the 2001 Pulitzer Prize for Poetry for his collection of poems, *Different Hours*.

November 2001
The men’s soccer team defeats the University of Redlands (California), 3-2, to win the NCAA Division III national championship. It is the first national sports championship in school history.

January 2002
Men’s soccer coach Jeff Haines is named NCAA Division III Coach of the Year for guiding the Ospreys to a 25-1-1 record and the national championship. This marks the most wins in school history and a record number of wins in the NCAA in any division.
January 2003
The Center for Hellenic Studies is created.

March 2003
Herman J. Saatkamp, Jr. is appointed the fourth president of the College, effective July 1, 2003.

April 2003
Wendel A. White, Professor of Art, is awarded a Guggenheim Fellowship in recognition for his photography of black communities in small towns.

October 2003
The Small Business Development Center of Atlantic City merges with Stockton.

February 2004
The Southern Regional Institute (SRI) and Educational Technology Training Center (ETTC) moves to its own building in Mays Landing.

May 2004
Stockton opens its campus in Atlantic City at the historic Carnegie Library Center, the multi-use facility that serves the College and the residents of Atlantic City and region as an educational and instructional facility and conference center.

March 2005
The College develops a Facilities Master Plan, an ambitious, strategic plan that addresses the chronic space shortage and positions the College to grow dynamically.

The Stockton Text Center and Drama Discovery Series is established.

July 2005
The New Jersey Center for Hospitality and Tourism Research is created.

September 2005
Social and Behavioral Sciences offers its first graduate program, the Master of Arts in Criminal Justice.

April 2006
The Doctor of Physical Therapy, Stockton’s first doctoral program, is approved by the State of New Jersey.

June 2006
Stockton develops an Aviation Research and Technology Park with the Federal Aviation Administration William J. Hughes Technical Center to perform research and engineering in the areas of systems engineering, air traffic management, human factors, safety, security and information technology.
July 2006
Stockton begins three year program to convert traditional classrooms into high-technology electronic classrooms.

October 2006
The Master of Arts in Criminal Justice program announces its new Homeland Security track, the first homeland security program in the country that is linked to a graduate-level Criminal Justice curriculum.

May 2007
The College establishes the William J. Hughes Center for Public Policy to foster inquiry into the vital questions of ethics and civility and an ongoing dialogue among state leaders and citizens.

Stockton is awarded the largest single gift in its history, a $500,000 gift from the Leo B. Schoffer family to name Stockton’s Holocaust Resource Center in honor of Schoffer’s parents.

Two additional gifts are granted to the Holocaust Resource Center, one of $250,000 by The Azeez Foundation of Egg Harbor Township, and the other of $100,000 by Mr. Jack Koopman of Amsterdam, the Netherlands.

June 2007
Stockton offers its first Stockton CSI, a residential summer camp for high school students who want hands-on experience with a criminal investigation and trial.

July 2007
The School of Business is created and a new dean appointed. Its three programs are Business Studies, Computer Science and Information Systems and Hospitality and Tourism Management Studies.

September 2007
The College establishes the Stockton Center on Successful Aging (SCOSA); its mission is to develop programs that promote healthy, successful and civically engaged aging among New Jersey’s rapidly growing older population.

Stockton launches a Homeland Security track in the Master of Arts in Criminal justice program and becomes a member of the Naval Postgraduate School Center for Homeland Defense and Security, the nation’s premier homeland security executive program.

December 2007
Former academic “divisions” are changed to “schools” so they can grow their degree programs and operate independently.

The School of Education and School of Business are created.

July 2008
The School of Health Sciences is established.
June 2009
The South Jersey Center for Digital Humanities is founded.

July 2009
The Stockton Center for Community Schools is established.

September 2009
Stockton launches its new MSW Program.

November 2009
New Jersey Coalition for Financial Education (NJCFE), Southern Regional Office, is founded.

February 2010
Stockton develops a partnership with the Noyes Museum.

March 2010
The South Jersey Regional Internship Center is created.

April 2010
The Lloyd D. Levenson Institute for Gaming, Hospitality and Tourism has been established in Stockton’s School of Business.
ADMISSIONS AND FINANCES

THE UNDERGRADUATE ADMISSIONS PROCESS—AN OVERVIEW

Stockton draws its student body from a large variety of prospective applicants, including graduating high school seniors and college-level transfer students. The admissions process is one of selecting qualified applicants from a pool of candidates using varied criteria, such as test scores, previous academic accomplishment and special talents.

It is suggested that applicants visit the College and talk with staff, faculty and students in order to become personally involved in assessing the value of a Stockton education for themselves. To this end, the College hosts tours, Open House events and other outreach programs throughout the academic year. Further, the College’s Web site offers continually updated information to the public.

A student may apply for matriculation through the Office of Admissions only for the fall or spring term. If accepted, a student may major in any academic area, with the exception of nursing, dual-degree engineering, dual-degree pharmacy, accelerated pre-medical, physical therapy, studies in the arts, science majors and teacher education. Eligibility for those programs is determined by the appropriate academic program. For further information, prospective students should contact the coordinator of the program in which they are interested.

All requests for applications and for information on full- or part-time matriculation for the fall or spring term should be directed to:

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
609-652-4261 or toll-free at 1-866-RSC-2885
www.stockton.edu

Any student, matriculated or nonmatriculated, may register for summer classes on a space-available basis. Information regarding summer classes is available online.
FULL-TIME VS PART-TIME ATTENDANCE
The College does not distinguish between full- and part-time students at the time of application, nor does it maintain a separate evening or adult division. A person interested in part-time study as a matriculated student is required to complete all steps of the admissions process. Financial aid and veteran’s benefits programs define a part-time undergraduate student as one who carries fewer than 12 credits.

Stockton operates an instructional day that begins at 8:30 a.m. and extends to 9:50 p.m. Opportunities for part-time study are offered at all times during the instructional day, but students restricted to evening classes will find choices are limited, particularly for fieldwork study and laboratory sciences. Students who intend to pursue their education entirely in the evening may take longer to graduate, and many programs cannot be completed solely in the evenings. *Stockton does not guarantee that a degree can be completed by taking only evening courses.* In addition, while Stockton offers convenient online courses, students may not earn an entire degree through online course work.

DEFINITIONS OF STUDENT STATUS
MATRICULATED
A matriculated student is one who has formally applied and been accepted for admission by the Office of Admissions, and who has satisfied the acceptance deposit requirement. Matriculated students are considered to be working toward a degree, even if they are undecided about a major upon entrance. All matriculated freshman and transfer students with 15 or fewer accepted credits are required to show proficiency in college-level verbal and mathematical skills.

NONMATRICULATED
A nonmatriculated student is one who is interested in taking courses for credit, but who has not formally applied to Stockton. While students may complete a registration form to select classes, they are not considered matriculated or working toward a degree until they complete the formal application process as described below. Nonmatriculated students are not eligible for financial aid, nor are they eligible to live in on-campus housing.

A maximum course load for a nonmatriculated student is eight credits in any term, and no more than 24 credits may be attempted in non-matriculated status. To register beyond the limit of 24 credits, the nonmatriculant must apply and be admitted as a matriculated student. Appeals of the eight-credit limit may be made to the Office of the Provost; however, any appeal must clearly present substantial rationale for an exception to policy.

A nonmatriculated student does not automatically qualify for matriculation after completion of course work in nonmatriculated status. When the nonmatriculated student wishes to change student status to matriculated, s/he must formally apply through the Office of Admissions. Evaluation of the student includes course work taken as a nonmatriculant. Additional information concerning educational background may be required. Faculty recommendations, transcripts from all other colleges attended, test scores and other application materials will be reviewed as part of the admissions process.
TERM OF MATRICULATION
Students are admitted to the College only for the fall and spring terms. The term for which the student enrolls is the student’s official term of matriculation and thereby establishes the academic policies the student must meet. These include academic progress, academic dismissal and graduation requirements. (Students may opt to elect new curricular requirements in lieu of those published at the time of matriculation.)

The following students must formally reapply for admission: those who had previously attended Stockton as a matriculated student and stopped attending for two or more terms; those who were dismissed for academic reasons; and those who were suspended or expelled from the College. Readmitted students, therefore, establish a new term of matriculation and are obligated to the academic policies in effect at the time of readmission.

A student who has been academically dismissed must submit an appeal for reinstatement to the Office of the Provost, and may be required to submit a formal application to the Dean of Enrollment Management.

Students holding a leave of absence do not need to apply for readmission if they return upon expiration of the leave of absence. Information regarding renewal of leaves of absence can be obtained from the Office of the Registrar.

APPLICANT STATUS AND THE ADMISSIONS PROCESS
An applicant should file a completed application as early as possible. Since spaces in the incoming class are filled as applicants apply, the applicant who delays may find that all spaces are gone. Complete instructions may be found online with the application. Deadline dates for the fall and spring terms are announced by the Office of Admissions.

All applicants will be notified promptly of the admissions decision as Stockton renders decisions on a “rolling admissions basis,” not on one particular date. The applicant who does not initially meet the admissions criteria may be placed on a Waiting List and be considered at a later date. During this time the applicant is responsible for updating the application with additional test scores, high school/college transcripts, and any other material requested by the Office of Admissions or deemed important by the applicant in support of this re-evaluation. Waiting List status applies to the term of application only.
FRESHMAN STATUS
A freshman applicant is one who has no previous college experience or one who has completed 15 or fewer college credits at the date of application to Stockton. All applicants must submit scores from the College Board’s Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). In addition, the following high school course work is required: the courses completed or in process must total 16 units, all of which must be college preparatory subjects, including four units of English, three units of mathematics (one of which must be algebra), two units of social studies and two units of laboratory science. The five additional units of academic electives will be selected from courses in college preparatory subjects and foreign languages. Applicants who have not completed 16 units of college preparatory subjects or who possess high school equivalency diplomas will be considered on an individual basis but are nevertheless required to submit SAT or ACT scores.

TRANSFER STATUS
A transfer applicant is one who has completed 16 or more college credits at the time of application to Stockton. All transcript evaluation is done by the Office of the Registrar and a preliminary transcript evaluation is included with an admission acceptance.

Applicants enrolled in New Jersey county or community colleges are encouraged to apply for admission to Stockton during the final term of their degree programs, but before the stated deadlines.

The transfer applicant will be screened carefully for evidence of scholastic achievement and potential. Admission will be based on college and high school academic records and on ACT or SAT examination results where specified in application materials. More details on policies and procedures are available upon request through the Office of Admissions.

Once admitted to the College, the transfer student who is planning to pursue graduate studies should contact the appropriate pre-professional adviser (i.e., pre-law, pre-medical, etc.) as soon as possible.
APPLICATION STEPS

1. Application for admission as a matriculated student should be filed with the College at the earliest opportunity. Complete instructions may be found online with the application. A $50 application fee must accompany the application. Application deadline dates are announced by the Office of Admissions.

2. The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from all institutions attended to the Office of Admissions as specified on the application for admission. Admission decisions will not be made until all information has been received.

3. A personal interview is not required for admission. The individual who wishes to schedule a personal interview is encouraged to call the Office of Admissions.

4. The applicant will be notified of an admissions decision by letter at the earliest possible opportunity. Should an applicant receive an offer of admission, the acceptance letter will also contain the applicant’s housing application and related information.

5. Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This $100 deposit is applied toward the amount due for the term for which the student is accepted. After the deposit is received, students are sent additional mailings related to testing, orientation and registration. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space.

INTERNATIONAL STUDENT ADMISSION

Stockton encourages international applicants to apply for admission. An international applicant is defined as one who requires a visa for the purposes of study in the United States.

International applicants, as a rule, will be admitted for the fall term only. Complete credentials should be filed before March 15 to receive consideration for the fall term. There is limited availability for spring semester students applying from outside the country. Students should apply as early as possible, but no later than November 15 for full consideration.

International applicants must have completed their secondary education and submit the following:

Freshman Applicants

1. A completed Supplementary Form for International Students.
2. A completed Affidavit of Support.
3. A completed Application for Admission and $50 application fee.
4. TOEFL (Test of English as a Foreign Language) and SAT (Scholastic Aptitude Test) results and scores.
5. An official true copy of secondary school records with certified translations.
6. A completed International Student Financial Statement including a certified financial statement proving ability to pay tuition and living expenses.

Freshman applicants will be subject to the same basic skills testing requirements as other freshmen.
Transfer Applicants

1. A completed Supplementary Form for International Students.
2. A completed Affidavit of Support.
3. A completed Application for Admission and $50 application fee.
4. TOEFL scores and SAT results. (International students who are transferring with 16 or more credits from regionally accredited colleges/universities in the continental United States, Alaska or Hawaii do not have to submit SAT results).
5. Official copies of all college/university transcripts.
7. A completed International Student Financial Statement including a certified financial statement proving ability to pay tuition and living expenses.

Completed credentials for spring applicants must include all materials listed above and must be filed by November 15. The Dean of Enrollment Management should be contacted for further information regarding international student admission procedures.

EARLY ADMISSION

The exceptional high school student is invited to apply for admission during the junior year and will be evaluated separately from the regular group of applicants. If the evaluation warrants special preference, such students may be offered opportunities to attend Stockton on a part-time basis prior to completion of the 12th grade and/or may be guaranteed admission upon completion of the 12th grade. Students interested in early admission should arrange for an interview with the Dean of Enrollment Management.

THE HONORS PROGRAM

The Honors Program provides Honors students with a unique, fully integrated educational experience involving both curricular and co-curricular elements. Students will be actively engaged in college life, take Honors General Studies courses together, and finish with an enriched capstone experience, usually in their major. More information may be found in the chapter on Academic Policies.

STUDENTS WITH DISABILITIES

The Learning Access Program (LAP) provides assistance to students with disabilities. Every effort is made to arrange appropriate accommodations based on a student’s documented disability so that the student can participate fully in the life of the College community. Applicants with disabilities must meet regular academic requirements and should follow the regular admissions procedure.

Students with both long-term and permanent as well as temporary disabilities must register with the LAP to obtain services and accommodations. Registration is strictly voluntary and on a confidential basis. It is important that all requests for accommodation be substantiated by appropriate documentation. The services are meant to help students devise strategies for meeting college demands and to foster independence, responsibility and self-advocacy.

The Learning Access Program is located in the West Quad building, Suite 110, and may be reached by telephone at 609-652-4988.
HOUSING FOR PERSONS WITH DISABILITIES
Information on housing for students with disabilities can be found in the section on Housing in this Bulletin.

ACADEMIC AMNESTY
Academic Amnesty is a special opportunity that allows former students of Stockton who were very close to completing their undergraduate degrees to return and fulfill the requirements that were in effect at the time of their most recent prior matriculation.

The following criteria are used to determine whether or not a student may be eligible for amnesty:

- the student was formerly matriculated at Stockton;
- the student must have completed a minimum of 120 credits toward a degree at Stockton;
- the student was in good academic standing when s/he left Stockton, i.e., had at least a 2.0 GPA, and was not subject to disciplinary action when s/he left the College;
- the student required no more than two courses (8 credits) to complete the degree at the time s/he left Stockton.

Former students who fulfill the above criteria may apply for amnesty by writing a letter to the Office of the Provost. The letter should state that the individual is requesting amnesty, the student’s program and the approximate years of attendance at Stockton.

The Office of the Provost will request an evaluation of the former student’s degree status from the Center for Academic Advising. The Center for Academic Advising will verify with the student’s academic program that program requirements:

- have been fulfilled according to current requirements;
- will have been fulfilled upon completion of the remaining courses; or
- will be waived or substitutions approved because the student would have fulfilled program requirements at the time of prior matriculation.

The Office of the Provost will review College-wide requirements and make the final determination regarding the student’s eligibility for amnesty.

Students who return under the amnesty policy must complete their degree within one calendar year and take any remaining courses at Stockton. The College reserves the right to grant amnesty under special circumstances that may deviate from the above policy. Individuals who wish to determine whether their special circumstances qualify for amnesty are directed to contact the Office of the Provost.
FINANCIAL ASSISTANCE

Financial Aid (including Student Loans, Parent Loans, State and Federal grants, scholarships) will be used to offset any/all College expenses. Financial aid will be reflected on the student accounts for those who have completed all document requirements for awarding. Financial aid students should pay only the net amount due as shown on their bills. Student loan recipients must remember to deduct the net loan amount (i.e., loan amount less origination fees). All promissory notes must be signed in order for loans to be applied against College expenses.

Financial aid funds will be disbursed in accordance with applicable federal and state regulations. Upon disbursement, financial aid will be credited first to the student account. Any remaining funds will be remitted to the student as a financial aid refund. If financial aid or scholarships are subsequently reduced or canceled, the student shall be responsible for any balance due. This balance may be subject to a Budget Plan fee and any additional late fees if not paid on time. Proof of one’s financial assistance must be on file with the Bursar’s Office prior to the due date. Financial aid/scholarship deferments will not be granted for awards pending but not confirmed. Those with any questions regarding financial aid may contact the Financial Aid Office at (609) 652-4203.

Tuition Payment Plans

Tuition Payment Plans are available to all full-time matriculated students. To be eligible, the student must have no outstanding obligations to the College. The Richard Stockton College of New Jersey reserves the right to deny the tuition payment plan option to students based on past payment history. Information on the various plans can be found on the Bursar’s Office site.

Failure to make payments on any plan may warrant cancellation of courses, housing and/or board services. Continued delinquency could result in the student’s account being referred to a collection agency. Students will not be eligible for pre-registration for subsequent terms if their deferment plan is not paid in full.

All applications for tuition payment plans must be completed online. The student’s Z# and PIN number will be needed. To apply for a tuition payment plan, students should follow these steps:

- Sign on to the goStockton portal.
- On the Student Services tab, on the My Account channel, click on the appropriate term.
- Click on “Make Payment/Apply for Payment Plan.”

Other Payment Credits/Waivers

Disabled American Veterans and Vocational Rehabilitation: The Richard Stockton College of New Jersey requires the appropriate authorization/approval forms on file in the Bursar’s Office to be eligible for these payment waivers. Eligible students should submit agency voucher to the Bursar’s Office upon registering for courses. Waiver recipients are responsible for the payment of any charges not waived through this program.

Senior Citizen Waivers: Students must be 65 years of age or older and produce proof of age at the time of payment to receive a senior citizen waiver of tuition. Senior citizens are responsible for the payment of any charges not waived through this program.
National Guard Waivers: National Guard waivers are processed through the Office of Financial Aid. Students should contact that office directly at (609) 652-4201 for information. Waiver recipients are responsible for the payment of any charges not waived through this program.

Workforce Development and Unemployment Waivers: Students seeking assistance through these programs must receive eligibility through the Financial Aid Office. Appropriate authorization/approval forms, contracts and/or vouchers are required from students’ regional counselors prior to incurring any expense. Students receiving unemployment tuition waivers are responsible for charges not waived through this program.

Employee Waivers: Employees must receive approval from the Office of Human Resources in order to receive an employee tuition waiver. Please contact that office directly for information on this program. Employees receiving tuition waivers are responsible for any charges not waived through this program.

OTHER INFORMATION

Drop/Add/Withdrawal Period
During the first week of each term, there is a period during which students may adjust schedules by dropping and/or adding courses. Payment for added courses must be made in full during this period.

Refund Policy
Refunds will only be remitted if a student does not have an outstanding balance. Further information on drop/add and withdrawal procedures including percentage refund dates appears online and/or by contacting the Office of The Registrar. Financial aid monies will be disbursed in accordance with applicable State and federal guidelines and regulations. Upon disbursement, financial aid will be credited first to the student’s account. Any remaining funds will then be remitted to the student as a financial aid refund. Refunds are issued weekly throughout the semester. All refunds are made payable to the student except Parent Plus Loan refunds, which are made payable to parents.

Osprey Card (Student ID)
Funds may be applied to this card for food service, convenience store services and/or the Bookstore and off-campus vendors. Funds in the form of cash, check, MasterCard, American Express, Discover and/or financial aid may be applied to this card. Financial aid students need to complete an application authorizing transfer of money to this card in order to use their aid to purchase books. Only sufficient available funds on a student’s account will be permitted to be transferred to this card. Funds may be added to the card online or in the Bursar’s Office, and the application may be completed online or in the Bursar’s Office. Students should be sure a credit is on their account to cover the additional funds requested.

More detailed information describing the benefits and options associated with this card is available at the Bursar’s Web site. Funds will automatically be available a week before classes begin for students who submitted a completed application to the Bursar’s office.
**Outstanding Financial Obligations**
A student is expected to meet financial and non-financial obligations as they occur at The Richard Stockton College of New Jersey. A student with any financial or non-financial obligations to the College will not be permitted to register for courses or receive transcripts. If students have questions about current or prior financial obligations to the College, they may contact the Bursar’s Office at (609) 652-4597.

**Late Payment, Dishonored Checks and Unauthorized Credit Cards**
Use of dishonored checks and/or invalid credit cards for any College charges may result in a fee assessment or the cancellation of courses, housing and/or board plan. (However, if a student has signed a lease, the student will remain responsible for the housing and board plan charges). Students who repay their dishonored College charges must do so with a money order, certified check or cash.

**Health Insurance**
State law requires all matriculated students to have health insurance. When a student registers for classes, a health insurance charge is included on his or her account. All students must complete either an online application to enroll in the College health plan or an insurance waiver with private health insurance information. Waiver forms must be submitted every academic year. Students may contact the Health Services Office at (609) 652-4701 or log onto [www.stockton.edu/wellness](http://www.stockton.edu/wellness) for more detailed information.

**TUITION/FEES**
Current information on tuition and fees for Fall, Spring and Summer terms may be found on the Bursar’s Office Web pages.

**Flat Rate Tuition**
Full time undergraduate students are charged a flat rate for tuition/fees. Students may enroll in 12-20 credits and pay the same rate. For current flat rate tuition and fees, including a complete description of current College fees, see the Bursar’s Office Web pages.

**Meal Plans and Housing**
Current meal plans and rates for fall and spring are available online, as well as current Housing rates for fall, spring and summer.

**RESIDENT AND NON-RESIDENT STATUS**
According to the New Jersey Administrative Code, a student may qualify as a “resident” if the student or the parent(s) or guardian(s) upon whom the student is financially dependent, acquires a **bona fide** domicile within the State for a continuous period of one year.

If a student is in the state of New Jersey solely for the purpose of attending school, s/he will not be considered a permanent resident of the state, according to the New Jersey Administrative Code.
FINANCIAL AID
The cost of education at The Richard Stockton College of New Jersey remains highly affordable. Yet, it is understandable that many students need financial assistance while working toward their degree.

Stockton’s Office of Financial Aid is committed to assisting all students in obtaining the financial resources including grants, scholarships, loans and part-time employment to pursue their education. Each year several million dollars are allotted from federal, state and College sources to fill this need.

Information about the application and awarding processes for financial assistance plus descriptions of State and federal aid programs are available at Stockton’s Financial Aid Web site. The director of financial aid has been designated as the College officer responsible for preparing and disseminating information on all student aid programs at the College, excluding programs administered by The Richard Stockton College of New Jersey Foundation and the Alumni Association.

HOW TO APPLY FOR FINANCIAL AID
All students seeking financial aid from Stockton should file a Free Application for Federal Student Aid (FAFSA) online (www.fafsa.ed.gov). This step should be completed by the priority date of March 1 of each year, or August 15 if applying for spring term admission. The FAFSA is used in evaluating all applicants for federal, State and private sources of funding. Students should include Stockton’s Federal School Code number—009345.

To be eligible for financial assistance through all of the federal aid programs, a student must be matriculated and an American citizen or eligible non-citizen of the United States.

FEDERAL PELL GRANT
The Pell Grant program is the largest federal student aid grant program. For many students, Pell grants provide a “foundation” of financial aid to which aid from other financial sources may be added. Furthermore, Pell Grants are considered “gift aid” that does not have to be paid back.

The Department of Education uses a standard formula, revised and approved every year by Congress, to evaluate the information students report when applying for a Pell Grant. The formula produces an Expected Family Contribution (EFC) number. This number is sent to the student via a Student Aid Report (SAR) and indicates whether the student is eligible for a Pell Grant. The amount a student actually receives will depend on the EFC, full- or part-time status and the cost of education. These grants are available only to students pursuing their first bachelor’s degree.
ACADEMIC COMPETITIVENESS GRANT (ACG)
A federal grant program, the Academic Competitiveness Grant provides up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study to full-time PELL grant recipients who are U.S. citizens. Students must have completed a rigorous secondary school program to be eligible. The rigorous secondary school program as defined by the NJ Department of Higher Education includes the completion of specific secondary school courses or the completion of Advanced Placement courses. Second-year students must maintain a cumulative grade point average (GPA) of at least 3.0.

SMART GRANT
A federal grant program, the National SMART Grant provides up to $4,000 for each of the third and fourth years of undergraduate study to full-time PELL grant recipients who are U.S. citizens. The student must maintain a cumulative grade point average (GPA) of at least 3.0 in course work of required eligible majors.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)
The FSEOG program provides grants to students with exceptional financial need. Only those students with the lowest EFC are considered for FSEOG. The award is based on need and the amount of funds the College has received from the government. These grants are available to students pursuing their first bachelor’s degree.

FEDERAL WORK-STUDY (FWS)
The Federal Work-Study Program at Stockton is intended to provide part-time employment opportunities for students who need the earnings to help pay their educational expenses. Students earn at least the current minimum wage and generally work from 15 to 20 hours weekly. The financial aid administrator determines the amount of each award depending on a student’s need.

Federal Work-Study jobs may be on-campus or off-campus. An off-campus employer will usually be a private nonprofit organization or a local, State or federal public agency, and the work will be in the public interest. These positions are referred to as Community Service jobs. Students may request more information about this program by contacting the Office of Financial Aid.

FEDERAL PERKINS LOAN
The Federal Perkins Loan Program provides long-term, low-interest loans to enable needy students to borrow money for post-secondary education. These loans are awarded through the school’s financial aid office. The College is the lender and the loan is made with government funds.

Under this program a student may borrow up to a total of $27,500 for undergraduate study. The repayment period and interest on the Perkins Loan do not begin until nine months after the student graduates or ceases to be enrolled at least half-time. Borrowers are charged interest at the rate of five percent on the unpaid balance, and repayments of principal may be extended over a 10-year period. Repayment may be deferred or partially canceled for some military service, certain types of teaching service, for law enforcement and corrections officers or enrollment in graduate school.
FEDERAL STAFFORD LOANS
The freshman level is awarded $3,500; sophomore level $4,500; and $5,500 for each of the remaining years. These amounts are the maximum a student can borrow; however, one cannot borrow more than the cost of education at Stockton minus any other financial aid received.

Stafford Loans are classified into two categories, subsidized and unsubsidized. When a loan is “subsidized,” the federal government pays the interest on these loans while the student is in school or during deferment periods. Eligibility for a subsidized loan depends on financial need as determined by filing a FAFSA.

When a loan is “unsubsidized,” the federal government does not pay the interest while the student is in school or in deferment periods; the student is responsible for the interest. The student has the option of deferring the interest or paying as it accrues. A student does not need to demonstrate financial need to be eligible for an unsubsidized loan.

Repayment of both loans begins six months after the student ceases to be enrolled at least half time. Interest rates on Stafford Loans are generally variable. Additional information regarding the Federal Stafford Loan Program is available online.

NEW JERSEY STATE AID PROGRAMS
The State of New Jersey supports several grant, scholarship and loan programs in which Stockton participates. To qualify for State scholarship and grant programs, a student must be a New Jersey resident for at least 12 consecutive months prior to receiving the state aid. Applicants must also be full-time, matriculated undergraduate students. State loan programs are available to undergraduate and graduate students enrolled at least half time.

TUITION AID GRANT (TAG)
The amount of the TAG grant depends on the family’s and/or student’s financial need and College tuition charges. The TAG grant changes each academic year. To be eligible, students must have filed the FAFSA by June 1 of each year.

NJ STARS II
A state scholarship/waiver program, NJ STARS II is a continuation of NJ STARS for transfer students that enable eligible NJ STARS students to earn a bachelor’s degree at a four-year public institution in New Jersey. Students must have been a NJ STARS recipient, graduated from a New Jersey county college with an associate degree and a cumulative grade point average (GPA) of 3.25 or higher, be enrolled full-time at a New Jersey four-year public institution, and must have applied for all forms of state and federal need-based grants and scholarships within established deadlines. Awards are $3,000 per semester for a GPA 3.25-3.49 and $3,500 per semester for a GPA 3.50 and above. Students can receive four semesters of continuous enrollment, excluding summer.
NEW JERSEY'S SUPPLEMENTAL LOAN PROGRAM FOR COLLEGE STUDENTS (NJCLASS)
The NJCLASS loan is designed to assist middle-income families in financing higher education. Either students or parents may borrow under this program. To be eligible for a NJCLASS loan, each applicant must meet the following criteria:

- complete a FAFSA online
- students must borrow the subsidized portion of the Stafford Loan, if eligible
- be making satisfactory academic progress toward a degree
- not be in default on any student loan
- pass a credit test based on his or her own financial situation

Repayment of this loan may be deferred, and the interest rate may be fixed or variable. For further information on this loan program and application, students should visit the Higher Education Student Assistance Authority Web site.

THE GARDEN STATE SCHOLARSHIP PROGRAM
The Garden State Scholarship Program is sponsored by the State of New Jersey and offers financial assistance to academically qualified students. To be eligible for these scholarships, students must be nominated by their high school guidance departments and must attend a postsecondary institution in New Jersey. The two funds that are part of this program are the Edward J. Bloustein Distinguished Scholars Program and the Urban Scholars Program.

The Edward J. Bloustein Distinguished Scholars Program offers scholarships annually to those students who have demonstrated the highest level of academic achievement based upon secondary school records and junior year Scholastic Aptitude Test (SAT) scores.

The Urban Scholars Program offers annual scholarships to academically talented students from New Jersey’s economically distressed urban areas. These scholars must have high grade point averages and class rank. Interested students should see their guidance counselor for more information.

STOCKTON AID PROGRAMS

The Richard Stockton College of New Jersey Foundation Scholarships
The Richard Stockton College of New Jersey Foundation is a not-for-profit New Jersey corporation that was created in 1972 to encourage support for the College from private resources. The Foundation’s Academic Scholarship Program is funded by the generous contributions of numerous individual, corporate and civic sponsors as well as through the Foundation’s General Scholarship Fund. Scholarships for incoming freshmen are awarded based upon academic achievement in high school. Full-time matriculated students, enrolled for a minimum of 12 credits per semester during the regular academic year who have maintained at least a 3.00 cumulative GPA, are encouraged to apply for scholarships.

Details regarding application procedures are available in the Admissions Office, F-101, or in the Development Office, K-204.
**Student Employment**
Part-time, on-campus employment is available under the Student Assistant Program. This program allows the College to hire students with specific skills who are in need of funds to meet their college expenses. It is not necessary for students to file for financial aid to be considered for a student assistant position.

Under the program, students work an average of 20 hours a week when classes are in session. The salary paid is at least equal to the current minimum wage. A job listing and further information are available from the Career Services Office, J-204.

**OTHER SOURCES OF AID**
The Richard Stockton College of New Jersey urges students to seek out and apply for all financial assistance programs for which they may qualify. Students should investigate sources of aid by contacting libraries, unions, private companies, community, state and national clubs and organizations, and the National Merit Scholarship Program and Stockton’s [Financial Aid Web site](#).

**VETERANS ADMINISTRATION**
The Office of Financial Aid serves as a certifying/transmittal agency with regard to educational benefits for veterans and their spouse/dependents. Some programs for eligible veterans are Chapter 30 (for full time, honorably discharged veterans), Chapter 1607 (for guard/reservists who have been activated under Title 10 since 9/11/01), Chapter 31 DAV (for veterans with a service-connected disability), and Chapter 1606 (for guard/reservists who have not been activated under Title 10). Chapter 33 (Post 9/11 Benefit) provides financial support for education and housing for honorably discharged individuals with at least 90 days of aggregate service on or after 9/11/01 or individuals with service-connected disability after 30 days. Members of the National Guard may also be eligible for the New Jersey Tuition Waiver Program. Dependents and/or spouses of veterans who have either died or sustained a 100% disability due to military service are eligible for Chapter 35.

Students may contact Stockton’s Office of Veteran Affairs at (609) 652-4315 or the veterans’ representative in Financial Aid at (609) 652-4984. For additional information, students should contact the Department of Veterans Affairs’ Educational Services at (888) 442-4551 or [www.gibill.va.gov](http://www.gibill.va.gov) or the Department of Veterans Affairs Regional Office 1-800-827-1000. The following addresses also may be helpful:

The Department of Veterans Affairs  
20 Washington Place  
Newark, New Jersey 07102

Veterans Affairs Regional Office  
PO Box 4616  
Buffalo, NY 14240-4616
STANDARDS OF ACADEMIC PROGRESS
This policy was developed in accordance with requirements by Federal Regulations (Part II 34 CFR Part 668), the State of New Jersey N.J.A.C. 9:7-2.10 and Stockton’s institutional policy.

An official review of a student’s academic record will be made at the end of each spring semester and at that time the student’s eligibility for continued financial aid funding will be determined. In order to continue financial aid eligibility, the student needs to meet the following minimum standards:

Full-time students must earn 80% of their cumulative attempted Stockton credits and a minimum 2.0 GPA at the end of each spring semester.

EOF students must earn 75% of their cumulative attempted Stockton credits and a minimum 2.0 GPA at the end of each spring semester. Students who have earned less than 25 credits must have a minimum 1.75 GPA.

Part-time students must earn 80% of their cumulative attempted Stockton credits and a minimum 2.0 grade point average at the end of each spring semester.

Graduate students must earn at least 80% of their cumulative Stockton attempted credits and a GPA of 3.0 at the end of each spring semester.

All students eligible for aid should obtain an Institutional Academic Progress Policy for federal and State financial aid. To obtain a copy, students should contact the Office of Financial Aid, F-109 or visit the Financial Aid Web page on the College’s Web site.

The full policy also addresses probation, termination, appeal processes, reinstatement of aid, repayment and transfer credits.

NOTE: It is imperative that all financial aid recipients taking courses off-campus, during the summer or during the academic year, provide the Office of Financial Aid with a financial aid transcript from that institution whether or not student assistance was received.

Students experiencing academic problems should contact the Skills Acquisition and Development Center (J-105) for advice and assistance. The Skills Center provides a variety of tutorial services at no direct cost to students.

Withdrawals
If a student’s enrollment status changes (e.g., withdrawal, suspension, expulsion, medical leave), the value of his/her award may change as well. Students are responsible for obtaining a copy of the Refund Policy from the Office of Financial Aid, F-109, to determine if their awards will be affected.
EDUCATIONAL OPPORTUNITY FUND (EOF) PROGRAM
The Educational Opportunity Fund Program at The Richard Stockton College is an exemplary program dedicated to the admission, retention and graduation of economically-eligible New Jersey students. The program seeks to provide access to students who may have underperformed on standardized tests or have lapses in their high school record due to personal circumstances. Most importantly, the EOF program is a financial resource for those high-achieving students for whom the financial burden of attending college might be a barrier. Through a combination of grants, institutional scholarships and small loans the program seeks to provide the means to meet the cost of college attendance. EOF grants are renewable for six years.

Program Organization
Through rigorous activities, the Educational Opportunity Fund Program provides academic assistance as necessary to participating students. Additionally, the program provides financial assistance to defray much of the student’s expenses. The EOF Program prepares students for successful completion of the College’s degree programs through academic and general advising and academic skills development. Close alliances with the Center for Academic Advising, the Skills Acquisition and Developmental Center, and the Office of the Career Center help to ensure successful preparation in college and eventual transition to the world of work.

Eligibility Requirement
To be eligible for an EOF grant, an applicant must satisfy the following criteria:

Residency. An applicant must demonstrate that he/she has been a legal resident of New Jersey for at least 12 months prior to receiving an EOF grant. In this case, legal New Jersey residency means that he/she does not live in New Jersey only for the purpose of obtaining an education. An applicant whose parents or guardians are not legal residents of New Jersey is presumed to be in the state for the temporary purpose of obtaining an education.

Academic. The applicant must exhibit evidence for potential success in college but cannot have demonstrated sufficient academic preparation to gain admission to The Richard Stockton College of New Jersey under its regular admissions criteria. The applicant’s educational background must indicate a need to have special educational assistance; however, the applicant whose academic preparation qualifies him/her for non-EOF admission is still encouraged to apply under provisions of the program.

Financial. To be eligible for an EOF grant, a student must demonstrate that he or she meets the financial criteria established below as either a dependent or independent applicant.

Dependent Applicant. The dependent applicant is one who normally resides with his/her parents or guardians. The income of a dependent applicant’s parents or guardians must not exceed the following limitations:

The EOF Income Eligibility Scale for both dependent and independent applicants is based on household size and gross income. The current scale can be found at Stockton’s EOF Program Web site.
Independent Applicant. The independent applicant is one who meets at least one of the following criteria:

1. 24 years of age before the end of calendar year;
2. Veteran of the U.S. Armed Forces;
3. Enrolled in a graduate or professional program for the next academic year;
4. Married;
5. An orphan, or ward of the court, or was a ward of the court until age 18;
6. Have legal dependents (other than spouse);
7. An independent student who received welfare as the primary means of family support is presumed to be eligible without regard to the amount of primary welfare support.

An independent applicant may submit evidence of a background of “historical poverty” in place of specific information concerning parents’ or guardians’ income.

Admission to the EOF Program Freshmen. Applications to the EOF program are processed for the fall term only. Consideration for the EOF program is given only to applicants who submit the Free Application for Federal Student Aid (FAFSA) and complete an application for admission.

The FAFSA is available from high school guidance offices and Stockton’s Office of Financial Aid after January 1 and must be submitted to Mt. Vernon, Illinois, by March 1 for the following fall term. Applications for admission are available from Stockton’s Office of Admissions after September 1 for the following fall term and must be completed by April 1. Applicants who file either the FAFSA or the application for admission late may find class space unavailable. Although standardized tests will not be the determinant for an admissions decision, the EOF applicant must submit scores from the Scholastic Achievement Test (SAT) or the American College Test (ACT) and must show evidence that he/she has completed or will complete, prior to starting college, 16 units of secondary school work. The freshman applicant wishing to receive admissions consideration under provisions of the EOF Program must:

A. Submit to the Office of Admissions:
   - Completed application and application fee waiver card (no fee required).
   - Secondary school transcript.
   - SAT or ACT scores.

B. Submit a completed FAFSA to Mt. Vernon, Illinois, by March 1.

C. Submit a Student Aid Report (SAR) in addition to all requested supportive data to Stockton’s Office of Financial Aid.
Transfers. Transfer applications are processed for both the fall and spring terms. The transfer applicant who has previously received an EOF grant will retain his/her eligibility as long as eligibility requirements are met, the proper application procedure is followed and funding is available.

Prior to an admissions decision, an EOF applicant who is transferring from another college in New Jersey must:
A. Submit to the Office of Admissions:
   • Completed application and application fee card (no fee required).
   • Up-to-date transcripts from all high schools and colleges attended.
B. Submit a Free Application for Federal Student Aid (FAFSA) to Mt. Vernon, Illinois, by March 1.
C. Submit to the Office of Financial Aid:
   • Student Aid Report (SAR).
   • Financial Aid Transcript (FAT) from all institutions attended previously.
   • Up-to-date transcripts from all colleges attended.

EOF Graduate Grants
The objective of the graduate EOF program is to increase participation in graduate and professional study by New Jersey residents from backgrounds of historical poverty. Priority in granting EOF graduate grants shall be given to students who received the EOF undergraduate grant.

Eligibility
• Must be a New Jersey resident for 12 consecutive months prior to receiving the award.
• Students attending graduate school at out-of-state institutions are not eligible for EOF graduate grants.
• Students who received EOF grants as undergraduates shall be given priority consideration for EOF graduate grants. These students are presumed to have met the financial eligibility criteria for graduate EOF as long as they continue to demonstrate financial need.
• Other students must meet rules governing state residency, the EOF financial eligibility criteria, and be full-time graduate students as defined by the institution offering the graduate program of study, and attend an eligible institution participating in the fund.
• Students may not receive an EOF graduate grant to pursue a second graduate or professional degree at the same level of study for which he or she has already been funded. Graduate degree and certificate programs must have a minimum requirement of 24 equivalent semester hours and be at least one academic year in duration.
How to Apply
Applications can be obtained through the EOF Office or online.

The Richard Stockton College EOF Summer Program
The Richard Stockton College EOF summer program is an intensive five-week summer program that takes place prior to the student’s freshman year. The student takes two summer courses for which he/she receives college credit that counts toward graduation.

The instructors for the program include some of Stockton’s premier educators. Gifted students assist in each class, serving as tutors and mentors. Classes are designed to meet the varied academic levels of incoming students and provide an appropriate challenge to each student.

Unique among New Jersey colleges, The Richard Stockton College EOF summer program focuses on developing and challenging multiple facets of the individual. The program features a team-building design through which students bond together and become members of the EOF family. As a group, students rise in the morning and exercise body and soul. They set goals for the day and for their lives. Together they build a foundation of *Dignity, Intensity and Pride.*

Liability
Responsibility for submitting accurate information to institution officials rests with the applicant. The Richard Stockton College of New Jersey and the State of New Jersey are absolved of any responsibility for funding in the event a grant is based on fraudulent, inaccurate or misleading information. All EOF applicants should contact the Office of Admissions for updated guidelines.

THE LEVEL
Graduate Education Bound
The EOF Pre-Graduate School Summer Institute serves as a *bridge* program to provide current EOF students an opportunity to take non-credit bearing courses that replicate the first year of graduate school. Each course addresses one of the several key areas which are needed for success in graduate school including the GRE/GMAT-preparation workshop, along with a colloquium with talks by well-known scholars/practitioners.

The LEVEL is a four-week residential program aimed at developing skill areas proven to be beneficial to success in graduate programs. The program starts with the basic precepts of preparation for graduate school entrance exams then moves through a broader focus on the areas of writing and original research that are of interest to all graduate programs.
REGISTRATION AND RECORDS

REGISTRATION FOR COURSES
Registration for courses occurs each term prior to the opening of classes. Matriculated students register on a priority basis. Nonmatriculated students are only permitted to register on a space-available basis after completion of matriculated student registration. Students given permission to register late are charged a late registration fee and, if applicable, a late payment fee. Specific information on course offerings, fees, registration schedule and procedures, and drop/add procedures is detailed online in advance of each new term.

COURSE NUMBERING
Courses at Stockton are identified according to a course numbering system that employs a three-letter acronym for General Studies or a four-letter acronym for Program and Supporting Studies, followed by a four-digit number (e.g., GIS 2177 or PHYS 3209).

The first digit following the acronym indicates the level of instruction.
1—introductory lower level
2—other lower level
3—upper level
4—upper level
5, 6—graduate level

The second digit following the acronym indicates the manner in which the course is taught.
0—Freshman Seminar
1-5—regular class
6—seminar
7—tutorial
8—独立 study or senior project
9—internship or practicum

Thus, for example, a course numbered 2100 is a lower-level, regular class (lecture-discussion) course; one numbered 3600 is an upper-level seminar; and one numbered 2700 is a lower-level tutorial.

PREREQUISITES
Many courses have prerequisites. These are other courses or experiences that students must have completed prior to enrolling in the course in question. Prerequisites are given in the Online Course Schedule and the Online Catalog.

COREQUISITES
Several courses have corequisites. These are other courses in which a student must enroll concurrently. Corequisites are given in the Online Course Schedule and the Online Catalog.
PERMISSION OF INSTRUCTOR
Courses requiring Permission of Instructor (POI) are provided in the course descriptions in the Online Catalog. Students must obtain the appropriate Permission of Instructor or POI from course instructors before registering for these classes. Permission of Instructor is issued electronically.

SPECIAL PROJECT REQUEST FORM
Special Project Request Forms are required for special projects, independent studies, internships and senior projects. Forms are available in the offices of each of the schools and the Office of the Registrar. Forms must be completed and signed by the student, instructor and school dean. Additionally, the signature of the Dean of General Studies is required for all “G” acronym courses and for approval of writing, quantitative reasoning and other attribute designations as well. These forms need to be submitted to the Office of the Registrar prior to the end of the Drop/Add period for processing.

CLASS LEVEL
Many courses have class-level prerequisites: freshman, sophomore, junior, senior or graduate-level classes. Students should note the requirements designated in the Online Catalog.

ACADEMIC COURSE LOAD
A student’s course load is defined by the number of credits for which he/she is enrolled at any particular time. Full-time undergraduate students are those enrolled in a minimum of 12 credits during each of the fall and spring terms and eight credits during a summer session.* Full-time students must be matriculated and may take an overload (more than 21 credits per term, including the summer term*) only if they:

- have completed at least two terms as a full-time student at Stockton;
- have achieved a cumulative GPA of at least 3.0 in all course work attempted at Stockton;
- have no current incompletes.

Students meeting these criteria and wishing to take an academic overload obtain a Request for Academic Overload from the Office of the Registrar. The completed form must be approved by the student’s preceptor and the Director of the Center for Academic Advising or her/his designee. Students are not permitted to register for overloads during the pre-registration or in-person registration period but must do so only during the Drop/Add period, by submitting the approved request form along with the completed Add form.

* Summer sessions are labeled Summer Session A, Summer Session B, etc. The Summer Term means the entire summer and includes Summer Sessions A through H.
AUDITING COURSES
With the formal option of auditing a course, the College is providing the opportunity for individuals who wish to participate in a course in its entirety, but do not wish to use the course toward a degree or be evaluated for a grade. Auditing is offered on a space-available basis, and means that a student registers and pays for a course without taking it for degree credit or an evaluative grade. The course is recorded on the student’s official transcript as having been audited, with no academic credit and no grade other than the “AU” notation; the course does not count toward the student’s degree. Auditing requires the student to pay all tuition and fees normally charged for the course. The instructor of the course determines the extent of an auditor’s participation in the course. After-the-fact requests for degree credit or a grade for an audited course are not permissible.

Students who wish to audit courses formally obtain a “Permission to Audit a Course Form” from the Office of the Registrar. A formal audit requires the student to register and pay all tuition and fees for the course, and submit the completed “Permission to Audit a Course Form” to Office of the Registrar no later than the end of the Drop/Add period for that term. Once permission to audit a course is granted, the student cannot request that the course be counted toward a degree or an evaluative grade be given.

DROP/ADD PERIOD
Specific deadline dates for the Drop/Add period are outlined in the Academic Calendar. Students have the ability to adjust their schedules through the goStockton portal. Students should log into their student account to complete the transaction.

Courses dropped during this period do not appear on the student’s transcript; however, to add a course, students should consult the instructions in the goStockton portal. If a “Permission of Instructor” is issued, the student is responsible for activating the permit, thus becoming enrolled officially in the course.

WITHDRAWAL FROM A COURSE
A withdrawal from a course can be completed online. A student may withdraw from courses after the Drop/Add period and before the end of the twelfth (12th) week of a full term or the sixth week of a sub term. Specific deadline dates are posted on the Academic Calendar. Courses from which a student withdraws within the established time limits appear with W notations on the student’s transcript.

Withdrawal from a class, if done prior to the deadline, is accomplished by the same method as dropping a class during the registration or drop/add period. Students should log into the goStockton portal, and on the Student Services tab, go to the Registration Tools channel. Students who have a “hold” on their accounts will not be able to complete this transaction, and should resolve the situation causing the “hold” as soon as possible.

Ceasing to attend the class is not sufficient to complete a course withdrawal, even if the student informs the instructor. Failure to complete the withdrawal successfully online could result in a grade of F.
LATE WITHDRAWALS FROM A COURSE

For undergraduate and graduate students: Because the College provides a permissive time frame allowing students to withdraw from classes with no academic penalty, withdrawals from courses after the published deadline are not permitted except in extraordinary circumstances beyond a student’s control, such as military service or a serious illness requiring home or hospital care.

The following are examples of reasons for which exceptions to the College policy are NOT granted. This list is by no means comprehensive.

- A student’s forgetting or missing the deadline
- A student’s not knowing the deadline or that s/he needs to withdraw
- A student’s failure to process a withdrawal successfully and correctly online
- A student’s decision to stay in a course past the published deadline to try to improve a grade
- A student’s decision to stay in a course past the published deadline to determine whether or not to withdraw from the course
- A student’s having a hold on his/her account (unless the hold was placed in error)
- A student’s ceasing to attend the class, even if the instructor is informed
- An instructor’s simply “approving” the withdrawal

In the rare event that a student has experienced circumstances beyond his or her control that might permit an exception to the College policy on course withdrawals, the student may write a letter to the Office of the Provost at Richard Stockton College. The student must provide with the letter the following information: name, address, telephone number(s), and email address; student ID number; the course number and name, the semester in which it was taught, and the instructor’s name; independent documentation of the illness or related event that verifies the student was unable to continue in the course beyond the withdrawal deadline; independent documentation of the illness or related event that verifies the student is unable to withdraw from the course by the published deadline.

Not necessarily required – but potentially recommended – is a statement from the course instructor describing the student’s course attendance, amount of graded work completed and any information deemed relevant by the instructor.

The Office of the Provost may request further information or documentation before considering a student’s request for an exception to College policy. In no case will an appeal be considered without the required documentation noted above.

Decisions made by the Provost or his/her designee concerning exceptions to the established withdrawal policy are final.

LEAVE OF ABSENCE/READMISSION

Students who wish to interrupt their education for one or more terms must apply for a Leave of Absence through the Office of the Registrar. Students who leave Stockton without obtaining an official Leave of Absence for more than one normal academic term must reapply for admission if
they decide to return. A Leave of Absence permits a student to reenter Stockton at the end of the specified period without reapplying to the College.

Students who do not return to Stockton at the specified time must reapply if they wish to return to Stockton. Normally, a Leave of Absence is for one year. However, a Leave of Absence can be extended annually for a period of up to five years. A student who wishes to extend the Leave of Absence must contact the Office of the Registrar in writing before the leave expires. Students returning from a Leave of Absence should notify the Office of the Registrar at least two weeks before the date of registration for the term in which they wish to return.

Once a student has matriculated at Stockton, credits from other institutions may only be awarded if specific written permission is granted prior to registration for the courses. This provision also applies to matriculated students who are on a Leave of Absence.

A matriculated student who does not attend Stockton College for two consecutive terms, and is not on an official Leave of Absence, forfeits his/her status as a matriculated student. The student must reapply to the College through the Office of Admissions and, if readmitted, is subject to the academic requirements for graduation at the time of readmission. International students should contact the Office of the Registrar before submitting a Leave of Absence. International students must maintain academic progress as outlined in the SEVIS regulations.

**WITHDRAWAL FROM THE COLLEGE**

Because the College has an obligation to fill vacancies with students who are waiting for admission, it is important that a student who plans to withdraw inform the College. Students who do not expect to continue at Stockton should immediately complete a formal statement of withdrawal through the Office of the Registrar. This will become a part of the student’s official record and will serve to establish the circumstances of the withdrawal. It is the responsibility of the Office of the Registrar to advise the appropriate College offices of a student’s withdrawal.

A student who wishes to return to Stockton after withdrawing must apply for readmission through the Office of Admissions. Applications for readmission from students who simply left the College and failed to withdraw officially will be assigned a low priority.

*Withdrawal from the College is not the same as withdrawal from a course.* Thus, the grades for a student who withdraws from the College after the twelfth week of a full term or the sixth week of a sub-term may be recorded as F or NC, for each course enrolled, depending on the grading system selected by the student.
ATTENDANCE
Each instructor has the responsibility to determine the best educational use of scheduled classes. The student is responsible for every scheduled class meeting and individual conference. The student who is unable to attend classes or conferences is responsible for the content of those meetings.

If an instructor has any special rules of attendance, those rules must be provided in written form to each student at the beginning of the course. In compliance with federal regulations, attendance is monitored and recorded each semester.

ILLNESS AND ABSENCE
If illness or emergency prevents a student from attending a scheduled examination, the student should present a written request for a deferred examination, with the reason for absence, to the instructor.

If a prolonged illness or emergency exists, the student should immediately contact the Office of the Registrar, which will notify appropriate offices and College staff of the situation. Upon return to the College, the student must present written verification of the nature of the illness and/or emergency and its duration to the Office of the Registrar. The student is responsible for obtaining all missed assignments and contacting his/her instructors regarding course work.

TRANSFER CREDIT POLICIES
Acceptance of credits in transfer does not guarantee that those credits will be applicable to the program chosen by the student. The Office of the Registrar, the Center for Academic Advising and the preceptor evaluate credits with regard to both acceptability and applicability. Only official transcripts, official score reports and official evaluations of foreign credits shall be used for this review. Transfer students must meet the same overall academic standards and requirements as students who enter Stockton as freshmen.

To be accepted in transfer, courses must have been taken at a regionally accredited institution, must have been completed within the last 20 years, must have been taken for a letter grade and the grade earned must be a C or higher (where the C grade has the numerical equivalent of at least 2.0 on a 4.0 point scale), must be a college-level course and must be the substantial equivalent of a course offered at Stockton. Grades from transfer courses are not used to calculate the Stockton grade-point average; only the course credits transfer. When a transfer course does not have the same credit value as its closest Stockton equivalent course, the course may still be used to fulfill a specific degree or program requirement. All aggregate credit requirements must be met.

Stockton programs may place further restrictions on the acceptance of credits in order to maintain the integrity of Stockton’s degree programs. For this reason, courses such as professional education, practica, internships and fieldwork courses taken at other institutions may not transfer. Some programs may specify that certain courses be completed more recently than 20 years ago.
The Provost or his/her designee may authorize non-regionally accredited formal course work for transfer upon review of relevant transcripts and other supportive materials, and only with the positive written recommendation of the student’s program coordinator and the school dean.

Such credits, if granted, are only to be used for program requirements. No credit is granted for experiential learning.

**Transfer from Four-Year Colleges**
A maximum of 96 credits may be accepted in transfer from regionally accredited four-year colleges and universities.

**Transfer of Graduates from a New Jersey County/Community College**
Stockton participates in the “Transfer Articulation Principles for New Jersey Colleges and Universities” and has endorsed the General Education Foundation for A.A. and A.S. Transfer Programs in New Jersey’s Community Colleges. Thus, a graduate of an approved transfer program of a New Jersey county/community college or of the associate’s degree program of Thomas Edison State College is granted the full amount of the minimum total number of credits required for graduation in that degree program, up to a maximum of 64 credits. In this way, courses that ordinarily would not transfer (e.g., those with grades of C minus or D, or physical education courses) are allowed in transfer as part of the A.A. or A.S. degree. However, minimum grades for specific Stockton requirements still must be met. Acceptance of credits in transfer does not guarantee that those credits will be applicable to the program chosen by the student. In cases where the degree is granted for fewer than 64 credits, only that number will be awarded in transfer.

To be eligible for such “full faith and credit,” a student must have earned an associate in arts or science degree in an approved transfer program offered at Stockton. If Stockton credits are used to earn the A.A. or A.S. degree, such credits are subtracted from the maximum allowable under the “full faith and credit” agreement.

Stockton generally regards the associate in applied science (A.A.S.) degree as a terminal technical or professional degree and does not transfer it in its entirety, unless Stockton offers the same program at the baccalaureate level. Instead, the credits are reviewed on a course-by-course basis.

**Transfer from Other Two-Year Colleges**
A maximum of 64 credits may be transferred from regionally accredited two-year colleges.

**Transfer to the Upper-Division Bachelor of Science in Nursing**
A maximum of 66 credits is allowed in transfer from a regionally accredited two-year college when the student has earned an associate’s degree and been accepted for matriculation in Stockton’s upper-division Bachelor of Science in Nursing program.
Transfer Credit after Matriculation
Once a student has matriculated at Stockton, credits from other institutions will only be awarded if special permission is granted prior to registration. Such permission must be approved by the student’s assigned preceptor, the Center for Academic Advising and, in the case of summer course work, the Dean of General Studies. Such permission will not be granted for any student who has lower than a 2.00 cumulative average at Stockton, for any student who proposes to take a course for which he/she has previously received a grade of lower than C at Stockton, for any student who has 96 earned credits, nor for any student who has 64 earned credits and proposes to take courses at a two-year institution. Moreover, approvals to take courses elsewhere in the summer must be obtained prior to the opening of Stockton’s summer sessions. The policies governing acceptability of credits are the same as stated above.

Transfer of International Credits
Credits from colleges and universities outside the United States must be equated to those at regionally accredited U.S. colleges and universities. It shall be the responsibility of the student making application to Stockton to furnish the College with an original certified copy of an evaluation of his/her international credits performed by World Educational Services, or an equivalent service approved by the Office of the Registrar. The acceptability of credits is governed by the same principles stated above.

Other Course Work
Approved Stockton Education Abroad programs, the Washington Internship Seminar, and dual-degree programs are listed on the Stockton transcript as transfer credits.

ADVANCED PLACEMENT PROGRAM
Through participation in the Advanced Placement program of the College Entrance Examination Board, a student may transfer up to 32 credits from high school. Variable credits will be granted at the freshman/sophomore level for each advanced placement examination for which a grade of 3 or higher is achieved. Application of these credits to a specific College or program requirement is determined by the appropriate General Studies or program faculty.

INTERNATIONAL BACCALAUREATE PROGRAM
The College awards transfer credits for examinations completed on the basis of course work taken in the International Baccalaureate (IB) Diploma Program. IB Diploma holders may receive up to 44 credits in transfer; those not holding the diploma may receive up to 40 credits, evaluated on a course-by-course basis. In no case will any student receive Stockton credit for examination grades of less than 5 (or essay grades of less than C).
STOCKTON CREDIT-BY-EXAMINATION PROGRAM
A student may stand for the College’s Credit-by-Examination program in subjects that are a part of the College’s regularly scheduled course offerings rather than proceed through the standard instructional modes in which the subjects are taught. By successful performance on examinations a student may receive Stockton credits for demonstrated academic achievement. The amount of credit to be earned by successful performance on each examination shall be specified by the college examiner in advance of any examination for credit.

- A student must register for a credit examination with the college examiner in which the course is located. After a student registers for credit-by-examination in a particular course, the examination must be taken by the end of the term in which the student registered for the exam.
- Only matriculated students are eligible for a credit examination.
- A student taking a credit examination is required to pay full course costs prior to taking the examination.
- Grades recorded on student transcripts are A, A-, B+, B, B-, C+, C, C-, D+, D or D- or P, depending on the grading system selected by a student before the credit examination. Credits earned by examination are so identified on student transcripts. Unsuccessful attempts at credit-by-examination are not recorded on student transcripts.
- A student may attempt only once to obtain credit-by-examination in a specific course.

The college examiner reviews applications for the Credit-by-Examination program and approves or disapproves them based on applicability to Stockton degrees, approval of the student’s preparation for examination, and ability of the College to construct and evaluate appropriate examinations. Students must be in good academic standing to attempt credit-by-examination. For further information about credit-by-examination, students may contact the Center for Academic Advising.

STANDARDIZED COLLEGE-LEVEL EQUIVALENCY EXAMINATIONS

College Level Examination Program (CLEP). As of July 1, 2001, CLEP Examinations became available only in a computerized format, and the tests were revised. CLEP Exams taken after this date and in the new format are reviewed as follows:

- Stockton awards credit for CLEP Exams if the student achieves a minimum score of 50. The number of credits will be granted according to the same credit value as the equivalent course at Stockton. Some CLEP Exams are designed to cover more than one semester of work.
- A list of all CLEP Exams along with sample test questions is available via the College Board Web site.
- A list of CLEP Exams and their Stockton course equivalencies is available in the Center for Academic Advising. Additional credits may be approved by the program faculty of the pertinent degree program if students have scores higher than 50 and if the work completed covers more than one semester.
- No more than 32 credits will be accepted in Advanced Placement (AP) credit, CLEP credit or any combination thereof. Since not all subject examinations are acceptable for credit at

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Stockton, the student is urged to contact the Center for Academic Advising for assistance on all questions related to CLEP credits.

**Thomas Edison College Examination Program.** Stockton accepts as transfer credits those that are earned through the Thomas Edison College Examination Program (TECEP). For each TECEP examination, a study guide is prepared that outlines in detail the content of the examination and gives suggestions for effective preparation. Study guides are available from: Thomas Edison State College Registrar 101 West State Street Trenton, NJ 08608-1176

Information on the specific TECEP examinations accepted at Stockton is available at the Center for Academic Advising.

**CREDIT FOR NONTRADITIONAL EXPERIENTIAL LEARNING**
In addition to credit that may be earned through the examination programs listed above, there are three other major methods of verifying and measuring educational experience.

- Credits may be earned through the United States Armed Forces Institute (USAFI) Subject Standardized tests prior to their discontinuation in 1974, the Defense Activity for Non-Traditional Education Support (DANTES) tests since 1974, and Defense Language Institute (DLI) tests. The DD295 form is evaluated to verify successful completion of course requirements.
- Students with non-baccalaureate professional work may submit transcripts and course descriptions of that work to the Center for Academic Advising where they are evaluated rigorously. Such credit is awarded only if it is applicable to the student’s program of studies and is recommended by the student’s program coordinator.
- Credit for prior college-level learning can be determined through the Thomas Edison State College examination program or its portfolio assessment program.

**GRADING POLICIES**
Grades represent the professional judgment of a faculty member on a student’s academic performance in a particular instructional experience.

Stockton College permits two systems of grading, letter grading or Pass/No credit (P/NC). P/NC grading must be approved prior to the time of registration, and will not be granted at any time during or after the term.
Letter Grading
The following letter grades will be recorded on the student’s official transcript:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<td>B</td>
<td>3.0</td>
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<td>B-</td>
<td>2.7</td>
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<td>C+</td>
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<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A grade of A symbolizes excellent work, grades in the B range symbolize good work, grades of C+ and C symbolize satisfactory work, grades of C- and in the D range symbolize poor work, and an F symbolizes failure.

P/NC (Pass/No Credit) Grading
At the discretion of the instructor or program, a course may be available either in letter-grade mode or P/NC mode or both. If both options are available, students must indicate the grading mode desired at the time of registration. If students do not designate otherwise, the A–F grading mode is used. The choice of grading mode cannot be changed after the drop/add period.

The availability of the P/NC option is governed by the following conditions:

- A maximum of one course per semester can be designated in the P/NC mode.
- A student who is on probation cannot take courses in the P/NC mode during the probation period.
- Certain programs and College-wide requirements require academic progress in courses with a C or better. In those instances, the P/NC credit option is not available to students wishing to complete that program.
- Students must have earned 12 credits before they are eligible for P/NC courses.
- A maximum of 10 percent of Stockton credits to be applied toward graduation requirements may be taken in P/NC mode. Courses graded P (Pass) or NC (No Credit) will be recorded on the student’s official transcript, but will not be factored into calculation of the student’s GPA. Passing work is symbolized by P (i.e., performance in the A to D-range), and NC symbolizes failing work.

Non-Grade Transcript Notations
The following notations may appear on transcripts: AU, W, WI, I. The symbol AU indicates that a student has officially audited a course.
W symbolizes “withdrawal”
If the student completes a withdrawal from the College or individual courses between the end of the drop/add period and the end of the twelfth week of a full term, or the sixth week of a sub-term, a W will be recorded. Students who have 25 percent or more W notations in the total number of Stockton credits required for graduation, or two Ws or more in the same course, will have their course withdrawal application declined and are required to meet with the Director of the Center for Academic Advising who will review with the student her or his academic progress. Any student whose withdrawal from a class puts the student within 4 credits of the 25 percent limit, or any student who is seeking to withdraw from a course for the second time, shall be required to meet with the Director of the Center for Academic Advising before registering at the College again and before the course withdrawal will be processed.

WI symbolizes “withdrawal due to illness”
Students may withdraw from one or more classes when there are severe medical circumstances beyond the student’s control. Such medical circumstances must be documented appropriately and submitted in a letter of appeal to the Office of the Provost. The Office of the Provost will submit the documentation to the Office of Health Services for review. Upon evaluation of the documentation provided, the Office of the Provost will notify the Office of the Registrar whether or not to enter the symbol “WI” for the relevant course(s). The Office of Health Services notifies affected faculty members. The College reserves the right to require the positive recommendation of the Office of Health Services prior to the student’s subsequently re-enrolling at the College. In order to make a recommendation on re-enrollment, the Office of Health Services may request pertinent medical documentation of the student’s readiness to resume academic activities.

I symbolizes “incomplete”
If in any semester it is determined that 1) the student is doing satisfactory work, and 2) due to an illness or emergency the student will be unable to complete the course work within that academic term, the student is eligible for consideration of an I notation. Work remaining for removal of the I notation, as described on the Agreement for Completion of Course Work Authorization, must be completed before the final class day of the subsequent term (not including summer sessions). A copy of this form is filed with the appropriate Dean.

The Agreement for Completion of Course Work Authorization includes a summary of the work completed by the student at the time course work was discontinued by the student along with the student’s grade in the course at that time, a summary of the work remaining to be done and the date during the next term by which the work must be completed.

Special circumstances may exist by which completion of the I requires special arrangements, e.g., lab courses, foreign language courses, internships and the like. Those arrangements must be described in an attachment to the Agreement for Completion of Course Work Authorization and approved by the appropriate dean(s). Both the student and the course instructor must sign this form and file it in the office of the dean of the school in which the course is listed. A copy should be retained by the student and by the authorizing faculty member. Any variation from the signed contract must be initiated by the faculty member and approved by the dean.
**Assignment of Grades**
Faculty can only assign grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, and the notation I, (except when a course is only available in P/NC mode, faculty may assign P, NC and I). W, WI and AU will be assigned by the Office of the Registrar as will a P or NC when students have selected that mode.

**Changes of Grades**
Grades represent the professional judgment of faculty in their assigned areas of expertise and, once the final deadline for recording grades has passed, may only be changed when there has been a documented error in grade calculation or in those situations of a successful grade appeal. Grade changes, except those awarded under the appeal system, require the consent of the instructor and the supervising academic dean. Except in the cases where I notations are being changed by an instructor within one academic term of their assignment and following the details of the Agreement for Completion of Course Work Authorization, grade changes may only be made upon receipt of a properly signed change of grade form delivered to the Office of the Registrar by the school dean or his/her representative.

**Change of “I” Notation**
Those students receiving an I notation must complete all remaining course work as specified in the Agreement for Completion of Course Work Authorization. Otherwise, the notation reverts to an F or NC, as appropriate. Once course work is completed, the instructor will record a regular grade within seven calendar days or by the due date for the current term’s grades, whichever is sooner.

**Repeating a Course for Credit**
In order to repeat a course the student must re-register, pay all appropriate tuition and fees, and satisfactorily complete the course (whereupon a separate grade will be assigned). The original grade will remain on the student’s permanent transcript and will be calculated in the grade point average. Except where specified in the Online Catalog, a course passed more than once may only be counted once toward graduation.

**Grade Appeals**
Grade determination is the prerogative and professional judgment of the instructor guided by the standards established in the course syllabus or other document (e.g., independent study form). Assigned grades will not be changed unless there is compelling evidence of inequitable treatment, discrimination or procedural irregularity.

The student’s first responsibility in making a grade appeal is to discuss the issue with the faculty member responsible for assigning the grade. If satisfactory resolution cannot be reached with the instructor, the student should submit the issue in writing to the program coordinator, and, if necessary, formally appeal the decision to the appropriate school dean.

If the dean is unable to resolve the matter, the student may appeal to the Office of the Provost by submitting a letter and other written materials presenting a strong rationale and compelling evidence that legitimate grounds for a grade appeal exist as described in the first paragraph under Grade Appeals, above. This appeal process must be initiated no later than three months after the
date of grade posting for the term in which the grade was originally assigned. Written appeals will be reviewed by the Provost or his/her designee and if appropriate, will be assigned to the Advisory Board on Grades and Standing. The Advisory Board on Grades and Standing will review the matter, including hearing testimony and evidence from both the instructor and the student. This Board will make a recommendation to the Provost, whose decision is final.

Non-grade notations carry no right of appeal and are therefore not covered by the grade appeal process outlined above.

**ACADEMIC PROGRESS**

Students may view their grades and academic progress online, through the portal.

**Student Academic Level**

Student academic level is based on the number of earned credits recognized by Stockton, including transfer credits:

- Freshman: 0 to 31 credits
- Sophomore: 32-63 credits
- Junior: 64-95 credits
- Senior: 96 or more credits

**Course Sequences**

Some courses are offered in a specific sequence because certain proficiencies in one serve as the basis for the next level course. Students who complete the higher level proficiency cannot subsequently earn credit in the lower level course. Examples of such sequences are MATH 1100 Pre-Calculus Mathematics with MATH 2215 Calculus I and LANG 1230 Beginning French I with LANG 1231 Beginning French II.

**Time Limitation on Earning the Baccalaureate Degree**

Full-time students typically take 16 credits per semester, which enables them to complete the 128 credits required for a baccalaureate degree within four years. Both full- and part-time students must meet all program and General Studies requirements within seven years of matriculation or they will be subject to dismissal from the College and precluded from future registration, except in the case of intervening active military service or when the student has an official leave of absence from the College.

**NONMATRICULATED STUDENTS**

A nonmatriculated student is one who officially registers for credit-bearing courses but who has not been formally admitted to the College to work toward a degree. Nonmatriculated students may enroll in classes only during the period designated for nonmatriculated student registration. The maximum course load for a nonmatriculated student is eight credits in any term. Any appeal of this limit must be approved by the Office of the Provost.

No more than 24 credits may be attempted in nonmatriculated status, at which time the nonmatriculated student must apply and be admitted as a matriculated student following the admission policies of the College.
A nonmatriculated student is subject to the same dismissal/retention standards applicable to matriculated students. Review of nonmatriculated student records and notification as to whether or not they are in good standing will be handled in the same way as for matriculated students.

DEAN’S LIST
The Dean’s List is generated each fall and spring term. Students earning 12 or more credits in a given term are considered for the Dean’s List using the criteria for full-time students.
- Must earn 12 or more credits in a term
- Must earn a GPA for the term of 3.50 or greater
- May receive no grade lower than a C
- May not have any withdrawals (W) or incompletes (I) during the term
- Students completing I grades will NOT be added retroactively to the Dean’s List upon completion of the required work.

Part-time students. Students earning between eight and 11 credits are eligible for the Dean’s List using the criteria for part-time students.
- Must earn eight to 11 credits a term for two consecutive terms, excluding the summer term. Recognition will be at the end of the second term of the two consecutive fall and spring terms. Having been recognized on the Dean’s List, students will again become eligible after the next set of two consecutive fall and spring terms in which eight to 11 credits per term have been earned.
- Must earn a GPA for each term of 3.50 or greater
- May receive no grade lower than a C
- May not have any withdrawals (W) or incompletes (I) during either term. The student becomes ineligible for the term in which a grade of W and/or I was assigned.

Students completing I grades will NOT be added retroactively to the Dean’s List for the term in which the I grade was assigned. Students meeting the criteria for the Dean’s List have a notation made on their transcript for that term. For part-time students, the notation will appear on the transcript the second of the two terms.

STANDARDS FOR ACADEMIC PROGRESS

Graduation Requirements. Graduation from Stockton with a bachelor’s degree requires a student to obtain a minimum cumulative 2.0 grade-point average, based upon courses attempted at the institution, and to satisfy the institution’s degree requirements: (1) earn 128 credits, (2) earn at least the 32 final credits in Stockton courses, (3) fulfill the institution’s writing and quantitative reasoning and other proficiency requirements, (4) fulfill the skills competency and proficiency requirements applicable to entering freshmen, and (5) meet all program and General Studies requirements within seven years of matriculation.
Earned credits towards graduation include both transfer credits accepted toward a Stockton degree and credits earned at Stockton. Grade point values are as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

I, W and WI notations and P and NC grades are not included in the computation of cumulative GPA.

Note: GPA includes only credits attempted at Stockton. All Stockton grades are included in the computation of the GPA, except those noted above, including those in repeated courses.

**Course Repeat Policy.** Some courses, indicated in the [Online Catalog](#), may be repeated for credit. For any other course, if a student enrolls in a course more than once, the credits shall be counted as earned credits only once. Both grades will appear on the student’s transcript, and both will be included in the calculation of the student’s GPA.

**Satisfactory Academic Progress.** Each student’s record will be reviewed for satisfactory academic progress (at least a 2.0 term and cumulative GPA) each term, including summer terms.

**Academic Dismissal**
If a student’s cumulative GPA is below 2.0 in two consecutive (or three cumulative) semesters, the student is subject to Academic Dismissal. Students who subsequently earn term GPAs of at least 2.0 will be continued on probation for a maximum of 24 credits after the initial term of probation in order to raise the cumulative GPA to at least 2.0.

If there is a procedural error in grade assignment, or in calculation of the student’s cumulative GPA, an appeal of academic dismissal may be made to the Office of the Provost. This appeal must: be in writing, be accompanied by substantive evidence to support the appeal (e.g., a letter from an instructor confirming the error; documentation of a serious, intervening medical issue), and be submitted no later than two weeks following the notice of academic dismissal. The appeal does not result in automatic reinstatement.

Students who are academically dismissed are considered not to be meeting the College’s minimum standards of academic progress. Those on academic probation are expected to demonstrate satisfactory academic progress toward graduation.
Reinstatement of Academically Dismissed Students
A dismissed student who provides new evidence of interest and determination to continue studies at Stockton may apply for reinstatement after an absence of two full terms excluding summer term. Appeals for reinstatement should be submitted to the Office of the Provost, and an application for admission should be submitted online. Students who are reinstated will continue to be on probation until the cumulative GPA reaches or exceeds 2.0.

Procedure for Reinstatement
A student who wishes to be reinstated must submit a letter of appeal to the Office of the Provost describing why he/she wishes to return to Stockton, and his/her activities during the dismissal period that would support a reinstatement decision. The student must also apply for readmission online through the Office of Admissions. All appeals for reinstatement to Stockton will be reviewed by the Office of the Provost.

Skills Competency Requirement
Freshmen admitted to Stockton are subject to the College’s skills competency requirement. With certain exceptions, students who do not fulfill the requirement within one academic year of matriculation are subject to dismissal. The requirement is detailed in the Basic Studies chapter in this Bulletin.

New Start Program
This program is an option for students who have an unsatisfactory academic record and have not been enrolled at Stockton for at least four years. Under this option, the student can choose to begin his/her academic program at Stockton anew. No previous Stockton work will apply to the new program, and the student is subject to the basic skills requirement as part of the new program. A line is drawn across the Stockton transcript indicating the “new start.” Previous academic work remains on the transcript but does not count toward the new program or in the new GPA. Students must apply for the New Start program through the Office of the Provost, as well applying for readmission through the Office of Admissions.

Educational Record
The educational record is the official and unabridged educational and demographic record of a student at The Richard Stockton College of New Jersey. This record is the central source that portrays the student’s educational progress and achievement while at the College. The Office of the Registrar is responsible for the accuracy and maintenance of the educational records.

The educational record contains the following information:

Demographic Data:
- Name
- Identification number
- Mailing address and phone number
- Military veteran status
Academic Data:
- Declared major
- Preceptor name and identification number
- Date of matriculation
- Grade changes
- Course enrollments
- Transcript of previous academic work

Transcript Data:
- Name
- Mailing address
- Date of birth
- Identification number
- Major
- Admittance status
- Degree(s) with date(s) granted
- All courses attempted, credits earned, grades received
- Transfer credits accepted from other institutions
- Record of leave of absence, withdrawal and academic actions

Admissions Correspondence:
- All such correspondence placed in the file after January 1, 1975, is not confidential.
- Violations of the Campus Conduct Code and/or other College regulations.

The record includes the following:
- The College regulation(s) violated
- The sanction(s) applied
- Academic materials that the student wishes to have placed in the file.

Exclusions:
- A student’s record does not include, without written consent of the student, any indication of the following:
  - Religion
  - Race
  - Political views and affiliations
  - Membership in any organization other than professional and honorary organizations
  - Marital status
  - Date of birth
ACCESS TO STUDENT RECORDS
The confidentiality, privacy and accuracy of a student’s record are maintained to the maximum extent possible. Student records are utilized and released only for the legitimate purposes and pursuits of students, faculty, staff and the larger community. Any person who wishes to view a student’s record or a portion thereof must sign a user’s log, which notes the date, the name of the user and the student concerned, reason for access, and materials duplicated, if any.

Student Access
A student may examine all elements of his or her record, subject only to proper identification and reasonable allowances for time, place and supervision. The student may challenge the accuracy of any entry. Upon submission of valid evidence of error, the Registrar of the College corrects the inaccuracy and notifies appropriate offices of the correction. The student may also challenge the appropriateness of any entry not consonant with the elements of a student record as stated above. Appeals from any determinations by the Office of the Registrar are reviewed by the Office of the Provost.

Faculty and Staff Access
Student records are only available to Stockton faculty and staff for legitimate educational and administrative purposes. Preceptors routinely receive a variety of data on students to assist them in advising.

Community Access
Properly identified officials from federal, state or local government agencies are supplied the following information upon request:

- Verification of date of birth
- Major and class level
- Degree(s) earned, graduation date(s) and honors received
- Verification of permanent and local addresses and telephone numbers
- Verification of signature
- Name and address of parent or guardian

Should government agents request additional information, that information is released only upon written authorization from the student. If a student refuses to authorize the release of additional information, the information can be released only upon court order or subpoena. The College notifies any student whose record has been demanded by court order or subpoena.

Directory Information
The Richard Stockton College of New Jersey designates the following information as Directory Information: Student name, campus telephone number, date of birth, program of study, dates of attendance, class level, enrollment status, degree(s) awarded, awards, honors, certifications, participation in officially recognized activities and sports, weight and height of members of athletic teams.
The Richard Stockton College of New Jersey may disclose any of those items without prior written consent unless notified in writing by the end of the Drop/Add period for each term in which the student does not wish the information to be released. Written notification not to release those items must be submitted to the Office of the Registrar.

Emergency Requests
Unless a student specified otherwise in a written statement to the Registrar, the College obliges all emergency requests for the address and telephone number for a student or a student’s parents or guardian. Persons requesting such information are required to identify themselves and are recorded in the user’s log.

In cases of medical emergency, the College reserves the right to notify family members, as appropriate determined by the particular circumstances.

Disclosure of Student Information
The Richard Stockton College of New Jersey does not disclose information from the Campus Hearing Board or other disciplinary processes recognized by the College, except as provided by the established policies and procedures found in the current edition of the Student Handbook.

RELEASE/DUPLICATION OF STUDENT RECORDS

External Release
Upon the written consent of the student concerned, the entire record is released to an individual, institution or organization specified by the student unless the student specified that only the official transcript be released. No other portion of a student’s record is released separately. Transcripts from previous institutions attended are not forwarded.

Internal Release
A student’s record or portion thereof can be duplicated by the Office of the Registrar for professional use by faculty and staff members. To obtain this copy, other than the advising document, staff members are required to sign the user’s log, which notes that the student’s record has been duplicated.

Permanent Files
A student’s record will be archived within five years after the student graduates, withdraws or otherwise leaves the College. Included in the permanent file are:

- The final official transcript.
- Official transcripts from other institutions received by Richard Stockton College regardless of whether the credits were applied to the academic history at Stockton.
- Appropriate official correspondence; all rules for access and release still apply.

Name changes. To have a name change processed, a student must submit two of the following bona fide legal documents showing a legal name change: driver’s license, Social Security card, court order, marriage license, etc.
**Address changes.** It is each student’s responsibility to keep the Office of the Registrar informed of his or her current address. To have an address change processed, a student must submit a signed letter authorizing the change or go to Stockton’s Web site.

**STUDENT RIGHTS**
The Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment) ensures students of the right to privacy in their educational records and establishes the right of students to inspect and review their records and to initiate grievance proceedings to correct inaccuracies. Students are also assured of the right to file complaints with the FERPA Office of the United States Department of Education concerning alleged failures by Stockton to comply with the Act.

Since March 1997 the Solomon Amendment has been in effect. The amendment allows the Secretary of Defense to have directory access to student information for purposes of military recruitment. The amendment is separate from the FERPA guidelines. The Richard Stockton College of New Jersey must comply with FERPA and the Solomon Amendment.

Students have the right to challenge the accuracy or appropriateness of information contained in their records. Depending upon the record involved, the following are the individuals to whom to speak when initiating a student information grievance:

- Job or Graduate School Placement File—Director of Career Services
- Official Educational Record—Registrar
- Financial Aid Report—Director of Financial Aid
- Housing Record—Director of Housing and Residential Life
- Security and Safety/Campus Police Record—Chief of Campus Police
- Campus Hearing Board/Campus Conduct Code Record—Dean of Students
- Academic Irregularity Record—Provost
- Student Accounting Record—Supervisor of Bursar’s Office
- Educational Opportunity Fund Student—Director of Educational Opportunity Fund Program
- Skills Competency and Diagnostic Test Results—Coordinator, Skills Acquisition and Development Center Writing Lab. Test results are routinely shared with instructors and tutors to assist them in working with students.

Appeals are to the Provost, appropriate vice president or Dean of Students. Consult grievance procedures in this *Bulletin.* It should be noted that if a student’s challenge through the grievance procedure is unsuccessful, he or she can nevertheless submit statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions rendered in the course of the grievance procedures. The statements will be placed in the file, maintained as part of the student’s records, and released whenever the records in question are disclosed.
THE CAMPUS AND ITS FACILITIES

Located on a wooded 1,600-acre campus in Galloway Township in the Pine Barrens of New Jersey, Stockton is just 12 miles northwest of Atlantic City, 50 miles east of Philadelphia, and less than a two-and-a-half hour drive south of New York City. It is easily reached from Exit 44 South of the Garden State Parkway or Exit 12 of the Atlantic City Expressway.

Stockton’s campus has been planned as a living-learning center. Academic, recreational and living spaces have been mixed to promote interaction and integration among all programs and people. The award-winning architecture of Stockton has been developed to emphasize these goals. Flexible loft spaces along a linear indoor street, or gallery, permit lounging and pedestrian circulation, thus allowing opportunity for informal contacts among students and staff.

Concern for the impact of the College’s construction upon the environment has led Stockton to set aside approximately 400 acres for use as an outdoor research laboratory. This environmental concern is expressed both in the College’s physical plant and in several of its academic programs. See the Campus Map for particulars.

Stockton’s library includes extensive collections, as well as public computers, study and meeting rooms. A computer/editing lab for Communications Studies majors is located in the lower level of the library. The College’s athletic and recreation activities and programs are supported by a 70,000-square-foot Sports Center with a 40,000-square-foot multipurpose indoor gymnasium, a student exercise facility, locker rooms, an athletic training room, an adjacent, lighted six-lane track and soccer field with a grandstand, a lighted multipurpose field, and two multipurpose playing fields. Additionally, the College has a second gymnasium, tennis courts, intramural fields, and intercollegiate baseball and softball fields.

The College has on-campus housing available for students. Housing I, consisting of garden apartments for 1,012 students, is located on the north side of Lake Fred, the College’s main lake. The Lodge at Lakeside, a residential life facility, is located within the Housing I complex along the lake. Housing II and III, suite-style residential units housing 520 students and 300 students respectively, are located in close proximity to the College’s main academic complex, the College’s Sports Center and the Townsend Residential Life Center. The Housing IV Apartment Complex provides garden apartments with housing for up to 246 students. The Commons is located adjacent to the Housing IV apartment complex. The Housing V Apartment Complex consists of six newer residential complexes, each with a gross area of approximately 26,000 square feet. The buildings are three-story, wood-frame structures with flat roofs, and can house 64 students per building for a total of 384 beds.

Stockton has two student centers, one located in G-Wing and the other in N-Wing. The G-Wing facility houses administrative offices and resources to support student clubs and organizations, numerous student club offices, a meeting room, open television and programming lounge and the campus a la carte cafeteria. The N-Wing facility is home to the campus dining hall with seating for 250, Osprey’s Nest inclusive of a convenience store and late night food service venue with seating for 70, several administrative offices, a game area and television lounge, computer lab and several meeting spaces.
Take-out food options are available at Richard’s Cafe, located in lower C-Wing. The College also has two convenience stores located in the Osprey’s Nest, N-Wing, and the Lodge at Lakeside. The Lodge at Lakeside houses Mondo’s Subs, Papa John’s Pizza and a convenience store.

Stockton’s student health services are located in West Quad Academic Building on the main campus. In addition, a modern medical complex is located on the College’s south campus. It includes the 300-bed AtlantiCare Regional Medical Center, Mainland Division, and the 80-bed Bacharach Institute for Rehabilitation. Stockton’s Campus Police Department is located near the north entrance to the College, off Vera King Farris Drive.

In early 2004, The Richard Stockton College community embarked on a facilities master planning process, the third in the College’s 35-year history. The original campus, designed by Geddes Brecher Qualls and Cunningham, and constructed in several phases in the 1970s, became an icon of campus planning almost as soon as it was built. While many themes that drove the original concept and 1990 Master Plan update are still valid, much has changed. Environmental regulations have placed additional limits on growth, students have higher expectations for the living/learning environment, and the competition for quality students and faculty continues to increase.

The 2005 Facilities Master Plan is a campus-wide initiative that supports Stockton’s strategic mission: the highest quality education for a larger, select and geographically diverse student body, increased opportunity for faculty and student research and scholarship, expansion of programs and enrollment in graduate and continuing education, and strengthening the College’s role as the leader in economic and community development in southern New Jersey.
THE CO-CURRICULUM
A Stockton education includes both the traditional curricular aspects (described in the chapter on Academic Policies) and a co-curricular aspect.

Stockton’s co-curricular life includes a broad range of activities including cultural programs and lectures, extensive wellness and recreation programs, intramural and intercollegiate athletics, and a number of student-initiated activities and events, all of which combine to create a vibrant atmosphere at the College. More than 100 clubs and organizations operate on campus, including the Physical Therapy Club, the Occupational Therapy Club and academic honor societies. While many of these activities encourage faculty and staff participation, students assume a major responsibility for providing co-curricular programs. Stockton relies on student acceptance of initiative and corresponding responsibility for co-curricular programs.

This approach to campus life helps students develop a capacity for self-direction, self-confidence and continuous learning. The College provides assistance to help students realize their goals and potential. Staff are available to facilitate student programs and activities. With the help of staff, students are taught how to conceptualize, plan, and organize programs and activities that complement a student’s education. The results of these efforts are intended not only to provide immediate, satisfying experiences for students and other members of the College community, but also to increase the ability of students to carry out commitments from start to finish—a skill the College anticipates will be of long-term value to students.

DIVISION OF STUDENT AFFAIRS
The Division of Student Affairs is organized to provide comprehensive programs and services to approximately 7,000 students, including more than 2,100 students who reside on campus. These programs and services are intended to enhance campus life and enrich the academic programs of the College. Reporting to the Vice President for Student Affairs are an associate vice president, deans and directors. They administer offices that encompass a broad spectrum of student life issues ranging from enrollment and financial aid through housing, healthcare needs and co-curricular programming. Anyone with concerns, suggestions or questions about these areas should contact the appropriate director or dean.

Educational Opportunity Fund
Stockton’s Educational Opportunity Fund (EOF) Program focuses on the academic development of underprepared students. While the primary emphasis is on the development of the student’s intellectual skills and study habits, efforts are also made to increase confidence and further develop special skills. Support services for EOF students are available through the Division of Student Affairs and the Skills Center. All freshman EOF students are required to participate in a rigorous five-week summer program designed to strengthen each student’s adjustment to and preparation for college. Detailed information about the EOF Program is located elsewhere in this Bulletin.
Office of the College Center
The focus of the Office of the College Center is to enhance the student-life experience. Functions include sponsorship and/or management of regular evening activities, staffing of the College’s information booths, coordination of commencement-related functions such as Grad Finale (cap/gown/tassel distribution) and Graduate Send-Off programs, coordination of all student life and logistical aspects of new student orientation, publishing of the yearbook and administering the Student Emergency Loan program.

Office of Student Development
This office’s main responsibility is to advise the more than 100 student clubs and organizations on campus that seek to involve students, staff and faculty with common interests and goals, provide leadership opportunities for student leaders and provide management and oversight of finances. Clubs and organizations are classified as either sponsored or independent. Oversight of Greek Life is also the responsibility of this office. Numerous faculty and staff from the College assist with the advisement of both sponsored and independent clubs and organizations.

Office of Event Services
The mission of The Richard Stockton College of New Jersey as it relates to event programming is to provide students, as well as the College community, in general, with programs, facilities and services that enhance the quality of life and education on campus. The mission also extends to local and state community agencies as well as residents from throughout the State who use the College facilities for programming purposes. Located in N-110 of the N-Wing College Center, the Office of Event Services provides a centralized location for the scheduling, planning and management of campus-wide events.

In addition to scheduling facilities, the Office of Event Services assists with coordination of support services for events to include room setup configuration, computer and telecommunication services, audio-visual and sound equipment, and Campus Police services. The Office of Event Services also serves as a liaison between event planners and Chartwells Campus Dining Services (the College’s contracted food service provider), as well as the Office of Residential Life. For more information, students may stop by or call the Office of Event Services at (609) 652-4878. To view calendars for daily and upcoming events, visit the Stockton Today channel from the Home tab of the goStockton portal or click on “View Today’s Events” on the bottom right corner of Stockton’s home page.
CULTURAL ACTIVITIES AND EXHIBITS
Throughout each academic year and during the summer as well, Stockton hosts a broadly integrated program of cultural activities and exhibits.

Since its opening in the fall of 1976, The Richard Stockton College of New Jersey Performing Arts Center has provided audiences with a wide variety of cultural programming by professional touring companies of national and international stature. By emphasizing those companies and artists whose established or emerging reputation in music, dance and theater reflects the highest artistic standards, the Stockton Performing Arts Center has been designated one of the state’s cultural treasures by the New Jersey State Council on the Arts.

The Performing Arts Center’s strikingly continental design provides an intimate setting for audiences to experience some of the country’s and, indeed, the world’s, most acclaimed ballet, modern and contemporary dance troupes; classical, popular, and jazz orchestras and ensembles; and opera, musical theater and dramatic companies.

As an example, a list of the well-known performers who have appeared at the Center includes: Harry Connick Jr., Judy Collins, Marvin Hamlisch, the Vienna Boys Choir, the Shaolin Warriors, the Russian National Ballet, Preservation Hall Jazz Band, Chick Corea, George Winston, Michael Feinstein, and The Chieftans.

The Richard Stockton College of New Jersey Performing Arts Center is a state-of-the-art, multidisciplinary cultural complex. At the hub of the College-owned facilities are a 550-seat Main Stage Theater and a 75 to 125-seat black box Experimental Theater.

The Main Stage Theater is a traditional proscenium hall. With its wide stage opening and deep playing area, the Center can accommodate all but the most atypical touring production. More than 200 lighting instruments are controlled through a computerized console, and the superb sound system provides high fidelity reinforcement and reproduction.

Four stage-level dressing rooms can comfortably hold 50 performers and are located adjacent to laundry, wardrobe, shower, lavatory, green room, costume and scenery shop facilities.

The Performing Arts Center, like other facilities in the College’s physical plant, has been thoroughly evaluated and specially modified, where needed, to assure easy access by those who are physically challenged. The Center includes or is adjacent to handicapped-accessible elevators, wheelchair ramps, wheelchair seating locations, washroom facilities, drinking fountains and telephones.
Art Gallery
The College Art Gallery, currently located in H-113, is sponsored by the School of Arts and Humanities, under the direction of the visual arts faculty who oversee the calendar of exhibitions each academic year. These exhibitions range from work of nationally and regionally recognized artists to thematic shows, traveling exhibitions, faculty work, and alumni and student competitions. At least one exhibition each semester features the work of graduating seniors in Stockton’s visual arts program. Additional programming includes frequent lectures and gallery talks by exhibiting artists, as well as lectures and symposia featuring gallery and museum personnel, historians and other specialists in the field.

THE NOYES MUSEUM OF ART
Stockton College has established an articulation arrangement with the Noyes Museum of Art located in Oceanville and Hammonton, New Jersey. Stockton students have membership at the Museum and can visit the many exhibitions hosted by the galleries during the year. Students will also be able to participate in classes and events held at the Museums. The Museum’s contact information is: 733 Lily Lake Road, Oceanville, NJ, 609-652-8848.

ATHLETICS
Intercollegiate sports, varsity club sports, club sports and intramural athletics play significant roles at Stockton. Supported by excellent facilities and a diverse athletics and recreation staff, Stockton’s programs offer the campus community a broad spectrum of individual and team opportunities.

Intercollegiate sports give students the opportunity to participate in a highly selective and skilled program of competition with other college teams. Richard Stockton College is a Division III member of the National Collegiate Athletic Association (NCAA), Eastern College Athletic Conference (ECAC) and the New Jersey Athletic Conference.

Stockton participates in seven men’s and 10 women’s sports. Field hockey became the College’s 17th intercollegiate sport in 2003. Of note, the men’s soccer team won the College’s first national championship in 2001 and set an NCAA record for victories in a season with 25. Kim Marino became Stockton’s first female NCAA champion by winning the pole vault at the NCAA Track and Field Championships in 2003. In 2004, Paul Klemic (long jump) and Tiffany Masuhr (javelin) both became NCAA individual track and field champions. The men’s basketball team advanced to the national championship in 2009 and is one of the most successful programs in the country over the last 20 years. The women’s basketball team won the NJAC championship in 2005. The women’s soccer team made an NCAA Final Four appearance in 1995 and earned NCAA Tournament berths in 2006 and 2007. The track and field teams have a history that includes nine individual national champions and 47 All-Americans. The lacrosse team has made an ECAC Tournament appearance in 11 of the last 14 years, the softball team set a school record with 25 victories in 2005, and the baseball team won a school record 21 games in 2007.

Sports with Varsity Club status are intercollegiate competitors that are not recognized or declared as NCAA sports. These sports are governed by the College’s academic and athletic standards. Currently, these sports include men’s crew and golf.
In addition to intercollegiate athletics, intramural sports competition is a vital feature of the Stockton community with widespread support. Reinforcing the concept of College-wide interaction, membership on intramural teams is open to students, faculty and staff; many teams are co-recreational.

Intramurals are a mainstay of the athletic pro-program at Stockton. The program presently consists of teams in flag football, volleyball, soccer, basketball, street hockey and softball. Intramurals provide a diverse, moderately to highly competitive, campus-based program. Supplementing Stockton’s intramural team sports are numerous campus tournaments and competitions.

Members of the Stockton community who want to field their own sports club may request College recreation fee funds through the Intramural Recreational Council. Clubs manage their activities with the assistance of the Office of Athletics and Recreation staff. Club sports range from noncompetitive to moderately competitive.

**Athletics Web Page and Hotline**
The Athletics Web page is an excellent source of information for parents and the Stockton community. All areas of Athletics and Recreation are represented and updated on a regular basis, including athletic staff, intercollegiate sports, athletic training, intramurals and recreation, and the fitness center schedules. For up-to-date scores and results, call the Ospreys Sports Hotline at 609-652-4874.

**Athletic Training Services**
The Office of Athletic Training Services provides support for the entire athletic program in the areas of education, prevention, and care/management and rehabilitation of athletic injuries. This area is actively involved in research and has had several original research articles published regarding athletic injury care. The staff is made up of two full-time certified athletic trainers (ATC), six part-time ATCs and 13 student athletic trainers. The Athletic Training Room is open 9:30 a.m. to 3 p.m. weekdays and 7 to 10 p.m. Monday through Thursday, and provides students with the opportunity for optimum care and information in all areas of athletic injuries. The state-of-the-art facility is located in Sports Center, Room 309. The phone number is 609-652-4952.

**RECREATIONAL ACTIVITIES**
The range of recreational programs at Stockton includes traditional indoor leisure-time activities and more physical activities. Stockton’s 1600-acre campus provides an excellent natural setting for a wide range of outdoor recreational programs. A 60-acre lake, central to the campus, is favorable for fishing. A license must be obtained for fishing on the College lake or any other inland body of water, and the State game warden may levy fines for violations. Camping is prohibited on the College campus.

The Office of Athletics and Recreation plans, develops and implements a diverse program of athletic and recreational activities open to all members of the College community and designed to accommodate the interests and abilities of participants.
STUDENT MEDIA

Argo Campus Newspaper
Published 12 times each semester, the Argo seeks to inform the Stockton community about news, sports, entertainment and events on and around campus. Argo is an independent, non-profit student-run newspaper and is not an official publication of Stockton. All members of the College community are welcome to join the staff of the Argo, and submissions and story ideas are encouraged. The newspaper sells advertising space; requests should be sent to argoadvertising@yahoo.com or 609-652-4296. The Argo office is located in upper G-Wing and can be reached at 609-652-4560 or by email at argo@yahoo.com.

WLFR-FM
WLFR is Stockton’s College radio station. It is dedicated to providing a wide variety of alternative entertainment, sports, broadcasting and music to its southern New Jersey listeners. The station offers multiple opportunities for academic credit to Stockton students via the Communications program where students may serve in capacities ranging from deejay to station manager. Membership in the station provides a valuable learning experience, and any faculty, staff, student or alumni may join and volunteer. The station is located in the upper G-Wing College Center and is found at 91.7 on the FM dial. Its Web address is www.wlfr.fm.

YEARBOOK
The Path is the yearbook of The Richard Stockton College of New Jersey. Partially supported by funds from the College’s graduation fee, The Path is published annually for spring delivery to all graduating students, free of charge. Production of the yearbook is coordinated through the Office of the College Center. Additional information about The Path can be obtained by calling the Office of the College Center at 609-652-4706.
STUDENT SERVICES—CAMPUS LIFE
Offering a variety of services for students and graduates, the Office of the Dean of Students is a point of contact for problem solving, referrals, and personal needs, as well as a resource center for the Stockton community. The following services are available:

Career Center
Stockton recognizes that a major component of a student’s learning experience involves the exploration of various career alternatives. The College supports this process through its Career Center. The Center assists students in developing, implementing and evaluating their career and life plans. The programs and services offered are designed to teach students how to identify their interests, values and skills, and to provide them with the tools necessary for ongoing self-assessment. Career counseling is available to assist students in identifying and choosing a program of study and relevant career options, as well as preparing for graduate or professional study. Career assessment is offered through group workshops and FOCUS, a computer-based career inventory system that assesses students’ interests, values, personalities, skills and more. The Career Center now offers the Myers-Briggs Type Indicator (MBTI), a highly reliable instrument that gives students insight into their personality, while helping them explore career paths best suited for their individual needs. An online career library provides up-to-date information about graduate and professional study, preparation for graduate admissions tests, careers, employment trends and employer information. The office also provides internship and job search assistance to students.

In addition, the Center hosts a series of employability skills workshops to prepare students for a successful job search campaign. Programs and services that facilitate the employment process include on-campus interviewing, career fairs and special networking events, a résumé referral system, and online access to Internet sites that link students to numerous career opportunities available through private sector, governmental and non-profit employers. Students are strongly encouraged to begin using the services of this office early. The Career Center is located in J-204.

Co-curricular Transcript
Undergraduate Learning Training and Awareness Program (ULTRA)
The Office of Student Development offers students a personal development program titled Undergraduate Learning, Training and Awareness (ULTRA). This program is designed to assist students in the exploration of factors that generally contribute to a student’s academic growth, personal and interpersonal development, and likelihood for success as a collegian and as a graduate of The Richard Stockton College of New Jersey.

Students may take advantage of structured activities that will help them make a smooth transition from high school to college to alumni life. Getting involved in learning more about cultural differences, improving communication skills, and being aware of alcohol-related issues gives students an increased advantage as graduates. Through ULTRA, students are exposed to information that assists them in establishing positive patterns necessary to be successful in the modern day work force.

The ULTRA program is composed of four components—Learning, Training, Awareness, and Community Service. The learning component introduces students to a multitude of areas in which
they acquire specific skills. Units include modules in academic survival/study skills, résumé construction, and the development of coping and lifelong learning skills. The training component offers students certifications in physical health, wellness and safety. Certificates may be obtained in various courses including American Red Cross lifesaving techniques, standard first aid and safety, and CPR. Students may also become certified as peer educators.

The awareness component educates students through exposure to a vast number of human relations areas and issues. Modules on mental health, human relations and drug awareness are included. This component is designed to empower students by helping them to more effectively and productively manage their lives by improving self-esteem and communication skills, recognize drug and alcohol problems or eating disorders, and develop stress management skills and multicultural awareness.

The community service component provides opportunities for students to engage in community service activities on and off campus. The program also facilitates a learning experience for students to connect their community services with academic and life experiences.

Students earn ULTRA credit for the workshops they attend and are encouraged to attend all those workshops in which they have an interest. Individuals who participate in eight or more ULTRA programs are eligible for a co-curricular Transcript. The purpose of this document is to provide students with a record of their co-curricular activities, including ULTRA, leadership roles, honors and distinctions, professional/educational training, participation in student organizations and activities, and community service/volunteerism/contributions to the campus and/or the community. The Office of Student Development monitors this program along with the Office of the Dean of Students. Students are encouraged to take advantage of these workshops and become “ULTRA involved.”

**Leadership Education Awareness Development Certification**
Student involvement in academic and co-curricular activities is an essential part of today’s total educational experience. In collaboration with the Division of Academic Affairs and faculty who advise student clubs and organizations, the Division of Student Affairs offers the Leadership Education Awareness Development (L.E.A.D.) Certification Program, available to students who complete a variety of academic courses and pro-grams and participate in assorted co-curricular experiences at The Richard Stockton College of New Jersey. This initiative is set up as a complement to the Undergraduate Learning, Training and Awareness (ULTRA) program. Students can contact the Office of Student Development for details and requirements.

**SPECIAL PROGRAMS**

**Students with Disabilities**
Since its founding, The Richard Stockton College of New Jersey has continuously set standards to accommodate all students with disabilities. The College makes all of its programs accessible through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Learning Access Program (LAP) provides comprehensive services to students with learning, physical and psychological disabilities. Services are provided on an individual basis. Examples of services are counseling, arranging academic accommodations, faculty contacts, testing alternatives and note-takers. The services of a
learning disabilities specialist and other professional staff are available as needed. All students requesting special accommodations must register with the LAP and provide appropriate documentation to the program director. LAP is located in WQ-110 and can be reached at 609-652-4988. Further information is available on the LAP Web page.

**Personal Attendants**

It is the responsibility of any student requiring the services of a personal attendant to employ and to pay the attendant. The Office of the Dean of Students can prove helpful in individual situations but cannot assume the responsibility for finding, training or employing attendants. In health professions such as physical therapy, certain motor skills are required to participate in lecture, laboratory and clinical courses. Students should consult the individual program about required technical standards and essential functions.

**Graduation**

Students anticipating graduation must apply online and pay the applicable fee. Visit the Office of the Registrar’s Web site to apply or for more information. Questions regarding academic eligibility should be addressed with a student’s preceptor or the Center for Academic Advising. The Office of the College Center handles logistical details of the graduation ceremony; this office cannot determine eligibility for graduation or answer academic questions. Caps, gowns, hoods, tassels, commencement tickets, graduation portraits and yearbooks are all arranged through the Office of the College Center. Many celebratory events for students, including Graduation Toast and sendoff programs, are offered at the end of each semester.

**International Students**

The Office of the Registrar provides non-academic advising for international students. The Assistant Registrar serves as the liaison for international student services within the Office of the Registrar, and also provides non-academic advising for international students. This includes information pertaining to their maintenance of status, visa renewal, travels outside the United States, transferring, graduation and employment matters. The Assistant Registrar is the SEVIS Compliance Officer for the College.

International students are responsible for special obligations concerning class registration and academic progress. Students should maintain contact with the Office of the Registrar throughout the year and seek advising from the Assistant Registrar regarding these matters. For further information, students may call 609-652-4235.

The International Student Organization schedules activities and makes every effort to assist students in adjusting to life in the United States. The International Student Organization can be reached at 609-626-3439.

To assist incoming students who identify themselves on their applications as having a language other than English as their best language, Stockton offers Skills Center tutoring and special preceptorial assistance.
Orientation
The College’s orientation program for new and continuing students is coordinated jointly by the Division of Student Affairs, the Office of the College Center, the Office of Student Development, the Office of the Dean of Students, the Center for Academic Advising and the Office of the Provost, and includes a series of workshops and activities concerning academic programs, career opportunities, course selection, personal development and special interests. Students, faculty and staff contribute time and energy to this program, which is designed to help students adjust to college life.

Veteran Affairs
Stockton College has been designated a Veteran-Friendly institution. The College was awarded membership in the Servicemembers Opportunity College (SOC) Consortium. As a member of SOC, the College is committed to reasonable credit transfer, credit for military training and learning experiences, credit for nationally recognized testing programs, and reduced on-site course requirements. The Office of Veteran Affairs works closely with the offices of academic affairs, academic advising, distance education, the registrar, financial and student affairs to facilitate the academic and co-curricular lives of veterans and active service members. The Office works closely with the Student Veteran Organization and provides a lounge exclusively for military and veteran students. The Office and lounge are located in Upper G-Wing; veterans may call 609-652-4315 for more information.

Student Immunizations
All new or continuing undergraduate and graduate students enrolled in a program of study leading to an academic degree at any 4-year public or independent institution of higher education in NJ are required to provide evidence of immunization as a prerequisite to enrollment. Requirements pertain to vaccination against the following diseases: *measles, mumps, rubella, hepatitis B and meningitis*. The only exemptions from these requirements are for students born before 1957, certain medical conditions in which immunizations pose a health risk, and clearly proscribed and documented religious exclusions.

All students regardless of age are required to show proof of immunity to Hepatitis B. *The College must enforce student compliance within 60 days of enrollment.* Documented proof of immunity must be submitted to Health Services; failure to submit the required documentation will result in a hold being placed on the student’s record. This hold will suspend registration privileges. Send or fax original documentation signed by a licensed health care provider, a copy of a signed and authorized school record, or the completed and signed RSCNJ Immunization Information form to Health Services. Students may refer to the Wellness Center’s Web site for specific details about the vaccinations, documentation, and consequences of noncompliance, WQ-108, 609-652-4701, ext. 2 (fax 609-626-5586).
WELLNESS SERVICES

Alcohol/Drug Education Services
The Office of Alcohol/Drug Education maintains confidentiality for students who request counseling, assessment and referral services. Services are available for students who compulsively and chronically use alcohol and/or drugs. Educational resources are available for class-room assignments on drug and alcohol issues. Information is also available on obtaining New Jersey State Alcohol Counselor certification. Interested faculty can contact the office for alcohol/drug workshops for their academic classes.

Students who desire to be Peer Educators for this program must complete the academic course GEN 2715 Peer Education: Drugs and Alcohol.

The OPTIONS program consists of a 4-credit elective course, The Psychology of Well-Being. On a case-by-case basis, students who are found in violation of campus alcohol/drug policies may be offered the “option” of enrolling in the wellness course as a step toward receiving an adjustment in sanctions. This course is also open to students who have personal substance abuse and alcohol issues.

In the Training for Intervention Procedures (TIPS) program, students receive training in the communication and interpersonal skills of influencing their peers’ drinking behavior in a non-threatening way.

For more information, students may contact the Office of Alcohol/Drug Education at 609-652-6855, located in Counseling Services, WQ-110.

Health Insurance
State law requires all matriculated students to have health insurance. When a student registers for classes, a health insurance charge is included on his or her account. All students must complete either an online application to activate and enroll in the College Health plan or submit an online insurance waiver indicating private coverage. Online applications and waivers must be submitted every academic year. Further details are available in the Office of Health Services located in Room WQ-108 or by calling 609-652-4701.
Health Services
The campus [Office of Health Services](#) is an out-patient facility providing free, confidential health care to all Stockton students. Health Services is equipped to provide health education and nutritional services, emergency first aid, examinations, treatments for minor injuries and illnesses, and referrals for more extensive treatment. More complete medical care is available through the AtlantiCare Regional Medical Center, located on the Stockton campus. Services provided by AtlantiCare Regional Medical Center will be charged to students through the hospital at its regular rates.

Health Services is open Monday, Wednesday, Thursday and Friday 9:00 am to 5:00 pm, and Tuesday 9:00 am to 7:00 pm. Persons requiring emergency first-aid treatment after Health Services is closed are advised to call 911. An emergency first-aid vehicle will be dispatched through the Campus Police. For operating hours, health education information or appointments with the medical staff or nutritionist, students may call 609-652-4701.

His and Her Healthy Options Clinic
[His and Her Healthy Options Clinic](#) is a preventive health service that provides entry into the health care system for women of reproductive age and men. Services available include confidential consultations, complete medical exams including pelvic, pregnancy testing, HIV testing, counseling on all methods of contraception including natural family planning, contraceptive supplies available for purchase, cancer screening (pap smears, breast exams), testing and treatment of sexually transmitted diseases and community outreach. For information and appointments, students may call 856-365-3519, ext. 4.

Immunizations
All new or continuing undergraduate and graduate students enrolled in a program of study leading to an academic degree at any 4-year public or independent institution of higher education in NJ are required to provide evidence of immunization as a prerequisite to enrollment. Requirements pertain to vaccination against the following diseases: measles, mumps, rubella, hepatitis B and meningitis. The College must enforce student compliance within 60 days of enrollment. Documented proof of immunity must be submitted to Health Services; failure to submit the required documentation will result in a hold being placed on your record. Please reference the [Wellness Center’s Web site](#) for specific details about the vaccinations, documentation, and consequences of noncompliance. The Wellness Center is located in West Quad 108, 609-652-4701.

Psychological Counseling
The purpose of [Counseling Services](#) is to facilitate the personal, social and academic growth of students through developmental, remedial and preventative programming and short-term counseling.

Students seek counseling for a variety of reasons. Some experience problems that make their academic and personal lives at the College more difficult than they need be. Through the counseling process, students are encouraged to explore their situations, deal with feelings, and consider alternatives in a supportive atmosphere with a person who will listen, serve as a sounding board, and provide feedback and referral services.
Counseling Services is staffed by a team of highly qualified mental health professionals. At the initial appointment, the student and the counselor decide which resources currently available at the Center, other campus offices, and/or in the community are best suited to helping with particular concerns.

In addition to counseling services, counseling staff serve as consultants to members of the College community regarding student development and mental health issues. Counseling Services actively promotes community education and awareness through psycho-educational workshops and primary prevention programs.

Services are available to all students enrolled at The Richard Stockton College of New Jersey. Counseling Services adheres to the ethical codes of the American Psychological Association and the National Association of Social Workers. Consistent with these ethical guidelines, counseling services are strictly confidential.

Hours are 8:30 a.m. to 7:00 p.m., Monday through Thursday, and 8:30 a.m. to 5:00 p.m., Fridays. For more information, students may stop by or access the Web page or call Counseling Services at 609-652-4722.

OTHER COLLEGE SERVICES

Identification Card
All students, faculty and staff receive Richard Stockton College of New Jersey identification cards. This card also serves as the Declining Balance Card and the meal card for those who enroll in these programs. The identification card must be validated for each term in which a student registers and must be returned to the Office of the Registrar upon termination of student status at the College. Lost or stolen cards will be replaced by the Office of the Registrar upon payment of a $25 fee. Presentation of the ID card will be necessary for admission to certain activities and facilities, borrowing privileges at the Stockton Library, access to a student’s records and admission to registration. Students who live in Housing will have their Stockton ID programmed to operate as the key to either their apartment or floor. If a resident loses his or her card, he or she must immediately report the loss to the Campus Police by calling 609-652-4390.

Legal Aid
Stockton does not provide personal legal counsel or representation for students or staff. Persons who require legal assistance should seek such aid from off-campus legal agencies.
Meal Plans
Stockton’s food service program is managed by Chartwells Dining Service. The Chartwells staff, food service committee (made up of students), and the College administration have worked closely in developing a variety of nutritious and flexible meal programs. The dining service office is located in the N-Wing Dining Hall. This office oversees food service operations throughout the campus. At the time of publication of this Bulletin, these operations are:

- **N-Wing Dining Hall.** Traditional board operation with a full-course menu, deli, pizza, grill selection, salad bar, fresh fruits, pasta and more.
- **G-Wing Osprey Food Court.** Offers a choice of Roosters Rotisserie Chicken with side options, the Corner Deli, The Beverly Grill, The Salad Co., desserts and beverages.
- **Lakeside Pizzeria–Convenience Store.** Located within the Lakeside Center, offers pizza, grilled items and beverages. The Convenience Store offers a deli as well as all the daily pick-up items traditionally needed. Pizza delivery service is available.
- **The StockMarket Convenience Store.** Located in the Townsend Residential Life Center, providing a selection of beverages, snacks and other quick-stop items.
- **Osprey’s Nest.** Located in N-Wing, offers pizza, grilled items and beverages, including smoothies. Pizza delivery service is available.
- **Richard’s Café.** Located in C-Wing, provides breakfast and lunch entrees and beverages.

Board Programs
In designing Stockton’s dining services, customer flexibility regarding meal plans has been the focus. For students who reside in residence halls, a 180-block meal plan, a 19-meal plan and a 15-meal plan have been developed, and one or the other of these is required. Non-residents may also choose these plans or the 10- or seven-meal plans.

Costs for the different meal plans may be viewed at the Bursar’s Office Web page.

Campus Ministry
Spiritual needs of the College community are ministered to through the Campus Religious Council. The Campus Religious Council is a group of professional individuals who meet the religious needs represented in the College. All activities of the Council are coordinated through the Office of Student Development, G-206, 609-652-4205.

**Catholic Campus Ministry Advising** is available for religious and personal counseling and confession for students, faculty and staff. Mass is also celebrated every Sunday evening at 8 p.m. in the Campus Catholic Ministry Center when classes are in session. Mass during Lent and Advent is offered on Wednesdays at lunchtime. Discover Level II Retreats are available certain weekends, as well as Newman Club events, such as prayer events, discussion groups and service activities. The telephone number is 609-804-0200.

**Christian Student Counseling** is provided. Services include counseling for successful living, Bible studies and other services designated to meet the needs of the whole person. These may be accessed by dialing 609-652-4205.

**Jewish Student Advising** is provided through advisors to Hillel. They may be accessed by dialing 609-652-4205.
The Unitarian Universalist (UU) Center’s services and support groups are open to the public. Students who seek a liberal, welcoming, faith community may call 609-965-9400, or go to the Center near the north entrance to the College on Pomona and Liebig Roads.

OFFICIALLY RECOGNIZED CLUBS AND ORGANIZATIONS
Stockton offers a wide variety of clubs and organizations of all kinds for different interests and causes. Go online for the most current information on clubs and organizations.

FRATERNITIES AND SORORITIES
Go online for the most current information on Greek life at Stockton.

ACADEMIC HONOR SOCIETIES
Business Studies, Delta Mu Delta
Teacher Education, Kappa Delta Pi
Nursing, Sigma Theta Tau
Psychology, Psi Chi
Sociology and Anthropology, Alpha Kappa Delta
Criminology, Rho Sigma Chi
Economics, Omicron Delta Epsilon
Physics, Sigma Pi Sigma

STUDENT DEVELOPMENT LEADERSHIP SOCIETIES
Omicron Delta Kappa
Order of Omega, Upsilon Gamma Chapter

OFFICE OF ATHLETICS AND RECREATION OFFICIALLY RECOGNIZED SPORTS
Go online for the most current information on all of the officially-recognized sports in Athletics and Recreation.
SPECIAL ACADEMIC FACILITIES

Career Library
The Career Library contains materials on graduate and professional schools, careers, the job search process (résumé preparation and interviewing techniques), standardized tests and employer profiles. Online job listings and internship opportunities are maintained for the benefit of Stockton students and graduates. Computers are also available to explore all aspects of the career decision-making/planning process as well as employment opportunities.

Computer and Telecommunication Services
The Office of Computer and Telecommunication Services supports the College’s instructional, research, and administrative computing, and voice communications needs. A diverse library of software and a wide variety of hard-ware are available to students, faculty and staff.

The College’s central computing facilities include 80 servers hosting a wide array of applications on a variety of operating systems platforms. Additionally, approximately 950 microcomputers and workstations are dispersed throughout more than 30 computer laboratories, 80 electronic classrooms on the main campus and at the Carnegie Center, faculty offices, and academic support facilities such as the Library and Skills Center. Of these computers, approximately 750 are available for student use in the academic computing labs. The computer labs are open seven days a week during the fall and spring semesters, and labs located in the housing complexes are available seven days a week, 24 hours a day.

The electronic classrooms provide advanced computing, voice, video and networking equipment to support teaching and learning. The electronic classrooms are furnished with podiums equipped with a computer, video projector, document camera, and voice, video and data connections. Laptop computers with portable projection systems are also available to bring computing technology into the few remaining non-electronic classrooms. All classrooms have hard wired for Internet access that can be used in conjunction with the portable systems.

The Office of Computer and Telecommunication Services maintains a fiber optic gigabyte Ethernet network that extends throughout the campus. The College’s computer laboratories, electronic classrooms, residence halls and offices throughout the campus are connected directly to the College’s local area network. All instructional spaces and the Housing V residence area have access to the campus wireless network. Laptop computers are available for use in the Library. Commuting students can access most online campus services via the modem pool. Forty-eight dial-up connections are available supporting asynchronous and ISDN communications. Global network resources are available via a high-speed 120MB Internet connection.

An information center, staffed by professionals and student workers, offers guidance and support to computer facilities users. Training is available throughout the term on microcomputer software applications, electronic conferencing, the campus portal, e-mail, and the Internet. For more information, visit the Computer and Telecommunication Services Web page.
Laboratory And Field Facilities

The natural sciences laboratories and field facilities support practical learning experiences that fully complement the science courses and academic programs offered by the College.

The Biology and Chemistry programs are housed in the F-Wing Science Laboratories where all introductory and advanced laboratory courses in these disciplines are offered. Specialized instrumentation and research rooms are located adjacent to the instructional laboratories. The biology research and teaching facilities include a nucleic acid hybridization facility, an aseptic cell and tissue culture facility, three walk-in environmentally controlled chambers and two plant-growth chambers. Biology instrumentation includes an automated capillary DNA sequencer, a quantitative real time PCR, liquid scintillation counters, micro-array printing and analysis facilities, RNA and DNA automated electrophoresis systems, protein electrophoresis systems, RNA and DNA lab on chip analysis, along with numerous centrifuges including multiple high-speed units. Chemistry instrumentation includes a Fourier transform infra-red spectrometer with library search matching capabilities, a 60-MHz high-resolution rapid-scan proton nuclear magnetic resonance spectrometer, a Fourier transform 200-MHz nuclear magnetic resonance spectrometer, a gas chromatograph-mass spectrometer, both flame and graphite-furnace atomic absorption spectrometers, a spectrofluorometer, multiple ultraviolet-visible spectrometers including basic, high-throughput and research-grade instruments, a high-performance liquid chromatograph, an ion chromatograph, several gas chromatographs, and total organic carbon and mercury analyzers. Lecture rooms, designed as chemistry lecture/demonstration facilities, provide a common room for offering lectures in the introductory chemistry sequence. The electronic capabilities of these rooms encourage faculty to experiment with innovative teaching techniques. Support spaces also include biology and chemistry preparation laboratories, marine and fresh water aquaria, animal room facilities, a mechanic shop and a stock room.

The F-Wing facility is also home to a prized Lord & Burnham Greenhouse that holds award winning collections of tropical and temperate specimens used in teaching and research. Two different temperate zones are used to create artificial microenvironments for orchids, cacti, ferns, and other plant species. Students enrolled in biology and related general studies courses, and faculty conducting research help contribute to the magnificent plant collection. Awards include the Pennsylvania Horticulture Society Award of Merit, The American Orchid Society Trophy for Outstanding Exhibit, The American Orchid Society Gold Medal for the Stockton-Waldor Orchid exhibit at the 1993 Philadelphia Flower Show, The Ocean City Flower Show Best Orchid Awards in 1994 and 2002.

The Physics Program is located in lower C-Wing where two computer-equipped introductory laboratories, two advanced laboratories, a project room, a seminar room and a lecture demonstration room are located. Some of the newer laboratory equipment includes: complete Zeeman Effect apparatus, Excelsior 532nm, 50mW, diode pumped solid state laser with a TMC high performance, self-leveling vibration-isolation optical bench, working models of the human body, and a Gretsch-Ken sound booth for acoustical experiments. Nearby, the College has an astronomical observatory with a 0.4 m Meade LX200 Schmidt-Cassegrain computer-controlled telescope.
The Arts and Sciences Building provides substantial space for the teaching of Environmental Studies, Geology and related courses. A state-of-the-art computer lab with 25 powerful workstations allows easy access to such advanced technologies as Geographic Information Systems (GIS) and Global Positioning Systems. The Earth Resources laboratory lets students study soil and rock structure, map terrain and investigate interactions between the physical and biological environments. Similarly, water resources facilities provide opportunities for laboratory work in such areas as groundwater flow and water pollution.

The Biological Resources laboratory is complemented by a greenhouse that provides teaching and research space, an insectary for raising specimens, and a collection room to prepare and study the specimens. A grant from the National Science Foundation funded the installation of remote weather stations on the campus for the long-term collection of such data as temperature, humidity and sunlight. A second grant from the National Science Foundation supported curricular revisions incorporating use of appropriate technologies into the curriculum with the goal of using the computer facilities and field data collection technology in all labs. Another grant supported the expansion of the computer facilities for teaching smaller sections of courses that utilize GIS.

The outstanding laboratory facilities, student and faculty research areas, and offices are complemented by a lecture hall that accommodates about 80 students and offers the latest in electronic accessories. It is designed to allow faculty to project information from a variety of sources and to use computers for demonstrations. A smaller lecture room similarly serves the needs of smaller classes in a warm, welcoming atmosphere, and a large teaching room with tables provides space that can be adapted to laboratories or demonstrations. Approximately 400 acres of the 1,600-acre campus have been set aside for an arboretum, a forestry nursery, ecologic succession plots and a study preserve. The nearby fields, woodlands marshes and inland and coastal waters offer additional learning opportunities. Faculty members take advantage of the College’s geographical location to offer a variety of field experiences, both in core courses and in advanced instruction.

The Marine Science and Environmental Field Station, located just eight miles from campus in the Jacques Cousteau National Estuarine Research Reserve, is an integral part of the Natural Sciences and Mathematics facilities. The facility is located on eight acres, and features a teaching and research laboratory, a physical sciences laboratory and an aquaculture/wet laboratory. A 2009 renovation of all buildings has greatly increased opportunities for faculty-led research programs and general instruction. The facility also houses the offices of the Field Station Manager and the Coastal Research Center. Waterfront dockage for the fleet of five research vessels (ranging from 16-28 feet) and a dockside storage building for sampling equipment are also on site.
Natural Sciences and Mathematics faculty utilize the facility to offer courses containing field work and laboratory components from the Marine Science, Environmental Studies, Biology and General Studies programs. Available equipment for field instruction includes various nets and trawls, advanced water monitoring instruments, benthic sampling devices, marine surveying equipment, side scan sonar, and considerable support items for all field disciplines. The Teaching and Research laboratories feature the necessary equipment for chemical, biological and physical sciences instruction. Eight computer workstations are available, each featuring ArcView GIS software. Computer technology has been carefully integrated into the mathematics and science curricula.

In addition to the campus computer network, MacIntosh and IBM compatible computers are used widely. Software for many applications (including data collection, computer-aided design [CAD], geographic information systems [GIS] analyses and problem solving) is readily available. In addition to the main science laboratories and satellite facilities, several specialized laboratories on the campus include an audiology laboratory, a speech pathology clinic, a management simulation laboratory and multipurpose laboratories and research facilities for physical therapy, occupational therapy and nursing. Students are responsible for knowing and following all laboratory regulations regarding proper procedures and safety. They are instructed in these regulations, which are posted in the various laboratories and are strictly enforced by the faculty and staff.

**The Richard Stockton College Coastal Research Center**

The Coastal Research Center (CRC) is situated on Nacote Creek, a tributary of the Mullica River/Great Bay estuary. The CRC is set in rustic surroundings and housed by Richard Stockton College’s Nacote Creek Marine and Environmental Science Field Station. The grounds occupy nearly eight acres of land.

The CRC originated in 1981 to assist the Borough of Avalon, New Jersey, with coastal environmental problems caused by recurring storm damage and shoreline retreat. The CRC functions in large part to perform contract and grant services for various Federal and NJ State agencies, local municipalities, and private corporations or citizen groups. The tasks are quite varied, but always involve some aspect of coastal processes and the impact of human interactions with them. The students with an interest in coastal issues frequently work as science assistants in work crews involved in mapping, surveying or sampling the NJ coastal environment. Stockton graduates have used this experience as a stepping-stone to various state, federal and municipal government agencies and private coastal consulting firms.

In 1986, following oceanfront damage caused by northeast storms and Hurricane Gloria in 1984-85, the New Jersey Department of Environmental Protection commissioned the CRC to develop and run a long-term shoreline monitoring and assessment program. In response, the CRC created the New Jersey Beach Profile Network and established 100 survey sites along the coast. Biannual profiles of dune, beach and nearshore topography are measured at these locations to monitor seasonal shore zone changes.
Today, the CRC is the State’s designated resource for geotechnical data and studies, is a preferred collaborator on numerous U.S. Army Corps of Engineers projects, and is a critical resource for New Jersey’s 43 coastal communities.

The CRC carries out about 20 research projects and service contracts a year, and operates with an annual budget of more than a half million dollars. Work undertaken by the CRC through 2009 includes:

Federal Government Projects - Total Funding $368,553:
- U.S. Army Corps of Engineers
- Federal Emergency Management Agency
- Congressional Special Appropriation – Total Funding $1,164,000
- Dune Storm Vulnerability Assessment Analysis for NJ – Initial appropriation to conduct GIS-based modeling of the New Jersey municipal coastal dunes with the goal to identify weak areas and recommend sites in need of upgrading to withstand a 25-year storm event.

State Government Projects - Total Funding $2,955,521:
- New Jersey Department of Environmental Protection
- Twice annually survey 100 beach cross sections
- Obtain and analyze sediment samples in areas proposed for dredging by NJDEP
- Operate and maintain NJBPN website on beach changes in New Jersey
- Digitize and geo-reference a series of February 1920 aerial photographs of the New Jersey coast.
- Digitize and geo-reference the 1944 Hurricane post-storm photographs of the New Jersey coast.
- New Jersey Department of Transportation
- Dredge material management for the four oceanfront counties
- Diamondback terrapin habitat enhancement using dredge materials
- Analysis of dredged material along the Delaware River with a goal to recycle the sediments in the deposit.
- Data Management system development to allow both supplies and users of dredged material to coordinate reuse of the sediments generated by repetitive navigational dredging.

County and Municipal Government Projects - Total Funding $1,968,956 since 1981 to provide local assistance on beach, dune and inlet channel problems facing the bayshore and oceanfront communities of New Jersey

The CRC is at the forefront of research groups at Richard Stockton College, and is a leader of coastal geoscience and resource studies in the Mid-Atlantic region. Given its past performance and future potential, the CRC is poised to become Stockton’s first stand-alone research institute, epitomizing one of the College’s mottos, “Stockton at the Shore.”
**Stockton Library**
The library is integral to a student’s work and development at the College. Its collection consists of more than 800,000 volumes, including books, reference materials, periodicals, newspapers, microforms, media, computer software, archival materials and government documents. The library provides access to these collections and a wide range of electronic resources through its [Web site](#).

The library has study areas throughout its three floors. Every seat has access to a wireless computer network. Laptop computers and wireless network cards are available for circulation. There are more than 125 public-access computers available in the building. Library instruction is provided through freshman seminars and courses requiring research. Reference services are provided at the information desk.

Students may borrow books, media and other circulating materials by presenting their valid Stockton ID at the circulation desk. Stockton alumni and residents of New Jersey are also welcome to use the collections and to borrow from the library. The library’s resources and services are provided 95 hours per week during the fall and spring semesters.

**The Office of Distance Education**
The [Office of Distance Education](#) facilitates distributed delivery technologies that usually incorporate online instruction and other emerging technologies. The office also coordinates the online student response to instruction surveys (IDEA) for distributed education courses. Distance Education courses are offered through three primary instructional methods, the online course, the telecourse, and the hybrid course.

An online course or telecourse is one in which more than two-thirds (10 to 15 semester hours per credit) of the course instructional time, content delivery and/or communication between student and professor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other. Communication may take place asynchronously (such as via online discussions) or synchronously (such as via Wimba Live Classroom). A technology instruction fee may be charged for some courses that utilize external license fees. The hybrid course is one in which between one-third and two-thirds (5 to 10 semester hours per credit) of course instructional time, content delivery and/or communication between student and professor and among students is facilitated via technology that allows students to be physically separate from the instructor and each other. Additional delivery methods, such as DVD, telecourse, Web Stream, ITV delivery, and others, may be included as part of online, telecourse, and hybrid courses.
Academic Tutoring Center
Established to serve students who experience difficulty in reading, writing, study skills, mathematics and science. The Academic Tutoring Center provides a variety of tutorial services at no direct cost to students. Center tutors are recruited from the student body. Students who desire tutoring are encouraged to stop by the Center for advice and assistance.

In addition to serving students who are referred by faculty members or preceptors and helping those who come for help on their own initiative, the Center functions as an essential resource for the Basic Studies Program. Together they offer courses aimed at skills development and individualized instruction in the Center. The Center also administers post-admission diagnostic and assessment testing to assist in placement and development activities.

Stockton Production Services
Located on the lower level of the library, Stockton Production Services provides the academic community with services in support of instructional and educational objectives. Professional and technical staff supports academic events on campus, creates and produces high quality media projects for academic purposes and which promote the College, and operates Stockton’s educational access channel.

Stockton Production Services has limited equipment available for circulation in support of academic projects. Students need faculty sponsorship in order to circulate equipment. Stockton Production Services is staffed Monday-Thursday 8 a.m. to 10 p.m., Friday 8 a.m. to 5 p.m., and closed on weekends. Access to Stockton Production Services is through the main library entrance and down one level.

Studio Facilities and Performing Arts Center
Well-equipped studio facilities located through-out the College meets the specialized needs of visual and performing arts students. Visual arts facilities are located in the Arts and Sciences Building. This facility includes studio spaces for painting, printmaking, graphic design, photography, computer graphics and sculpture, plus independent work areas. Each studio has been designed to provide optimum conditions for the production of art with emphasis on safety and the environment. An art gallery is located in H-Wing. Performing arts facilities include a dance studio, dressing rooms, electronic piano lab and practice rooms.

Stockton’s Performing Arts Center in M-Wing features a 550-seat Main Stage Theatre designed to accommodate a variety of theatrical and musical productions as well as concerts. Complementing the Main Stage Theatre are the flexible experimental theatre and an integrated network of scene and costume shops and dressing rooms.
Southern Regional Institute and ETTC

In 1996, the New Jersey Department of Education (NJDOE) awarded a total of $10 million in three-year grants to local school districts in each of the state's 21 counties to create an Educational Technology Training Center (ETTC) as a county-based resource center that offered educators professional development opportunities in technology. With the support of the 24 school districts in Atlantic County, the Atlantic County ETTC was established at the Richard Stockton College of New Jersey.

In July 2002, because of its broad success in meeting program goals as well as the needs of local school districts, the NJDOE designated the Atlantic County ETTC as the Southern Regional ETTC, thus permitting it to expand to additional counties. The New Jersey Department of Education then went on to charge the Richard Stockton College of New Jersey with the creation of an institute devoted to the study and delivery of a full range of K-12 professional development. By December 2002, the Stockton College Board of Trustees unanimously approved the establishment of the Southern Regional Institute (SRI), significantly expanding the programming available to the region. The SRI & ETTC combined in February 2003 under one organizational umbrella.

Thirteen years after the creation of the Atlantic County ETTC, the SRI & ETTC is thriving, and has become the primary provider of non-credit professional development for educators in southern New Jersey. The success of the SRI & ETTC can be attributed to its consortium members and partnerships, to the quality and diversity of programming that is provided each year, and to a talented and dedicated staff. Currently, the SRI & ETTC includes school districts and other regional organizations in Atlantic, Cumberland, Cape May, Ocean, and Burlington counties. The SRI & ETTC represents approximately 90,000 Pre K-12 students and more than 24,000 educators in southern New Jersey.

More information is available through the ETTC Web site, by phone at 609-625-6040 or fax at 609-625-6057.
Stockton Center On Successful Aging (SCOSA)

In September, 2007, Stockton announced the formal establishment of the Stockton Center on Successful Aging (SCOSA). The Center’s mission is to develop and expand programs of research, education and service that promote healthy, successful and civically engaged individuals among New Jersey’s rapidly growing older population, and which build on Stockton’s long-time leadership in gerontological education in New Jersey.

Stockton faculty and administrators worked extensively with community partners from throughout the state in order to create a Center that is maximally effective. The Center encourages partnerships with not-for-profit organizations, government agencies and others. To encourage these collaborations, memoranda of understanding have been signed with various organizations, including The Society on Aging of New Jersey, the Seashore Gardens Living Center, Galloway Township Senior Services and the Family Services Association. Several other affiliations are being considered, for example, with the UMDNJ New Jersey Institute on Successful Aging, the Alzheimer’s Association and the Atlantic County government.

Concurrent with the planning, SCOSA developed programs in each core area, designed to lay the foundation for more extensive future efforts. Commencing in March, 2007, with an educational lecture on the research underlying successful aging by Dr. Cindy Bergeman, Psychology Chair at the University of Notre Dame, the Center also sponsored the “Stockton at Sunrise” lecture series for residents of the Sunrise Assisted Living at Galloway; “Clinician’s Classroom Series on Aging” (a continuing professional education program for providers co-sponsored with Stockton’s PDCEHSHS); and a five-part computer training series for older adults. Recently launched programs also include a Brown Bag lecture series featuring the latest research on aging; an Older Adult Education series funded by the Atlantic County Division of Intergenerational Services; and a disaster preparedness program for vulnerable older adults. SCOSA led the planning for the Annual Conference of the Society on Aging of New Jersey and has developed the Stockton Caregiver Support Group, which meets monthly. A three-year grant to SCOSA from the New Jersey Department of Health and Senior Services is designed to improve the state’s congregate and home-delivered meals program for at-risk and low-income older adults.

More information is available through the SCOSA Web site or by contacting the Director, David C. Burdick at 609-652-4311.
SPECIALIZED SUPPORT FACILITIES

Child Care Center
Free-To-Be, the campus child-care facility, offers affordable, top-quality care for preschool-age children of the parents in the Stockton community (students, faculty, staff and alumni). The program is licensed and meets national standards for quality care. The Center is organized as a parent co-operative. Required parental involvement is a special characteristic of Free-To-Be and there are a variety of ways for parents to participate. Cooperation from home helps to maximize the benefits of the Center on the children.

College Bookstore
The College Bookstore provides a complete line of textbooks, supplementary reading materials and supplies. In addition, Stockton-imprinted clothing, gift merchandise, computer software and sundries are available. The store is a privately operated concession and maintains prices that are competitive with local area bookstores.

Information Booths
Persons seeking information on campus can obtain assistance from the G-Wing or C-Wing Information Booths during the regular academic year. The G-Wing and C-Wing booths are open 8:30 a.m. to 6 p.m. on weekdays and are managed by the Office of the College Center. For the convenience of those who cannot stop by the Information Booths, the Office of the College Center can be reached by calling 609-652-4706 weekdays until 11 p.m.
ON-CAMPUS HOUSING
On-campus housing is available for nearly 40% of the full-time student body. The housing complexes consist of garden-style apartments with private, exterior entrances, as well as traditional-style residence halls.

Resident students have a major responsibility for their own lifestyles. Therefore, it is up to students living in each apartment or room to agree on practices that will provide satisfactory living and study arrangements for them as roommates.

The Residential Life staff and Residence Hall Association (RHA) are available to help with problems and arrange social and educational programs. Campus Housing is about two miles from a shopping center/grocery store; also, convenience stores are located in the housing areas. Bus service is available from the campus into Atlantic City where long-distance travel connections can be made. Automatic laundry facilities are available 24 hours a day in each of the housing complexes.

Schematic drawings of typical living units are shown on the Residential Life Web site. Each apartment accommodates four or five students, two or three in each bedroom. The units are furnished with basic furniture. The residence halls consist of double or single rooms with a common living room and bath. They, too, are furnished with basic furniture. The units are heated and air-conditioned and all utilities are provided, including a telephone and data system connection. Questions can be addressed to Residential Life at 609-652-4332.

The College provides general upkeep of the housing complex grounds, and is also responsible for preventive maintenance of the housing units and general painting and refurbishing annually. Day-to-day cleanliness of apartment/room interiors and residence hall rooms and common areas is the responsibility of the occupants. (Details are included in the rental agreement.)

All students are eligible to live on campus. The first 625 freshmen who return a completed housing application with deposit for fall housing prior to May 1 are guaranteed housing for two years. For specific information, students may contact:

Office of Residential Life
A-100 Central Office
P.O. Box 195
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
(609) 652-4332
Once students have been accepted by the College, they will receive information regarding how to apply for housing through the *goStockton* portal. The College will attempt within general policy guidelines to meet roommate requests. There can be no assurance, however, that all roommate requests will be satisfied. In the absence of roommate requests and/or in order to fill vacant spaces in an apartment/room, roommates will be assigned randomly. The precise procedures for assignment are available in the Office of Residential Life. All students wishing to reside on-campus must meet all immunization requirements in accordance with state law. All students residing in on-campus housing must submit proof of a meningitis vaccine prior to moving into housing facilities.

Students wishing to contact the Office of Residential Life to find information about their room assignment may do so by logging into the *goStockton* portal’s Student Life tab, the Campus Living Channel.

**Housing Priorities**
Stockton has established priorities for the assignment of students to campus housing to insure an equitable distribution of housing spaces consistent with academic and institutional goals. A total of 625 spots are reserved for first-year students who return a completed housing application with deposit for housing by May 1.

These spots are assigned on a first-come, first-served basis from the receipt of the student’s housing application and housing acceptance fee. First-year students live in Housing II and III. Upper-class and graduate students seeking housing must complete an application and payment by the Friday prior to Spring Break (mid-March). Upper class and graduate students are assigned to Housing I, IV and V and to the remaining spots in Housing II and III on a space-available basis. Some students may not receive housing and will be placed on a waiting list.

**Waiting List.** A waiting-list priority for all those who do not obtain a campus housing assignment is established as follows:

1. Renewal students who returned their housing renewal applications by the due date and were placed on the housing waiting list as determined by the lottery
2. Freshmen students who apply after May 1
3. Transfer and other currently enrolled students who apply after May 1
4. Renewal students who failed to meet the prescribed date for the submission of their renewal application
5. All students who apply after May 1 on a first-come, first-served basis
6. The College’s waiting list is established during the month of April. During the month of June, the waiting list is updated and students receive a waiting list number. The same procedure applies when the waiting list is updated in mid-July.

**Contract Terminations**
Residential hall and apartment contracts are in effect for the entire academic year and may only be cancelled under certain specific conditions. Please see the *Student Handbook* or the Contract for specific details. The Office of Residential Life retains the right to terminate a contract by written notice if the resident fails to comply with College policies or if other sufficient justification exists.
Property Insurance
The College does not insure the personal belongings of students in the apartments and residence halls. It is highly recommended that students 1) check to see if their belongings are covered by a family member’s homeowner insurance policy; or 2) purchase a renter’s policy themselves.

Interim Housing Suspension and Administrative Hearing
In cases where the Director of Residential Life makes a judgment that the presence of an alleged student violator of the Campus Conduct Code or Residential Life Policies and Procedures presents an imminent danger to the individual and/or others on the campus, or to the orderly conduct of the College, the accused student may be temporarily suspended from housing pending a hearing. In all cases of interim housing suspension, an administrative hearing shall be held within seven business days of the date the housing suspension is imposed.

Policies and Procedures
The Office of Residential Life reserves the right to alter the policies and procedures set forth in the housing contract, the Bulletin and the Student Handbook without prior notice.

Meal Plans
All Stockton students are eligible to participate in the meal plan. A meal plan is mandatory for students residing in the residence halls (Housing II and III) and Housing V. Information on cost and types of plans available can be obtained from the Bursar’s Office Web site.

Housing for Students Needing Accommodation
Within campus housing, spaces are designed especially for students needing accommodation. These apartments/rooms are all ground-floor units and are easily accessible to the parking lot. Units for those with disabilities are modified. The modifications include handle bars on the bathroom and shower-stall walls, wider doors to accommodate wheelchairs and light switches that are easily accessible. Interested students should contact the Office of Residential Life at 609-652-4332 or the Learning Access Program Coordinator of Services for Students with Disabilities at 609-652-4988 for assistance.

Students with disabilities who elect to live in on-campus housing and who require the assistance of a personal attendant must make arrangements to employ and pay an attendant.

Since campus housing is, in some instances, quite a distance from the main buildings, a non-ambulatory student will most likely have to rely on car transportation to reach the main buildings. Special parking spaces have been designated for those with disabilities, and ramps and elevators are provided in the academic buildings.
Off-Campus Housing
The Office of Residential Life site links to gardenstateapartments.com. All inquiries regarding housing on or off campus should begin with the housing Web site.

Stockton is committed to non-discriminatory, equal-opportunity housing and expects local property owners and realtors listed with gardenstateapartments.com to uphold similar standards. It should be understood that the College neither approves nor supervises off-campus housing. Those responsibilities lie with local governments.

All inquiries regarding housing on or off campus should be directed to the Office of Residential Life.

Hospital
The 300-bed Mainland Campus of AtlantiCare Regional Medical Center, located on the Stockton campus, provides emergency medical and surgical care not found in most college infirmaries or health care facilities. Students and other members of the Stockton community can receive immediate medical attention at the emergency room in the rear of the hospital—a five minute drive from housing and the main campus. Services provided by AtlantiCare Regional Medical Center will be charged to students at regular hospital rates.

Mail Service
Mail services are provided by the College. Student mailboxes, with combination locks, are available at the campus mail center. The correct format for receiving mail is as follows:

Joan S. Doe
College Mailbox xxxx
The Richard Stockton College of New Jersey
PO Box 195
Pomona, New Jersey 08240-0195

The only students who are permitted mailboxes are full-time registered students of the College living on campus.

Ann F. Townsend Residential Life Center (TRLC)
Within the residence hall complex is the Ann F. Townsend Residential Life Center designed primarily for expanded programming opportunities for resident students and the commuter community. The Townsend Center contains a large multipurpose room with a kitchen, one smaller meeting room, a microcomputer lab, and the Residential Life Budget Office. It is staffed by Office of Residential Life personnel during evenings and weekends.
The Lodge at Lakeside

The Lodge at Lakeside is a student-life building located behind Cedar Court between the Housing I apartments and Lake Fred. The Lodge houses a large multipurpose room with built-in stage with sound and lighting; a computer lab; offices; a convenience store; and a pizza parlor/deli; and also features an area for outdoor concerts. Considered to be one of the most attractively designed buildings on campus, the Lodge serves as a focal point for student programming and co-curricular activities. The Lodge at Lakeside is available for student programming and external groups.

Housing IV Commons

The Commons Building is located near the Housing IV Apartment Complex. It contains a computer lab and a state-of-the-art academic classroom.

Telephones

There are several campus-use-only telephones strategically located throughout the College buildings and grounds. These phones are connected to the College switchboard and may be used without cost to place calls to other extensions on campus.

Each residential room is equipped with a telephone and a telephone/data jack (two phones and jacks per student apartment). Also, there are telephones for deaf or hearing-impaired students. These telephones are located in the College’s Central Telecommunications Office 609-652-4935, the Library circulation area 609-652-4457, the Speech and Hearing Clinic 609-652-4591 and the Campus Police Office 609-652-4942.

Maps and Virtual Tours

A campus map and directions to the College are available at the Visitors pages on the College’s Web site. Virtual tours of the residence halls and on-campus apartments are viewable online at Residential Life.
COLLEGE PROCEDURES

The College reserves the right to amend or supplement any of the policies and procedures contained in this section at any time. All changes will be published by the College.

CAMPUS HEARING BOARD
Stockton’s instrument for expediting hearings of violations to the Campus Conduct Code is the Campus Hearing Board, which consists of students, faculty, unclassified and classified staff members. Further information on the Campus Hearing Board can be found in In Black and White (the Student Handbook) and this Bulletin.

ACADEMIC HONESTY APPEALS BOARD
Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student’s first or a repeat offense, and the extent and nature of the offense.

If a student appeals the charge of academic dishonesty, the Academic Honesty Appeals Board, a standing committee consisting of faculty and select students, will hear the case. The Academic Honesty Appeals Board makes a recommendation to the Provost, who renders the final decision on the appeal. See the complete Academic Honesty policy.

ADVISORY BOARD ON GRADES AND STANDING
Grades are not changed unless there is compelling evidence of inequitable treatment, discrimination or procedural irregularity. The student who appeals a grade must follow protocol as described in the policy on grade appeals. If the dispute remains unresolved after having undergone the stages of review and the student can provide evidence as required, the student may appeal to the Office of the Provost. If appropriate, the Advisory Board on Grades and Standing, which is composed entirely of faculty, reviews the matter. The Board then makes a recommendation to the Provost, whose decision is final.

COLLEGE COMMITTEE FOR DIVERSITY, EQUITY AND AFFIRMATIVE ACTION
To ensure a vital and diversified College community, the College is firmly committed to the principles of affirmative action. The College Committee for Diversity, Equity and Affirmative Action serves as an advisory body to the president to assist the College in meeting its commitment to affirmative action and the continuing transformation from a campus that believes in diversity to a campus that lives its commitment to diversity.
FACULTY SENATE
Faculty at the College participate in shared governance through the Faculty Senate. All full-time and half-time faculty whose primary appointment is teaching or serving as faculty-librarians are eligible to vote and run in Senate elections. Established in 2009 to provide a faculty voice in the formulation of College policy, the Senate is made up of ten percent of the faculty (currently, 30 senators), who serve for two-year terms.

The Faculty Senate is headed by an executive committee, consisting of a president, vice president and secretary elected by the faculty at large; three senators elected by the Faculty Senate; and an ex officio representative from the faculty/staff employee organization. The executive committee organizes the work of the Senate, conducts its routine business, and responds to urgent matters when the Senate is not in session. Any member of the College community may propose to the executive committee that an item be placed on the agenda of the Faculty Senate.

Three times a year, the full faculty gathers as the Faculty Assembly to hear reports by the Faculty Senate leaders and senior administrators on the ongoing work of the Senate and administration, respectively, and to discuss issues of concern to the faculty. The faculty constitution allows either the Faculty Senate or the full faculty to call additional meetings of the Faculty Assembly, or to refer a matter to an electronic vote by the Faculty Assembly.

ENVIRONMENTAL, HEALTH AND SAFETY COMMITTEE
Consisting of specially qualified members of the administration and faculty, this committee is responsible for advising the College on all matters affecting environmental, health and safety issues and making recommendations for improvements.

FACULTY REVIEW COMMITTEE
The Faculty Review Committee (FRC) provides peer review for the reappointment, promotion and tenure of faculty. Elected college-wide, it is composed of faculty holding senior rank, representing each of the academic schools of the College. It makes recommendations directly to the Provost.

INTRAMURAL RECREATIONAL COUNCIL
The Intramural Recreational Council (IRC), which is funded by the recreation fee, is concerned with the athletic and recreational program and policies for scheduling events and space, rule changes, player eligibility, and budgeting of club sports and other programs. This council provides advice about the intramural and recreational programs and special events scheduled by the Office of Athletics and Recreation. Questions about the IRC should be directed to the Office of Athletics and Recreation, Sports Center, Room 303 or by calling the Coordinator of Intramurals and Recreation at 609-652-4873.
DEVELOPMENT AND ALUMNI AFFAIRS
Development and Alumni Affairs within the Office of External Affairs, is actively engaged in providing opportunities for alumni and community involvement while building a sustainable philanthropic program with the participation of alumni, parents, friends of the College and the business community. Philanthropic support contributes to student scholarships, facility improvements and academic programs and initiatives that strengthen the Stockton experience for students each and every day. Development and Alumni Affairs is responsible for the coordination of outreach and advancement initiatives, and works in cooperation with The Richard Stockton College of New Jersey Foundation. For more information, students may contact Development and Alumni Affairs at 609-652-4528.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY FOUNDATION
The Richard Stockton College of New Jersey Foundation was established in 1972 by friends of the College and is a strong partner in Stockton College’s advancement. Governed by an all-volunteer Board of Directors, the Foundation enables alumni, friends, and the community to financially support Stockton programs, student scholarships and initiatives for growth.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY ALUMNI ASSOCIATION
The Stockton College Alumni Association is comprised of volunteers who are elected by their fellow alumni. The Alumni Association promotes the educational programs and objectives of The Richard Stockton College of New Jersey, serves the College and its alumni, and encourages alumni to maintain ongoing contact with the College and other alumni. For more information, to share ideas, or learn how to become a member, interested individuals may contact Alumni Affairs online or by phone at 609-652-4469.

TASK FORCES
As the need arises, task forces may be appointed by the President or Provost to deal with specific issues that do not require a standing committee. Nominations for members of task forces are submitted by the Vice Presidents and Dean of Students.
STUDENT SENATE
The 27-member Student Senate develops and recommends policies for the effective allocation and management of funds derived from the College Activity Fee, reviews requests for the allocation of such funds, recommends such allocations to the Dean of Students, evaluates the use of allocated funds, and recommends to the Dean of Students disciplinary actions against those failing to meet the conditions under which funds are allocated. The Dean of Students evaluates the recommendations of the Senate to assure that they conform to College and State regulations and statutory requirements, and assures that the recommendations effectively serve the purposes for which the fee is collected.

The Office of Student Development conducts special sessions to assist persons interested in developing programs and organizations that could qualify for funding from the College Activity Fee. Early contact with this office is essential to ensure that all proposals are properly stated and submitted in accordance with the schedule for review.

Students may nominate themselves to the Student Senate by submitting a petition signed by 75 registered Stockton students. Nominated students will be placed on a ballot for general election by the student body in the spring. The 25 students with the highest number of votes will sit on the Senate. At the first meeting following the election, the 25 newly elected senators will elect their President and Vice President. In a fall general election, two additional students are elected; each must be a member of one of the following groups of first-semester students: freshman, transfer, nonmatriculated or graduate. All senators serve two consecutive semesters, must maintain a 2.0 GPA and must abide by the Student Manual for Organizations.

CAMPUS CONDUCT CODE
Stockton is dedicated to the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. The rules, regulations and procedures enumerated in this section are designed to establish standards of civil and considerate behavior that are fundamental to a realization of these goals. The responsibility to respect and abide by these regulations must be shared by all members of the Stockton community, who are expected to be fully informed of these regulations.
Campus Conduct Code Violations
The College has established regulations to govern the conduct of all administrators, faculty, staff, other employees, students, and all visitors, guests and licensees while they are on the campus or in College-owned or controlled facilities. These regulations shall not preclude enforcement of applicable federal, state and local laws or ordinances. The College is in no way a sanctuary from the law, and all persons who violate the law must expect to pay the penalties of the law. Information regarding specific expected behaviors, prohibited behaviors, reporting of conduct violations and sanctions for violations can be found in the Campus Conduct Code found in the Student Handbook.

Procedures for charges involving academic honesty are listed online or in the Academic Honesty chapter in this publication.

While every effort has been made to provide the most current information, changes to local, state or federal regulations may require College policy changes that are not included in this publication. Students should refer to the College Web site for updated information. The Campus Conduct Code specifically prohibits the following:

1. Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to any College administrator, staff or faculty. (See Academic Honesty Policy.)
2. Forgery, alteration or misuse of College documents, records, identification cards, other official College database files or other misuse of the College’s computerized systems.
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, public service functions or other College activities on College premises.
4. Theft, obtaining property under false pretenses, knowingly possessing or receiving stolen property or destroying or damaging, or threatening to destroy or damage property of the state, or any person.
5. Any action that causes harm, threatens bodily harm or presents an imminent danger of harm to any person. (See also Disposition of Domestic Violence Complaints.)
6. Any act of sexual assault or sexual contact under circumstances of physical force, intimidation or any other nonconsensual circumstance. (See Campus Sexual Assault Policy.)
7. Behavior that constitutes an invasion or violation of an individual’s rights to privacy or to non-discriminatory treatment. Examples of behaviors that might be found to violate this provision include but are not limited to harassing or terrorist behavior, stalking, imposing physical or mental restraints on another person, or engaging in obscene verbal or written communications, exhibitionism or other invasive action toward another person, or engaging in obscene verbal or written communications, exhibitionism or other invasive action toward another person.
8. Possession, use, distribution or attempted distribution of narcotics, dangerous drugs, controlled dangerous substances or drug paraphernalia that are prohibited by state or federal laws or knowingly being present at the time of the prohibited conduct.
9. Possession or use of a firearm, explosive, dangerous chemical or other dangerous weapon in contravention of federal, state or local laws or College policies and procedures.
10. Inciting or inducing others to engage in any conduct or to perform acts prohibited herein. Inciting means the advocacy of imminent lawless conduct by the person(s) addressed and must be coupled with a reasonable apprehension of imminent danger to the property, functions and purposes of the College, including the safety of College community members. Inducing means offering another person any incentive to engage in prohibited conduct or prevailing upon them to engage in such conduct.

11. Disorderly, lewd, indecent or obscene conduct/expression or exhibitionism on or off the College property or at a College-sponsored or a supervised function.

12. Unauthorized use of the College’s name, logo, finances, materials and supplies (including stationery bearing the College’s letterhead), or facilities (including computer facilities) for commercial, personal or political purposes.

13. Refusal to comply with a request, directive or order from an official of the College, including campus police officers, members of the College administrative staff or other authorized persons acting in the performance of their official College duties and responsibilities.

14. Unauthorized entry into and/or use of College facilities/equipment, including but not limited to the library, athletic facilities and equipment, galleries, classrooms, College Centers’ equipment, computers or confidential files. (See Standards Concerning Acceptable Use of Stockton’s Computing Facilities.)

15. Possession, consumption and/or distribution, or attempted distribution of alcoholic beverages in contravention of federal, state or local laws or College regulations.

16. Off-campus actions and/or behaviors that violate laws and regulations of federal, state and local agencies, as well as policies of the College. When considering this code, a Complainant must specify which other code violation, law and/or regulation(s) herein represents misconduct occurring off campus. (See Off-Campus Actions and Behaviors.)

17. Violations of established College policies or regulations and any other procedures or regulations officially promulgated by the College and/or the State of New Jersey. When considering this code, a complainant must specify which policies or regulations, not included herein, represent a violation of this code.
Off-Campus Actions and Behaviors
In meeting its educational mission, Stockton recognizes the importance of establishing and enforcing acceptable community standards of behavior. Individuals who are members of the College community have a responsibility to represent themselves in a lawful and responsible manner at all times, both on and off the campus. In doing so, members of the College community should know that they will be held accountable for their off-campus actions and/or behaviors as they relate to established laws and regulations of federal, state and local agencies, as well as policies of the College. The College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community when representatives of the College become aware of alleged misconduct.

The College will not routinely invoke the disciplinary process for individual misconduct occurring off College premises. Nonetheless, it will be necessary in order to protect the campus community when there are reasonable grounds to believe that an individual’s behavior off College premises indicates that he/she poses a serious and substantial danger to others. Normally, such “substantial danger” will be manifested by a pending criminal charge, usually relating to a crime of violence, burglary, theft or fraud, the distribution of illegal drugs or the possession of illegal drugs.

Disposition of Domestic Violence Complaints
Domestic Violence pursuant to NJSA 2C:25-(17)-(33) means the occurrence of one or more offenses such as physical harm, bodily injury, assault or the infliction of fear of imminent physical harm, bodily injury or assault between family members, household members or residents sharing a room.

In cases when Campus Police make an arrest and/or when a Temporary Restraining Order has been issued for an allegation of domestic violence, the Campus Police shall file Campus Hearing Board charges and serve as the complainant in these matters.

Definitions
Complainant: A person who alleges another person violated the Code of Conduct and filed a complaint to be adjudicated through the Campus Hearing Board.  
Respondent: A person who has been named in a Code of Conduct complaint as an alleged code violator and is asked to respond via the Campus Hearing Board.  
Victim: A person who has been involved in an incident(s) where s/he has been subjected to a Code of Conduct violation. S/he may serve as a complainant or another party may file a complaint on behalf of the victim.

Academic Policy Violations
Violations of Academic Policy are handled by the Office of the Provost. Separate policies and procedures, administered through the Office of the Provost, exist for handling cases of academic dishonesty and grade appeals. These policies and procedures are described elsewhere in this publication and online.
Campus Hearing Board
The Campus Hearing Board consists of a minimum of 12 students, 10 faculty and 12 staff members. All members of the Campus Hearing Board will be appointed by the Vice President for Student Affairs. Members will serve a two-year term, generally October 1 through September 30, and are encouraged to participate in at least one panel as an observer prior to serving as a voting panelist. Complete information about Campus Hearing Board membership, functions and operations can be obtained in the Student Handbook online.

Campus Hearing Board members are expected to be responsible for:

- Understanding of the Campus Conduct Code and sanctions for violation of that code
- Working knowledge of the Board’s functions and operations
- Adherence to the format and procedures for the conduct of hearings established by the Board and administered by the moderators
- Maintenance of the confidentiality of all complaints, hearings and actions of the Board
- Recommendations for improving the operations and applicability of the Campus Conduct Code

Members may be removed from the Board by unanimous vote of the Executive Committee for failure to meet assignments and/or responsibilities.

Executive Committee
Although the Executive Committee is organized as a subgroup of the Campus Hearing Board for the primary purpose of assigning cases, it can hear certain cases itself.

Composition: The Executive Committee, which consists of a chairperson, faculty, staff, student, recorder and the Dean of Students or designee (ex-officio), meets regularly to conduct the general business of the Campus Hearing Board. The board, at its discretion, may include on the Executive Committee one at-large member drawn by lot from members of the Board. The chairperson is recommended by the Dean of Students and appointed by the President of the College. Additionally, the Director of Human Resources Management or designee shall serve as a member of the Executive Committee in cases in which a faculty or staff is accused. Selection will be made at the annual re-organizational meeting of the Board, generally held in October. Nominees for the positions will be current members who are available to serve for the upcoming term of office, i.e., October 1 to September 30. In the event vacancies occur, the chairperson of the Campus Hearing Board, in consultation with the Dean of Students, will forward to the President the names of three Board members who are willing to serve on the Executive Committee.
Function: The Executive Committee will review any complaints submitted; a pre-hearing interview may be conducted by the Dean of Students, or designee in the case of a student, prior to the Executive Committee review. The Committee will determine the assignments of such complaints for proper action and disposition, direct the secretary to the Campus Hearing Board to establish a calendar for hearings, and notify the parties involved of their rights and responsibilities. Additionally, the Executive Committee reserves the right to review any complaint submitted, prior to a pre-hearing interview, to determine if the Campus Hearing Board is the appropriate venue for resolution of the complaint. The Executive Committee will act with the authority of the Campus Hearing Board between meetings of the Board and will keep members of the board and the College community informed of operations of the campus judicial system.

The Executive Committee may constitute itself as a hearing panel to hear complaints and recommend sanctions to the Dean of Students (if a student is a respondent). In those cases the complaint should be heard by at least a simple majority of the members of the Executive Committee. At least one member of the Executive Committee will be from the same constituency (faculty, staff or student) as the respondent. Decisions of the Executive Committee sitting as a hearing panel must be unanimous.

Annually by October, the Executive Committee of the Campus Hearing Board shall recommend to the President at least eight members of the College community to serve as moderators. The Vice President for Student Affairs shall designate a minimum of six persons from those recommended to serve in this capacity, and they shall be assigned to specific hearings by the chairperson of the Campus Hearing Board. If the caseload warrants, additional moderators may be selected according to the same process.

Schedule of Operation
The Campus Hearing Board will operate throughout the College year. During summer session, the Executive Committee of the Campus Hearing Board will handle the cases brought before it, as appropriate. Besides convening for necessary hearings, the Board will meet publicly at least once a year to review operations and procedures and to prepare an annual report for the President.
CAMPUS CONDUCT CODE VIOLATIONS
Charges may be filed by any member or non-member of the College community against any student, faculty or staff member of the College community. In all cases, any charge filed must include:

1. Complainant’s name and address
2. Respondent’s name, local address and permanent address
3. College regulation(s) allegedly violated and nature of alleged violation(s)
4. Date and place of alleged violation(s) and name and
5. Addresses of proposed witnesses, when known.

Complaint forms are available at the offices of the President, Dean of Students, Vice President for Student Affairs, Provost, N-Wing College Center, Residential Life and Campus Police. The complaint form may also be accessed online. The completed, signed and dated form should be delivered to the Office of Student Rights and Responsibilities located in room J-204. Information about how to file a complaint, methods of resolution, Campus Hearing Board Panels, the conduct of hearings, sanctions, appeals, or other information can be accessed on the Dean of Students’ Web site.

Sanctions
There are ten prescribed sanctions for students and five for faculty and staff. In all cases, additional sanctions may be imposed as deemed appropriate for the specific violation (e.g. education or rehabilitation programs). It should be noted that in all cases misconduct that is motivated by discriminatory intent may result in the imposition of a more serious sanction. Complete definitions of the prescribed sanctions for students, faculty and staff can be found at on the Dean of Students’ Web site.

Student Sanctions
1. Warning—oral or written
2. Reprimand—written
3. Community Service
4. Probation
5. Restitution—monetary or service as reimbursement for damages
6. Fine—no Federal or State refunds, grants or loans may be used
7. Deferred suspension
8. Suspension
9. Dismissal—separation from the College with no promise of return
10. Expulsion—permanent withdrawal of student privileges

Faculty/Staff Sanctions
1. Warning—oral or written
2. Reprimand—written
3. Restitution—monetary or service as reimbursement for damages
4. Suspension—requiring absence from campus
5. Removal—termination of employment
**Good Samaritan Policy**
In an effort to promote responsible student behavior and respect for the health and welfare of all members of the collegiate community, panel members may take into account when determining the appropriate sanctions whether a respondent student attempted to take remedial action to assist a victim in a life-threatening situation. Providing students with necessary medical assistance due to over-consumption of alcohol and/or other drugs takes priority over judicial or criminal considerations. Students are therefore strongly encouraged to seek immediate assistance for themselves or their friends without regard for possible disciplinary or criminal concerns. Consideration for disciplinary leniency will be given to students who require medical support or who request medical support for others due to dangerous consumption of alcohol or drugs.

**Student Appeal Process**
Within seven days after a decision by the Dean of Students, Executive Committee, Special Administrative Hearing Panel or a hearing panel, the complainant and/or the respondent may appeal to the Vice President for Student Affairs to review the decision. In cases of suspension, dismissal or expulsion from the College, appeals are directed to the President. The appellant must present a written statement that argues that he/she was denied a fair hearing. The Vice President for Student Affairs, or President, as appropriate, may refuse to review an appeal he/she believes to be without merit. Those appeals accepted will only be reviewed to determine whether or not a fair hearing occurred. Upon review, the Vice President for Student Affairs or the President will:

1. Sustain the original judgment, or
2. Adjust the charges and/or modify sanctions, or
3. Order a rehearing. The rehearing will be held within seven business days before panel members and alternates who did not participate in the original hearing. The number of students, faculty and staff who rehear the case will be identical to the original hearing, or,
4. Dismiss the case.

**Faculty/Staff Appeal Process**
Within 10 business days of a decision of the President, either party may appeal in writing such decision to the Board of Trustees.

1. Where the President adopts the recommendation of the Hearing Panel and the imposition of a sanction, or where the President accepts the findings of the Hearing Panel but modifies the sanction, the respondent may appeal the President’s action.
2. Upon review of the record, the Board of Trustees will:
   a. sustain the original judgment; or
   b. adjust the charges and/or modify sanctions; or
   c. direct a rehearing with the findings going to the Board of Trustees; or
   d. dismiss the case.
**Records Maintenance**
The official records for the Campus Hearing Board are maintained by the Office of Student Rights and Responsibilities for a period of five years from the date of the sanction letter. Copies of student sanctions are sent to the Office of the Registrar for inclusion in the student’s official file until the time of the student’s graduation. Copies of faculty and staff records are sent to the Office of Human Resources.

**Double Jeopardy**
Technically, the principle of double jeopardy is a criminal law concept, and because the courts agree that College disciplinary hearings are not criminal proceedings, criminal law principles do not apply.

But, even dismissing the civil-criminal technicality, it would be unreasonable to suggest that a person committing a wrong act on or off campus that violated both the Campus Conduct Code and criminal statutes could not be punished by all injured parties. The fact that a single act evokes concurrent sanctions does not make it “double jeopardy” nor does it necessarily offend any sense of fair play. What is important is that each prosecuting party be able to identify the particular way in which it was damaged. Thus, the College may institute its own proceedings against a person who, while on campus, violates a civil or criminal law that is also a violation of a College regulation.

**Civil Law and Civil Authorities**
When there is an imminent danger to persons or property on the campus, and/or when the College’s resources are not adequate to sustain normal operation of the College, the College president may request assistance from civil law enforcement officers.

All members of the College community should be aware that off-campus law enforcement officers have legal access to the campus at all times. When federal, state or local law enforcement officers have reason to believe the law is being violated on the campus, they may proceed to take appropriate action on their own initiatives, without the prior request or approval of the College. The Campus Hearing Board is not designed nor authorized to enforce local, state or federal criminal and civil laws. However, once a matter is brought to the College’s attention or a student, faculty or staff member is adjudged guilty in a civil or criminal court of law, the College may initiate Campus Hearing Board procedures, if the misconduct is as serious as to demonstrate that the person can no longer effectively contribute to the College community. Such action should be anticipated when a person is convicted of a felony.
ALCOHOL POLICY
As an institution of higher education whose primary purpose is the pursuit of academic excellence, The Richard Stockton College of New Jersey emphasizes development of the whole student, personally, socially and educationally. In doing so, the College has established a policy regarding the consumption, distribution and/or possession of alcoholic beverages on College property. It follows that, with the academic mission at the forefront, co-curricular activities must enhance and not detract from academic pursuits of the community. This policy is based on the philosophy that community life at Stockton must demonstrate a respect for others as well as uphold the laws of the State of New Jersey. Consequently, the following policy guidelines are established and are in effect at Stockton:

A. Legal Drinking Age: All individuals of the Stockton community are expected to uphold all New Jersey State statutes relating to the sale, possession, and consumption of alcoholic beverages. Senate Bill No. 885, introduced January 19, 1982, stipulates the legal drinking age for the State of New Jersey: “The Legislature finds and declares and by this act intends, pending the revision and amendment of the many statutory provisions involved, to . . . extend to persons 21 years of age and older the right to purchase and consume alcoholic beverages on January 1, 1983, provided that anyone attaining the age to purchase and consume alcoholic beverages legally prior to January 1, 1983, shall retain that right.”

• Permission to Serve Alcoholic Beverages: No programming event will be approved where consumption of alcohol is the primary or sole purpose of gathering.

• Drinking in Public Areas: Drinking is NOT permitted in any public area of the campus except when special permits are obtained through the College’s Food Service Vendor. The disciplinary action for minor alcohol violations that occur in the Housing and Residence Life areas will be administered by the Director of Housing or her/his designee. The sanctions out-lined in the Guide to Residence Life section of the Student Handbook will apply in these cases. If the situation warrants, any violation can be referred to Campus Police or the Campus Hearing Board.

• Responsibility for Conduct: Intoxication and/or disorderly conduct resulting from the use and consumption of alcohol, whether in private or public areas of the campus, will be dealt with according to College policies/regulations and other municipal and/or state laws. Groups or organizations of the campus community, sponsoring a function where alcohol is served, will be held responsible to College, local and state authorities for ensuring adequate security and maintenance of the event at all times.

• Violations of This Policy: Violations of this policy include violations of federal, state and local laws and are subject to College disciplinary procedures and prosecution by local and/or state law enforcement officials.

• License to Dispense Alcohol: The College Food Service Vendor is the only authorized body permitted to sell alcohol on the campus. Beer and wine are lawfully considered alcoholic beverages. Any individual or organization must obtain permission from our Food Service Vendor to dispense alcoholic beverages on campus. The Food Service Vendor will obtain a license or special permit from the New Jersey State Division of Alcoholic Beverage Control in order to dispense alcoholic beverages at events or activities where alcoholic beverages are sold; tickets, donations, or other special assessments are purchased for admission; or at events where the price of alcoholic beverage is included in the price
charged for food, refreshments and/or entertainment.

- **College Priorities:** The College reserves the right to prohibit the serving and consumption of alcoholic beverages on campus whenever such activity is considered detrimental to the conduct of educational functions. Alcohol is not permitted at any student club/organization-sponsored event, unless the club/organization obtains permission from the College’s Food Service Vendor (see F. above). Student clubs/organizations are responsible for assuring that no alcohol is present at their events unless the club/organization obtains permission from the College’s Food Service Vendor (see F. above).

- **Drinking Card:** Establishments subject to Alcoholic Beverage Control regulations have endorsed the use of identification cards issued in each county. These cards, labeled “drinking cards,” are available to New Jersey residents through their respective county clerk’s office. In addition to the Stockton ID, this special county ID may be required for admission to the campus facilities if a student’s age is questionable.

- **Housing and Residential Areas:** Students who are of legal drinking age (i.e., 21 years of age and older) may consume alcoholic beverages only within the confines of individual residence hall rooms or Housing I and IV apartments, pursuant to College regulations established in the Guide to Residential Life. Students who reside in the Housing I and IV apartment complexes and who are of legal age (i.e., 21 years of age or older), and who wish to sponsor social events involving alcohol, may do so by registering the event with the Office of Housing and Residential Life. Specific guidelines and regulations regarding these events can be found in the Guide to Residential Life. Events of this nature are restricted by occupancy, time limits and amount of alcohol. The Campus Police and members of Housing and Residential Life staff reserve the right to prevent loitering of individuals carrying or consuming alcohol in or around our housing, dormitory and courtyard residences. Violations of the alcohol policy occurring in residential areas are subject to administrative disciplinary sanctions as outlined in the Guide to Residential Life and the lease agreement.

- **Intoxication:** The State of New Jersey recently passed a new law that indicates minors who drink will be cited with a D.W.I. offense if they have a blood alcohol level of .01. All should be aware that one drink of beer, wine, or liquor will raise a person’s blood alcohol level to .01.

**PARENTAL NOTIFICATION**
Due to a 1998 amendment to the Family Education Rights and Privacy Act of 1974, institutions of higher education are authorized to inform a parent or legal guardian of any student, under the age of 21, who has been found in violation of any law or college policy governing the use or possession of alcohol or controlled substances. Therefore, the College reserves the right to notify parents (or guardians) of any violation related to alcohol or drug policies for students under the age of 21. The Dean of Students or designee at his/her discretion may notify parents of alcohol/drug related disciplinary/judicial matters.

The student will normally receive notice before any notification of parent (guardian) occurs unless emergency circumstances warrant otherwise.
DRUG POLICY
All state, federal and local laws and ordinances regarding the possession, use and distribution of drugs, both legal and illegal, as well as laws pertaining to the use and sale of alcohol, apply to activities at The Richard Stockton College of New Jersey. Stockton has incorporated, by reference, state law prohibiting the use, possession or distribution of narcotics, dangerous drugs or controlled dangerous substances into its Campus Code of Conduct. Accordingly, members of the College community, their guests and visitors who violate the laws are in violation of the Campus Code of Conduct. Members of the College community and their guests who are charged with possession, possession with intent to distribute and/or intent to sell drugs will be held accountable through the appropriate administrative offices of the College (e.g., Campus Police or Office of Residential Life) and through the Campus Hearing Board, as appropriate.

Resident students charged with possession of drugs with intent to distribute or with selling drugs may have their housing privileges suspended temporarily pending the results of the campus judicial process. Students found guilty of selling drugs will be immediately and permanently evicted from campus housing and will be subject to disciplinary proceedings, which may result in suspension or expulsion from the College.

Students charged with possessing or using drugs or possessing drug paraphernalia or who are present in any residential, recreational or academic area on campus where a drug violation is taking place, even if not actually in possession of or consuming the substance, are subject to disciplinary action through the campus judicial process. If found guilty, minimal sanctions include probationary status, campus service and participation in an approved drug education program. Certification demonstrating completion of this program shall be necessary for continued residency on campus.

The College provides alcohol and drug education programs, including individual counseling and referral through the Wellness Center’s Counseling Center and Office of Alcohol and Drug Education. Students who seek peer support can contact the Peer Educators in the Office of the Health Educator, West Quad 108, 609-652-4701.
**SMOKING POLICY**

Smoking poses a significant risk to the health of both the smoker and the non-smoker. The New Jersey Legislature finds tobacco to be the leading cause of preventable disease and death and that tobacco smoke constitutes a substantial health hazard to the non-smoking majority. The “New Jersey Smoke-Free Air Act,” prohibits smoking of tobacco products and the use of electronic smoking devices in all enclosed indoor places of public access and workplaces, with few exceptions. **N.J.S.A. 26:3D-56**. Therefore, smoking is prohibited in all College buildings, vestibules (wings A through M), all connectways between buildings and College-owned or leased vehicles. Designated areas where smoking is permitted will be indicated by appropriate signage.

All buildings in the residential hall complexes are designated as smoke-free; therefore, all residents and guests are prohibited from smoking in any residence hall or apartment-style building. No smoking is permitted in these facilities at any time. In addition, no candles, ignitable lanterns, incense, flammable accelerants or similar products are permitted in any buildings.

All Stockton employees, students and visitors are required to comply with this policy. Normal administrative disciplinary procedures or the appropriate negotiated agreement grievance procedure will prevail for employee violators. Student violators will be called before the Campus Hearing Board. Violators may be subject to civil penalties of $250.00 for the first offense, $500.00 for the second offense and $1,000.00 for each subsequent offense (**N.J.S.A. 26:3D-62**) and/or criminal penalties of a fine up to $200.00 (**N.J.S.A. 2C:33-13**).

**PUBLIC SAFETY/CAMPUS POLICE EMERGENCIES:**

**POLICE, FIRE, MEDICAL DIAL 911.**

The Stockton College Campus Police Department is a fully sworn police agency operating within the State of New Jersey, and is responsible for maintaining law and order for the College community. The men and women who make up the Police Department are fully sworn and trained police professionals, certified and approved by the New Jersey Police Training Commission. The Police Department is concerned with the protection of life and property, working closely with the many local, state and federal law enforcement agencies. Uniformed police officers patrol the campus and surrounding roadways in marked police vehicles, on bicycles and on foot, ready to respond to any emergency or call for police services. Continual in-service training at all levels of law enforcement following successful completion of the Police Academy provides for the professional delivery of those vital services. All of these efforts are geared toward maintaining a safe and pleasant environment in which to live, work and learn. Professionally trained Communications Operators are on duty around the clock to receive all calls for emergencies and police services for the community.

**Fire Safety:** The Campus Police Department works closely with all the various departments on campus, the local Fire Department, and the State Fire Marshal regarding all fire safety matters. Communications Operators staff a fire command alarm system, which constantly monitors all fire alarms around the campus on a full-time basis, around the clock.
**Registration of Vehicles.** At this time only residential students must register their motor vehicles. Residents must register their vehicles on HousingNET through the goStockton portal and properly display a residential parking permit on their vehicle. Normally, the registration of vehicles takes place during student registration, but can be completed at any time online on HousingNet. Parking permits will be issued at time of check-in or may be obtained at A-100 for Housing II and III and the 82-3 Office for Housing I, IV and V.

**Traffic and Parking Regulations.** Only motor vehicles, motorcycles and mopeds bearing valid registration plates and inspection stickers and having vehicle insurance may be operated on the campus, in accordance with all State and local statutes. All roadway signs must be observed as on any other public thoroughfare. Traffic regulations will be enforced by police.

Bicycles may be operated and maintained on campus and are to be stored in the bicycle racks provided by the College. Riding and storing bicycles inside college buildings is prohibited.

Driving motorcycles and mopeds on walkways, lawns, footpaths or driveways on campus is prohibited except in areas designated for vehicle transportation.

All-terrain vehicles or ATVs are not allowed in any area of the campus. The use of skates or skateboards is prohibited in the College buildings, roadways and parking lots.

**Parking Regulations for Residents and Guests**

**Residential Parking Regulations**

Residential students must keep their vehicles parked within their respective residential parking areas between 8 a.m. and 5 p.m., Monday through Friday, while on campus. Handicapped residential students must register their vehicle on HousingNET and are exempt from this parking regulation with the proper display and use of a valid handicapped parking tag. Approved parking lot locations for the various residential facilities can be found Campus Police Website.

**Guests of Residential Students**

Guests must register if they are in a residential area after 10 p.m. and must have the guest pass in their possession at all times. They must have their vehicle registered as a guest vehicle (residential students may complete this process online at the HousingNET through the goStockton portal), and must display a vehicle guest pass while parked in any of the residential lots.

Except for residents, long-term parking within main parking lots is prohibited. Disabled vehicles left in any lot or along any roadway must be removed within 24 hours. The owner/operator must notify police of such a vehicle as soon as possible. Disabled vehicles left over 24 hours are subject to removal at the owner’s/operator’s expense.
Parking Areas. All students, faculty, staff and visitors must park their vehicles (autos, motorcycles, mopeds) in the designated parking areas on campus and within proper stalls only. All non-residential students, faculty, staff and visitors are eligible to park in areas designated for that purpose. Parking spaces/areas are not reserved except for physically handicapped persons and authorized service vehicles. Permits are required to park within these areas. All persons utilizing campus parking are subject to proper identification requests by campus police and/or other law enforcement agencies.

The Richard Stockton College of New Jersey assumes no responsibility for the care and/or protection of any vehicle or its contents at any time it is operated or parked on the campus. For protection, all vehicles should be locked when left unattended. Cars left overnight must be parked in parking lots provided. To facilitate snow removal during inclement weather conditions, vehicles must be parked within parking lots provided. Vehicles parked along roadways during these times are subject to removal at the owners’ expense.

Motor Vehicle Violations/Issuance of Motor Vehicle Summons. Stockton Campus Police, Galloway Township Police and New Jersey State Police have the authority to issue summonses on campus to violators of state laws, specifically Title 39 of the New Jersey Revised Statutes. Such a summons may require an appearance in the municipal court of Galloway Township. In addition to the issuing of summonses, vehicles may be subject to removal at the owners’ expense.

Other Summons. Campus Police also enforce all other state statutes and municipal laws/ordinances. Violation of any of these may also result in the issuance of a summons to appear in Galloway Township Municipal Court.

College Citations: Campus Police also issue College citations for various parking violations on campus. As stated on these citations, payment may be made at the Bursar’s Office. Failure to pay the violation will result in a hold on the student’s account.

Other Safety Information. In accordance with Public Law 101-542, the Student Right-to-Know and Campus Security Act (referred to as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act), the College is required to provide information relating to its crime statistics and public safety measures to all persons upon request. This Act requires all colleges and universities to report incidents that fall under the following categories: murder, forcible and non-forcible sex offenses, negligent manslaughter, robbery, aggravated assault, burglary, motor vehicle theft and arson. Additionally, statistics concerning the number of arrests for the following crimes occurring on campus are also reported as per P.L. 101-542: liquor law violations; drug abuse; weapons possession. This information is available on the Stockton Police Department’s Web site. The Police Department submits the Uniform Crime Reports (UCR) monthly to the New Jersey State Police Uniform Crime Reporting Unit.
Persons fishing in the many lakes on the College campus are required to have a New Jersey Fishing License. Boats used on the lakes must conform to all applicable boating regulations and statutes. Boats may be powered only by electric motors; no gasoline motors are permitted. Also, swimming and ice skating are prohibited at any of the campus lakes. Hunting and trapping are prohibited in all areas of the College’s property. Officials of the Division of Fish, Game and Wildlife assist Campus Police in enforcing these regulations.

Adjudications. Violations of NJRS Title 39, local ordinances and non-indictable offenses are adjudicated through the Galloway Township Municipal Court. Indictable offenses are referred to Atlantic County Superior Court for adjudication. Certain cases also may be referred to the Campus Hearing Board if a Campus Conduct Code violation is involved. College citations are adjudicated by the Community Standards Review Panel in Housing and Residential Life.

Stormwater Pollution Prevention
The College is mandated to comply with the New Jersey Stormwater Pollution Prevention Program, under N.J.A.C. 7:8, and New Jersey has enacted laws that require a public complex to adopt policies and procedures designed to protect against pollution resulting from stormwater runoff. (See N.J.S.A. 40:55D-95 et seq.)

CAMPUS SEXUAL ASSAULT

Victim’s Bill Of Rights:
The following Rights shall be accorded to victims of sexual assault that occur:

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

Human Dignity Rights:

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

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

Campus Judicial Rights:

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

Legal Rights:

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

Campus Intervention Rights:

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

Statutory Mandates:

Each campus must guarantee that this Bill of Rights is implemented. It is the obligation of the individual campus governing board to examine resources dedicated to services required and to make appropriate requests to increase or reallocate resources where necessary to ensure implementation.

Each campus shall make every reasonable effort to ensure that every student at the institution receives a copy of this document.

Nothing in this act or in any “Campus Assault Victim’s Bill of Rights” developed in accordance with the provisions of this act shall be construed to preclude or in any way restrict any public or independent institution of higher education in the state from reporting any suspected crime or offense to the appropriate law enforcement authorities.
STUDENT GRIEVANCE PROCEDURES
Stockton is concerned that College policies and procedures be applied as equitably and fairly as possible. It does not discriminate in admission or access to its programs and activities or in treatment or employment of individuals on the basis of race, gender, national origin or ancestry, disability, age, religion, disability, affectional or sexual orientation, marital status, familial status, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States.

SECTION 504
Handicapped/Disability Grievances
Students who have a complaint regarding a handicap/disability issue, or who feel they have been the subject of possible discriminatory treatment on the basis of their handicap/disability, should direct their initial complaint to the Section 504 coordinator, the Office of Affirmative Action and Ethical Standards, in K-204a. Upon written receipt of said complaint, the Section 504 coordinator will refer the complaint for a first-level resolution with the appropriate administrative unit head. Such resolution will be conducted within 20 days of the written complaint being filed. If the complaint remains unresolved at this first level, the student should direct an appeal within 20 days to the Section 504 coordinator for a final-level review and/or resolution. This second level review will be completed within a 20-day time period.

Other Student Grievances
Students who have questions or complaints regarding a College policy or procedure regarding affirmative action issues, e.g., race, age, sex, religion, marital status, national origin, etc., should file written grievances with the Office of Affirmative Action and Ethical Standards. All such complaints will be promptly reviewed according to the following principles:

- The person bringing the complaint will not suffer any retaliation;
- In conducting any investigation or review, the right to confidentiality, both of the complainant and of the accused, will be respected as provided by law;
- The review will be conducted as quickly as is reasonable and the conclusions reported to the complainant;
- If the complaint is found to be appropriate, the perpetrator of discrimination will receive appropriate counseling, referral and/or disciplinary action.
ACADEMIC POLICIES AND PROGRAMS

THE STOCKTON STUDY PLAN
Stockton offers challenging and diverse educational opportunities for its students through program and General Studies course sequences. All students undertake intensive study in a major program area while exploring a rich general and liberal education in the College’s General Studies program and in courses “at some distance” from their majors.

All undergraduate curricula combine two elements:

- Study in depth in a specific subject (complemented by related cognate areas as appropriate) sufficient to master the advanced cognitive skills of that discipline and knowledge of its current ideas and issues.
- Study in breadth, which comprises ongoing general education throughout the course of one’s undergraduate years in parallel with study of the major and across the spectrum of modes of learning in the arts, humanities, social and behavioral sciences, and natural sciences and mathematics, featuring
- mastery of transferable intellectual skills critical to any line of work, to citizenship in a democracy and to a life of continuous learning;
- access to a variety of modes of learning that could include opportunities for (among others) internship, independent study, service learning, distance learning and other modes that may emerge;
- particular focus on skills of writing, quantitative reasoning and the use of technology as essential tools for access to contemporary academic discourse and effective participation in economic and civil society.

Students at Stockton, with the guidance of a faculty or staff preceptor, develop and pursue individual programs of study according to their own talents, interests and life goals. Instruction is high in quality because faculty selection and evaluation processes are rigorous and demanding of excellence in teaching.

Stockton’s educational philosophy is based on the concept that students should be challenged, motivated and assisted through extensive faculty-student contact. Stockton strongly encourages student participation in the decision-making processes that shape academic life; thus, the College provides the individual student with real opportunities to determine the composition and nature of his/her academic experiences.
PRECEPTORIAL SYSTEM
Stockton’s preceptorial system implements the basic planning and evaluation system in the Stockton study plan. Through this system, a matriculated student works closely and continuously with a faculty or staff preceptor to set educational goals, assesses progress toward goals, and make adjustments as necessary. Working through the preceptorial system, students learn to build and implement programs of study that relate to what they want to accomplish while maintaining overall goals of a liberal arts education. Students learn that they must accept responsibility for the value of their education. A preceptor and preceptee work together, primarily on an individual basis, planning courses of study and exploring career alternatives.

Learning is a lifelong process, and, as such, one of the most important abilities a student can develop is the capability to plan and manage learning experiences. At Stockton, a preceptor can play an important role by helping the student develop this ability.

Preceptors and students work together regularly, planning and reviewing throughout the academic year. However, because the registration/preregistration periods are most demanding of preceptorial advising, special blocks of time are designated during those time periods to aid students and preceptors in their efforts.

Change of Preceptor
All preceptor assignments are administered by the Center for Academic Advising. Any changes must be requested from the Center for Academic Advising.

Center for Academic Advising
The Center is staffed by full-time professional advisors who provide a variety of advising and other academic support services to all students throughout the year. Advising services include initial preceptor assignments, transfer credit equivalencies, maintenance of the CAPP degree audit system, individual advising and intervention for students on academic probation.

DISTINCTIVE ACADEMIC FEATURES

Academic Amnesty
Academic Amnesty is a special opportunity that allows former students of Stockton who were very close to completing their undergraduate degrees to return and fulfill the requirements that were in effect at the time of their most recent prior matriculation.

Basic Studies Program
A fundamental concern of Stockton is that its graduates have certain minimal skill competencies generally considered important for educated people. Accordingly, the College has established a special supporting Basic Studies (BASK) Program designed to assist the student who may not have those skills upon admission to the College. Information on the Basic Studies Program and the skills competencies necessary for graduation from Stockton is found in the Basic Studies chapter of this Bulletin.
Distance Education
The Office of Distance Education facilitates distributed delivery technologies such as Web-based (online), telecourse and interactive television (ITV) instruction to provide services to students and faculty.

Distance learning courses have the same standards and expectations as the College’s on-campus courses and typically carry four credits. The distance learning courses uphold the institution’s rigorous academic standards by building a close working relationship between faculty and students through orientation meetings and continued student support throughout the semester. Options include online, hybrid, telecourses and ITV courses. Definitions of these different types of courses appear on the College’s Distance Education Web site.

Freshman Seminar Program
Another basic concern of Stockton is that students experience an appropriate introduction to academic life. Therefore, Stockton requires a Freshman Seminar of all first-semester freshmen to provide students with an early authentic seminar in which they will encounter the essential processes of academic discourse.

The Seminars are regular courses in the Stockton General Studies curriculum and fulfill a graduation requirement. The Seminars serve as an introduction to the life of the mind in which students will be required to develop and demonstrate skills in writing, reading, speaking, listening, and critical reasoning and judgment in a class small enough to allow the full expression of these skills as well as to allow ample individualized attention. Students will also increase their information literacy skills and gain experience as college-level researchers.

The College is developing a full freshman-year program that will serve to bring students together as an intellectual and social community through interlocking events and programs designed to span the academic, co-curricular and informational aspects of the first year experience.

The Honors Program
The Honors Program provides Honors students with a unique, fully integrated educational experience involving both curricular and co-curricular elements. Students will be actively engaged in college life, take Honors General Studies courses together, and finish with an enriched capstone experience, usually in their major.

On the curricular side, Honors students enroll in special General Studies courses that satisfy about half of Stockton’s General Studies requirement. These courses have a smaller class size, and involve more reading, writing and public speaking, and less faculty lecturing than in traditional courses. Honors students also complete a research project, a creative project or an internship (usually in their major) in their junior or senior year, culminating in a presentation of their work.
On the co-curricular side, Honors students are required to fulfill a service requirement, which can be completed by a wide array of activities as long as the students are not paid for the work.

Honors students may volunteer to participate in special research projects that provide opportunities to travel and to give presentations at regional and national meetings.

Benefits of participation in the Honors Program include recognition of academic achievement, the support of a group of students and faculty committed to academic excellence, the opportunity to develop leadership skills in a supportive environment, and access to the Honors Center as a place to study and interact with peers. Honors students also have opportunities to participate in special trips and other activities organized by and for Honors students.

Admission to the Honors Program
The highest-ranked members of Stockton’s entering freshman class, based on test scores and class rank, are invited to apply to the Honors Program. From those applicants, the new class is selected, with preference given to those students who demonstrate clear intellectual curiosity and a strong desire to take an active role in their education and the College community.

To remain in the program, students need to continue to make adequate academic progress, fulfill their service requirement and maintain a 3.3 GPA.
Graduation Requirements

General Studies (32 credits):

Required Honors Courses (20 credits)
GEN 1033: Honors Freshman Seminar: The Life of the Mind
GNM 1144: Ways of Knowing
GAH 2309: Preserving a Sense of the Past
GSS 2368: The Global Community
GIS 4635: Ethics and Contemporary Life

Traditional General Studies (12 credits)
One additional course in each of GAH, GNM, and GSS.

Liberal Studies (12 credits):
One upper-level course in each of the traditional liberal arts schools (ARHU, SOBL, NAMS) or as approved by the student’s preceptor.

Honors Project Seminars I, II, & III (4 credits in General Studies)
Additional at-some-distance courses to meet College-wide graduation requirements (0-16 credits).

The Major
Courses required for the student’s major including an Honors Research, Creative Project or Internship (normally 4 credits in the student’s major).

Presentations
Presentation of the work involved in the research, creative project or internship to the College community and, possibly, at Honors conferences.

Service
Honors students are required to contribute two hours per week (30 hours) of service each semester. Such service can be to the Honors Program, College-related activities or service to an organization in the larger community.

Categories of Honors
First Year Excellence—Students complete two Honors courses during their first year at Stockton, provide 60 hours of service during the year and maintain a GPA of 3.3.
General Studies Honors—Students complete the five required Honors courses, meet the service requirement for four semesters and maintain a GPA of 3.3.
College Honors—Students complete the five required Honors courses, meet the liberal studies requirement, complete the research/creative or internship component, present their work to the College community at the Day of Scholarship or other approved venue, meet the service requirement for all four years and maintain a GPA of 3.3.
Preparation for the Health Professions  Students interested in pursuing careers in medicine, dentistry, veterinary medicine or other health-related professions can prepare themselves at Stockton for admission into a professional school. These students should gather information as early as possible to assist in proper course selection. Resources that provide further details on admission requirements for specific professional schools are available in the College library, in the Office of Career Services, and from the College’s Health Professions Advisor. Students should also consult the Preparation for the Health Professions chapter in this Bulletin.

In general there are two professional school admissions options: 1) a student can follow the traditional (eight-year) option involving completion of the baccalaureate degree at Stockton before matriculation to professional school or 2) get accepted into an accelerated six or seven year dual degree program.

Although no single major field is necessary for admission into medical school, students are expected to complete sequences of courses in biology, chemistry, mathematics and physics, and to develop a broad understanding of the world through the General Studies portion of the curriculum. This requires careful planning, and new students should consult with a preceptor or the Health Professions Advisor before registration.

Pre-Medical Articulation Agreements
Articulation agreements for early admission decisions exist between Stockton and the University of Medicine and Dentistry of New Jersey (UMDNJ) Medical School, the Robert Wood Johnson Medical School, UMDNJ School of Osteopathic Medicine, UMDNJ School of Dentistry, Temple University College of Podiatric Medicine, New York College of Podiatric Medicine, the State University of New York College of Optometry, and the Ernest Mario School of Pharmacy at Rutgers, The State University of New Jersey. The terms of each agreement vary, and students should check online or contact Stockton’s Health Professions Advisor for information. Students will need to pursue a biology or biochemistry/molecular biology degree at Stockton to meet the terms of the articulation agreements.

Engineering
In partnership with New Jersey Institute of Technology (NJIT) and Rutgers, the State University of New Jersey, Stockton has established a dual-degree program in various engineering fields. The program begins with three years at Stockton and concludes with two years at NJIT or Rutgers.

Students in the program will obtain a baccalaureate degree from Stockton in Applied Physics, Mathematics, or Chemistry after the fourth year and a Bachelor of Science in Engineering degree from NJIT or Rutgers at the end of the program. Eligible students in the program will be transferred automatically after their third year of study at Stockton to NJIT or Rutgers.
Dual Degree Programs
Stockton has a number of dual degree programs, with early, conditional admission to graduate school. Qualified candidates receive solid undergraduate preparation, move swiftly into graduate study and, ultimately, begin their professional careers earlier than they might have following traditional paths. In these programs, students embark on an extensive academic experience for five years, providing an opportunity to complete both a baccalaureate degree and a graduate degree at an accelerated pace, resulting in significant tuition savings.

The Interdisciplinary Center for Hellenic Studies (ICHS)
Established at Stockton College in 2003 by the American Foundation for Greek Language and Culture (AFGLC), the ICHS aims to promote and assist in the study and teaching of Hellenism through the many fields that define Greek civilization and culture. The areas of focus of the Center are wide, inclusive and diachronic, representing all aspects of Hellenic culture. At Stockton this includes the disciplines of Greek language and literature, history and culture, classical archaeology, art, philosophy, politics, anthropology and Byzantine Civilization and Religion. Each ICHS funded by the AFGLC consists of five endowed, named professorships in the following core areas of Hellenic studies: Greek Language and Literature; Greek History; Greek Culture; Greek Philosophy; and Byzantine Civilization and Religion.

The Interdisciplinary Center for Hellenic Studies sponsors academic and outreach programs like The Examined Life, an educational program that aims to bring the Socratic call to know thyself (gnothi s’auton) to the nation’s schools. Its goal is to capture the life and ideals of Ancient Greece and integrate them into the curricular goals of classroom teaching.

Pre-Law
While there is no single major that best prepares students for a career in law, a number of Stockton graduates go on to law school. The College has a pre-law advisor who is knowledgeable about the law school admissions process and active in working with students interested in legal careers. The pre-law advisor assists students in preparing their law school applications, sponsors annual trips to law school admissions days, and through the “career conversations” program in Political Science, brings Stockton alumni back to campus to speak about law school and careers in law. Students interested in law should contact the pre-law advisor early in their college careers.

Experiential Education
A significant feature of many of Stockton’s degree programs can be described as experiential education—internship, field study, service-learning, or independent research projects—that give students valuable opportunities to apply their formal classroom work.

Under the guidance of faculty sponsors, a student may work in private industry or government, serve a local community as a volunteer, or even spend an entire semester off-campus putting formal education to practical use through the Washington Internship Program. Furthermore, in applying and testing classroom experiences in practical settings, a student can better evaluate career interests and employment opportunities after graduation.
A feature of Stockton’s program that distinguishes it from the usual cooperative education programs of other colleges is its integration of off-campus internship learning experiences with on-campus or in-class seminars. At Stockton, many interns participate in regularly scheduled internship seminars that provide appropriate academic settings for discussion and exchange between students, faculty, and also, at times, the internship sponsors.

The service-learning program offers students the opportunity to work with local nonprofits, social service organizations and schools as part of specific academic courses. Through service-learning, the student uses new knowledge and skills to help solve pressing social issues faced by the local community while using the volunteer experience to enhance his or her grasp of the course material. A student interested in service-learning opportunities should contact the Office of Service-Learning.

A student wishing to initiate an internship project should contact a faculty member in the area of interest for assistance in developing a detailed project statement defining the scope, character and objectives of the project.

**Academic Calendar and Instructional Day**
Stockton’s academic calendar has been designed in 16-week semesters, with limited options in two eight-week instructional terms that are incorporated into the fall and spring semesters.

The Online Course Schedule includes all course offerings and indicates when each type of course is offered. The academic unit of instruction is the semester hour, and most courses carry four semester hours of credit.

The academic calendar for 2010-2012 can be found online. Stockton operates on an instructional day that begins at 8:30 a.m. and extends until 9:50 p.m. Certain courses are also offered on Saturdays, which improves access to a college education for students who have multiple responsibilities at home and on the job. Courses are selected each term from a wide range of the College’s offerings.

A number of courses also are offered at Stockton’s Carnegie Library Center in Atlantic City and other locations. These courses often have schedules that vary from the format of those at Stockton’s main campus. Courses at the Carnegie Center provide scheduling alternatives for students who have multiple responsibilities at home and at work. Courses located at this site are indicated as such in the Online Course Schedule.

Students who plan to enroll in predominantly evening courses of instruction will, in most cases, have to attend more than eight terms to graduate. **Stockton does not guarantee that any degree program can be completed by taking exclusively evening and/or weekend courses or distance learning courses.**
Stockton Center on Successful Aging (SCOSA)
The Stockton Center on Successful Aging (SCOSA) was created to develop and expand programs of research, education and service that promote healthy, successful and civically engaged aging among New Jersey’s rapidly growing older population, and which build on Stockton’s long-time leadership in gerontological education in New Jersey. The Center provides many opportunities for student involvement, growth and development. Students play a vital role in all aspects of the center: assisting with investigating grant prospects and writing proposals, planning and implementing various programs and projects, helping Stockton to partner with outside organizations, participating in intergenerational service and service-learning activities, and attending various SCOSA events designed for students, professions and community members.

Interested students may visit the SCOSA Web site for more information, examples of past student involvement, and current opportunities.

Summer Term
Each summer Stockton offers a wide range of courses and scheduling options to meet a variety of needs. Stockton’s summer terms are open both to matriculated students at the College and to students who are not presently candidates for Stockton degrees but who nevertheless wish to spend the summer studying at Stockton as nonmatriculated students.

Nonmatriculated summer students enjoy all the privileges of matriculated students, except that the work completed will not apply toward a Stockton degree until the student has been admitted to the College.

International Study Opportunities
Stockton offers a variety of international study opportunities. For individuals, these take a variety of forms, including study at foreign institutions with which the College, in collaboration with other New Jersey State colleges, has exchange agreements; independent study or study through another American college/university program in a foreign country or at a foreign institution selected by the student and approved by the College in advance; internships abroad; and study tours that are offered under the aegis of College faculty and staff with the approval of the Provost.

International study opportunities are developed by the coordinator of international education, and students are urged to consult with the coordinator early in their planning for foreign study. The Office of the Registrar will place students on a special student status to maintain their matriculation at Stockton with waiver of tuition. Students remain eligible for financial aid.

Credits earned through this program will be recorded as transfer credits on the student’s Richard Stockton College transcript.
Council for International Education Programs
In conjunction with the New Jersey State College Council for International Education, Stockton offers structured overseas study in nine countries to eligible second-semester sophomores, juniors and seniors. Courses are taught in English.

To be eligible for the program, a student must have a 3.0 average or better, be in good standing and submit recommendation forms from at least three persons. Students with 10 percent or more F, NC, I or W grades are ineligible. Freshmen and students who have not lived away from home are not encouraged to apply.

Applications and information on the programs and other opportunities, including summer programs, are available through the International Education Coordinator.

Continuing Studies at Stockton College
The Division of Continuing Studies supports the essential mission of the College and responds to individual and societal needs with changing and expanded program offerings. The Division was established in 1989 to fulfill Stockton’s responsibility to provide programs for professional advancement and career training and development to the region. Since that time, the unit has evolved and grown to encompass two distinct training and consulting branches, Health Sciences and Human Services (HSHS) training and consulting services, and Management Development and Professional Services (MDPS) training and consulting services.

Offerings in Continuing Studies include certificate programs, professional development seminars and lifelong learning courses, workshops, conferences, consultation and technical assistance. Program offerings are available at the College’s campus in Pomona and at the Stockton College Carnegie Library Center in Atlantic City. Programming can also be arranged at the client’s site. Training and consulting can be provided to develop skills in a large variety of areas including computer technology, management and leadership, gaming management, organizational development and environmental issues. In addition, continuing professional education for CPAs, public health officials, social workers, occupational, physical, and speech and language therapy professionals and other health and human services professionals.

Office of Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4227
Carnegie Library Center
The **Carnegie Library Center** is Stockton’s satellite facility in Atlantic City, New Jersey. This historic treasure, originally built in 1904 and serving as the Atlantic City Free Public Library for more than 80 years, was a gift to the city by steel magnate and philanthropist Andrew Carnegie. Reopened in May 2004 after a collaboration between the Casino Reinvestment Development Authority (CRDA), the City of Atlantic City, and Stockton College, the facility offers the College modern facilities in the heart of this urban community. The three-story building features turn-of-the-century architecture, including a granite, marble, and terra cotta exterior, terrazzo floors, scagliola-finished columns and marble and iron staircases. However, its modernity lies in the continuance of Carnegie’s vision of learning and commitment to the community.

Located one block from the world famous Atlantic City Boardwalk, the more than 9,000 square-foot building is used as an educational and instructional facility, meeting place and conference center, and venue for community outreach. In addition, Carnegie is home to the Small Business Development Center (SBDC) of Atlantic, Cape May and Cumberland Counties. The SBDC is part of a networked national partnership between federal and state government, private industry and higher education. The program is designed to provide the highest quality business assistance services to establish new enterprises and promising start-ups, with the objective of increased economic activity.

Carnegie has a 75-seat lecture hall, a 40-seat multipurpose room, 22-seat state-of-the-art computer lab, a 16-seat executive conference room and three 25-seat seminar rooms. Each room is wired with the latest technology, including wall-mounted displays, high-speed Internet access, document camera and a DVD/VCR.

Adjacent to the facility is the Civil Rights Garden, a powerful tribute to the architects of the Civil Rights Movement. The Garden is a serene oasis of plants, trees and flowers honoring the long journey of African-Americans, and indeed all Americans, toward a full measure of rights under the United States Constitution.

Community Mediation Services
Community Mediation Services, founded in 1981 as the Community Justice Institute, pursues Stockton’s educational objectives—teaching, research and community service—in the area of conflict resolution. The service operates under the auspices of The Richard Stockton College of New Jersey, Atlantic County and the Atlantic County Bar Association.

The attempt to resolve interpersonal disputes through means other than formal litigation is gaining increasing acceptance around the country. This acceptance is based on a recognition that people can, with the aid of a neutral third party, resolve their own disputes in a more fair and lasting way than could a third party decision-maker, such as a judge. Thus, Community Mediation Services provides mediation as a means of settling disputes in Atlantic County. Stockton’s Criminal Justice and Sociology/Anthropology Programs offer a cross-listed course in Conflict Resolution, which is a prerequisite for internships in Community Mediation Services.
Independent Study
Independent study is an approach followed at Stockton to encourage close working relationships between students and faculty. Independent study provides opportunities to develop highly individualized, rigorous and personal learning experiences. This approach fulfills three needs. It permits students to pursue questions not addressed in faculty-directed classrooms, laboratories or studios; it helps students to develop valuable research skills; and it enables students to test mastery of principles, methods and materials presented in regular classes by instructors. Properly done, independent study should lead to that goal sought by all educated persons, namely the capacity for independent learning throughout life. Students who wish to undertake independent study projects should consult the instructor with whom they wish to work. Projects must be carefully formulated on a Special Project Request Form and signed by the appropriate instructor, student and dean. GIS courses can only be taken as independent studies under exceptional circumstances.

Liberal B.A.
For students whose academic interests do not match one of the degree programs offered by the College, the Bachelor of Arts in Liberal Studies permits them to design a complete program. Information is found in the Liberal Studies chapter in this publication.

ACADEMIC ORGANIZATION
Stockton’s academic community is organized around faculties of schools who report to the Academic Deans and the Provost, and who offer Program Studies leading to bachelor’s degrees and graduate degrees, with additional programs being developed.

Academic organization at Stockton is designed to support the College’s flexible and cross-disciplinary approaches to teaching and learning. Through this means, the College enables faculty from many disciplines to work with students on topics and areas of common concern and interest. This organizational arrangement also serves to emphasize that knowledge and instruction go beyond human-made compartments and that learning is a multidimensional experience.

The School of Arts and Humanities
The School of Business
The School of Education
The School of General Studies
The School of Health Sciences
The School of Natural Sciences and Mathematics
The School of Social and Behavioral Sciences
The School of Graduate and Continuing Studies
DEGREES AND PROGRAMS

Bachelor of Arts
The Bachelor of Arts (B.A.) degree is offered in all undergraduate programs except biochemistry/molecular biology, computational science, hospitality and tourism management, nursing, public health, social work, and speech pathology and audiology. The B.A. degree requires 64 credits in Program Studies and appropriate cognate courses and 64 credits in General Studies and non-cognate Program Studies “at-some-distance” from the student’s major for a total of 128 credits. The Bachelor of Arts in Teacher Education is offered only as a second bachelor’s degree.

Bachelor of Science
The Bachelor of Science (B.S.) degree is offered in applied physics, biochemistry/molecular biology, biology, business studies, chemistry, computational science, environmental studies, geology, computer science and information systems, hospitality and tourism management studies, marine science, mathematics, psychology, public health, social work, and speech pathology and audiology. The B.S. degree requires 80 credits in Program Studies and appropriate cognate courses and 48 credits in General Studies and non-cognate Program Studies “at-some-distance” from the student’s major for a total of 128 credits.

Bachelor of Science in Nursing
The College offers two distinctly different Bachelor of Science in Nursing (B.S.N.) programs, an upper-division program that is designed solely for registered nurses, and a four-year, entry-level B.S.N. program.

Bachelor of Fine Arts
The Bachelor of Fine Arts (BFA) degree is offered with concentrations in Painting, Photography, Printmaking, Sculpture, Illustration and Visual Communications. The BFA is a professional degree in the visual arts for visual communications and studio art majors. The BFA degree requires 80 credits in Program Studies and 48 credits in General Studies and non-cognate Program Studies “at-some-distance” from the student’s major for a total of 128 credits.

Liberal B.A. Degree
The Bachelor of Arts in Liberal Studies (Liberal B.A.) offers students the opportunity to design their own 128-credit interdisciplinary program.

A Liberal Studies program must show the same characteristics of breadth, depth and coherence of study that Stockton degree programs meet. It may not duplicate or dilute an existing degree program. Final approval must be obtained prior to achievement of senior status (i.e., before the 96th credit is completed) and is normally obtained prior to the completion of 80 credits. A proposal will be considered only if it calls for at least a full year of additional course work (32 credits) subsequent to its proposal. The Liberal B.A. program is not intended to be a default option for students in other programs.
To enter the Liberal B.A. program, students contact the Dean of General Studies as well as two faculty members who agree to serve with the Dean as a committee for a student. The student then submits a written Liberal B.A. proposal that is considered by the committee. If approved, it becomes the student’s study plan for graduation, subject to any conditions that the committee may set. At that point, the student may declare Liberal Studies as his/her major. The committee also has the responsibility for certifying the student for graduation.

Additional information on the Liberal B.A. program may be found in the Liberal Studies chapter in this Bulletin.

GRADUATE DEGREES
For information about the College’s advanced degrees, see the School of Graduate and Continuing Studies section of this Bulletin.

DEGREE REQUIREMENTS
All academic courses at Stockton are expressed in semester hours or credits. To obtain a Stockton bachelor’s degree a student must:

- earn 128 credits;
- earn at least the final 32 credits in Stockton courses;
- meet all program and general studies requirements;
- fulfill applicable skills competence and proficiency requirements; and
- earn at least a 2.0 cumulative GPA for all courses taken at Stockton.

The student is responsible for ensuring that all graduation requirements are met, and for submitting to the Office of the Registrar an online Application for Graduation Eligibility at the appropriate time (October 1 for fall graduation, February 1 for spring graduation and June 1 for summer graduation).

The term in which a student has been admitted or re-admitted and enrolls is the student’s official term of matriculation, and thereby establishes the degree requirements the student must meet.

Program Courses. Programs provide specialized areas of study clearly focused on intellectual and/or career goals. Pursuit of these goals requires that a student build knowledge systematically through the mastery of increasingly difficult tasks and concepts. Program Studies requirements are more structured than those in General Studies and tend to emphasize sequences of specific courses. Most of the courses required for a given degree program are offered in the program itself, while some may be offered in related programs.

Cognate Courses. Cognates are courses closely related to one’s major. Most degree programs require students to supplement course work offered by the program with cognate courses.
Senior Thesis or Project. Some degree programs require the student to complete a senior thesis or project. In other programs a project is optional, or may be required for graduation with distinction. A student enrolled in a degree program that requires a senior thesis or project must receive a grade of C or higher in the course in order to graduate. Detailed regulations for the senior thesis or projects are stated in the chapters on each program.

GENERAL STUDIES
General Studies courses are intended to enrich one’s learning and to provide the general education foundation for Stockton students. These courses engage students in the broad areas of human knowledge (humanities, arts, social sciences, natural sciences, mathematics) and show the relationships among them. General Studies courses are about learning itself, about how people learn and about what is important to learn. They often provide for the exploration of new fields, provoke and stimulate new thinking, test one’s perspectives and encourage experimentation. Students, with the help of a preceptor, are encouraged to select and plan courses of study that will broaden their overall perspectives, fill gaps in their knowledge, and enrich their personal lives by meeting educational needs important to all students. College is not only for learning a discipline in depth or learning how to make a living; it is also for learning how to live. A complete description of General Studies can be found in the next chapter of the Bulletin.

Skills Competency Requirement. All freshmen and transfer students with fewer than 16 acceptable college credits are subject to a skills competency requirement. With certain exceptions, students who do not meet this requirement within one academic year of matriculation are subject to dismissal from the College. Additional information is found in the Basic Studies chapter in this Bulletin.

Freshman Seminar Requirement. All freshmen and students with fewer than 16 acceptable college credits are required to enroll in a freshman seminar during their first term of study. If the seminar is not completed during the first term, another seminar must be completed in the second term. The seminars cover a variety of subjects and apply to other graduation requirements.

Distribution Requirement and Outcomes Requirement. The General Studies distribution requirement applies to all candidates for bachelor’s degrees. The requirement is described in detail in the General Studies chapter of this Bulletin. In addition, there is a requirement that course work be undertaken in certain areas. This requirement is also described in the General Studies chapter of this Bulletin.

Transfer Student Requirements. General Studies at Stockton is not considered to be a mere set of introductory courses in various disciplines. Rather, it is viewed as an ongoing process of broadening and enriching education throughout a college career. Therefore, transfer students must take at least 25 percent of their Stockton course work in designated General Studies (G-acronym) courses.
Each student must satisfactorily complete at least the final 32 credits at Stockton to receive a degree. This would normally take one academic year but could be accelerated through a heavier-than-normal load and credit-by-examination at Stockton. If a student’s transfer program is not closely articulated with a Stockton degree program, the student may find that additional time will be required to complete the Stockton degree.

**THE WRITING REQUIREMENT**

Stockton’s writing program is designed to foster opportunities for writing improvement throughout four years of college. A variety of general studies and program courses help to meet this goal by providing frequent writing experiences that enable students to become practiced, experienced writers.

All matriculated students must earn a C or better in each of four writing-designated courses: one W1 (writing) course taken as a freshman and three additional W1 or W2 (writing-across-the-curriculum) courses, at least one of which must be a 3000- or 4000-level course.

Transfer students are subject to the writing requirement. Up to two transfer courses in composition or writing will be credited as W1 courses and counted toward the requirement. All W2 courses must be completed at Stockton.

Students should remember that the writing requirement specifies the minimum number of writing-designated courses needed for graduation. Ideally, a student should take one writing-designated course each term since growth in writing depends on practice as well as intellectual development. Writing-designated courses that carry fewer than four credits or transfer courses that carry fewer than three credits do not count toward the writing requirement.

**Writing-Designated Courses**

Stockton offers a variety of program and general studies courses at all levels that are writing-designated courses. The level of the writing-designated course is indicated by the course number: 1000 level indicates an introductory writing-designated course; 3000 level indicates a more advanced writing-designated course.

Writing-designated courses are of two kinds: Writing courses (W1) or Writing-Across-the-Curriculum courses (W2). The designation W1 or W2 indicates the role and function of writing in the course, not the degree of writing difficulty.

**W1** - Writing courses focus on writing as the subject of the course. The quality of writing is the major criterion for evaluating the student’s performance in the course, whether it be an introductory W1 course such as BASK 1101 College Writing or an advanced W1 course such as GAH 3604 The Personal Essay.
W2 - Writing-Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use writing as a way of learning subject matter and expressing that learning. They also provide students with opportunities and support to improve their writing skills. The quality of writing, not only mastery of content, is an important criterion in evaluating a student’s performance in the course. W2 courses assume minimal competence in writing and in most cases should not be attempted by a student enrolled in BASK 1101 College Writing. These courses are offered in all of the G-acronyms and most of the program acronyms.

The Writing Center. Students requiring help with their writing for their W1 or W2 courses are urged to use the free tutoring service available in the Skills Center. Peer tutors are generally available Monday through Thursday, 9 a.m. to 6 p.m. and Friday, 9 a.m. to 4 p.m.

Freshman Placement in Writing-Designated Courses
Based on their test scores, some students will be placed into BASK 1101 College Writing, an introductory writing course (W1). The BASK placement and section assignment will appear on the student’s freshman advising letter. Other freshman students (0–32 credits) will be required to take and pass a W1 course during their freshman year.

THE QUANTITATIVE REASONING REQUIREMENT
Stockton’s quantitative reasoning program is designed to equip students with important quantitative skills that are useful in the academic disciplines. Throughout the undergraduate experience, a broad array of General Studies and Program courses provide rich encounters with mathematical ideas and their applications.

Before graduating, all matriculated students must complete three quantitative-reasoning-designated courses, including at least one Q1 (quantitative-reasoning-intensive) course and at least one Q2 (quantitative-reasoning-across-the-disciplines) course. A Q1 course must be completed during the first year.

Transfer students are also subject to the quantitative reasoning requirement. Up to two transfer courses in mathematics and statistics may be credited as Q1 courses and counted toward the requirement. All Q2 courses must be completed at Stockton.

Q-designated courses that carry fewer than 4 credits or transfer courses that carry fewer than 3 credits do not count toward meeting the quantitative reasoning requirement. This requirement specifies the minimum number of quantitative-reasoning-designated courses needed for graduation. To facilitate their quantitative development, students are encouraged to take as many of these courses as possible throughout their undergraduate curriculum.
Quantitative-Reasoning-Designated Courses
Stockton offers two types of quantitative-reasoning-designated courses: Quantitative-Reasoning-Intensive (Q1) and Quantitative-Reasoning-Across-The-Disciplines (Q2) courses. This designation indicates the role and function of quantitative reasoning in the course, not the degree of difficulty. Q-designated courses appear throughout the curriculum, in Program and General Studies courses.

Q1 and Q2 courses emphasize mathematical problem solving with special attention given to the development of problem-solving approaches. In addition, these courses stress the importance of the communication of mathematical ideas in both written and oral forms.

Q1- Quantitative-Reasoning-Intensive Courses: Mathematical thinking is the primary focus of study. Q1 courses emphasize the mathematical structures underlying various phenomena. Although focused on mathematical reasoning, Q1 courses provide ample opportunities for investigating diverse applications of the concepts discussed. These courses draw rich connections among different areas of mathematics. In a Q1 course, the majority of class time is spent on mathematical concepts and procedures. Students work on mathematics during virtually every class session. The quality of their mathematical work is the major criterion for evaluating student performance in the course. Examples of Q1 courses are MATH 2215 Calculus I; GNM 1125 Algebraic Problem Solving; and CSIS 1206 Statistics I.

Q2 - Quantitative-Reasoning-Across-the-Disciplines: In a Q2 course, the focus is on disciplinary or interdisciplinary content outside of mathematics. Quantitative reasoning is used as a tool for understanding this content. Q2 courses feature applications that use real-world data and situations; applying a quantitative perspective to the concepts in the course results in a fuller understanding of both the disciplinary concepts and the mathematical concepts. In a Q2 course, at least 20 percent of class time involves quantitative reasoning. Students are expected to demonstrate their ability to apply mathematical ideas to the course content. Both mastery of disciplinary content and quantitative proficiency are used to evaluate student performance. Examples of Q2 courses include PSYC 3332 Perception; and CHEM 2110 Chemistry I.

The General Education Goals Requirement: Subscripts. In addition to the distribution requirement, students must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/ Multicultural (I). More information appears in the chapter on General Studies in this Bulletin.

Mathematics Advising. Various degree programs require different kinds of mathematics and quantitative reasoning skills. Students in any major will enhance their education and widen their range of post-college possibilities by strengthening their skills in this area. The accompanying chart lists some of the Q1 courses that are specifically designed to prepare students for subsequent mathematics-based courses and majors.

Other introductory-level Q1 courses may be found in the General Studies Natural Sciences and Mathematics (GNM) curriculum. Students should note that mathematics courses are sequential based on increased complexity of the material covered. Credit will not be given for a lower level course once a more advanced course has been completed.
## MATHEMATICS SKILLS ADVISING

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Course Appropriate For</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASK 1113 Developmental Mathematics Program</td>
<td>Admission to the BASK (B1113 does not count toward the 128 credits required for graduation</td>
<td>Freshmen who need basic quantitative skills development</td>
</tr>
<tr>
<td>BASK 1203 Quantitative Reasoning</td>
<td>Same as above or satisfactory completion of BASK 1113 co-requisite is BASK 1703</td>
<td>Same as above</td>
</tr>
<tr>
<td>GNM 1124 Survey of Mathematics</td>
<td>Credit will not be granted for students who have completed GNM 1125 or higher. Not open to students with credit for BASK 1203</td>
<td>Transfer students who need basic quantitative skills development and students who have tested out of BASK and would like to broaden their background in mathematics.</td>
</tr>
<tr>
<td>GENS 1125 ** Algebraic Problem Solving</td>
<td>C or better in BASK 1203 or GNM 1124, or mastery of high school algebra (1 yr.) Credit will not be granted for students who have complete GEN 1135 or a MATH acronym course.</td>
<td>Students who are interested in applications and intend to take other courses requiring mastery of algebra.</td>
</tr>
<tr>
<td>GEN 1126 Intermediate Algebra</td>
<td>C or better in BASK 1203 or GNM 1124, or mastery of high school algebra (1 year). Credit will not be granted for students who have completed GNM 1125, GEN 1135 or any other MATH acronym course.</td>
<td>Students who intend to take Pre calculus and seek to improve their algebra skills.</td>
</tr>
<tr>
<td>GEN1135* College Algebra</td>
<td>C or better in GNM 1125 or mastery of high school algebra (2 yrs) and geometry (1 yr).</td>
<td>Students who intend to take BSNS 2120 &amp; do not intend to take calc.</td>
</tr>
<tr>
<td>CSIS 1206 Statistics</td>
<td>C or better in GNM 1125 or mastery of high school algebra (2 yrs).</td>
<td>Students who desire a good working knowledge of statistical concepts. Required for BSNS &amp; CSIS majors.</td>
</tr>
<tr>
<td>MATH 1100* Pre-Calculus Math</td>
<td>C or better in GNM 1125 or mastery of high school algebra (2 yrs) and geometry (1yr).</td>
<td>Students who intend to take calculus in the following semester.</td>
</tr>
<tr>
<td>MATH 2215 Calculus I</td>
<td>C or better in MATH 1100 or mastery of high school algebra (2 yrs) and geometry (1 yr), as well as exponential, logarithmic, and trigonometric functions.</td>
<td>All MATH, engineering, CSIS, and science majors and anyone who intends to take Physics I or advanced mathematics courses; anyone who intends to enroll in a graduate program requiring</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Description</td>
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<tr>
<td>MATH 2225</td>
<td>Discrete Math</td>
<td>Same as Calculus I</td>
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<tr>
<td></td>
<td></td>
<td>MATH majors who have not completed MATH 3325; PHYS and engineering students; anyone who intends to take CSIS 2101.</td>
</tr>
<tr>
<td>BSNS 2120</td>
<td>Quantitative Business Methods</td>
<td>Required for CSIS majors. C or better in CSIS 1206 and CSIS 1180 and GEN 1135, or mastery of H.S. algebra (2 yrs), geometry (1yr) as well as matrices, sequences and series, and exponential/logarithmic functions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required for all BSNS majors, or others who wish to extend their math skills in an applied setting.</td>
</tr>
</tbody>
</table>

*No more than 4 credits for GEN 1135 and MATH 1100 may be applied toward graduation. Students who have any possibility of taking Calculus in the future should enroll in MATH 1100.

**No more than 4 credits for GNM 1125 and GEN 1126 may be applied toward graduation.

MATH majors should consult a mathematics preceptor before taking this or any non-calculus-based statistics course; such courses may not count toward graduation requirements for MATH degree.
**DEGREE PROGRAM SELECTION**

A degree program should be chosen prior to the beginning of the junior year, defined as the completion of 64 credits. Some programs have specific requirements that must be met prior to declaring a major. These are described in the respective sections of the *Bulletin*.

*Students who have more than 64 credits and have not formally declared a degree program will not be permitted to register for subsequent terms until they have completed this process or met with a staff member of the Center for Academic Advising for a release to register.* Failure to declare a major and develop a program of study may delay a student’s graduation, since not all courses taken may apply to the program of study.

**Process.** A student declares a degree program by obtaining the signature of a program preceptor on a Program Declaration/Change of Preceptor Form and filing that form with the Center for Academic Advising.

**Changes in Degree Program.** A student who wishes to change degree programs must follow the same process used for declaring a major. To enable faculty to plan adequate course offerings for students intending to major or minor in a particular area, students are urged to file declaration of major and change of major forms as soon as possible. A student who wishes to change preceptors must obtain the signature of the new preceptor on a Program Declaration/Change of Preceptor Form and file that form with the Center for Academic Advising.

**SECOND BACCALAUREATE DEGREE FROM STOCKTON**

A student may be awarded a second baccalaureate degree, after satisfactory completion of a minimum of 32 credits beyond the minimum (128) credit requirements for the first baccalaureate if all other requirements for graduation have been met. The second degree may be awarded simultaneously with or subsequent to the first degree, depending on the time(s) at which all degree requirements are completed.

**Procedure.** In order to receive a second baccalaureate degree, the student must complete the procedure outlined below. It is the responsibility of the student to ensure that all requirements are met.

- The student must develop the second degree program based on previous work and the requirements for the second degree. The second degree program must include a minimum of 32 credits awarded by Stockton beyond the 128 credits required for the first degree for a minimum of 160 credits overall.
- No additional credits in General Studies beyond those required for the first degree will be required for the second degree. Second degree students are also exempt from the General Studies outcomes course requirements, e.g., W, Q, H, etc. A student may take additional General Studies credits at his/her discretion as part of the 32 credits required for the second degree. If the student completes the requirements for a minor as well as a second degree, the minor also will be awarded.
- As soon as a student has decided to pursue a second degree, he or she must submit a statement of intention to do so. This statement of intention, which must be filed with the Office of the Registrar, should specify the date or dates on which it is anticipated the degrees will be
awarded. It is the student’s responsibility to seek a preceptor in the second degree area.

- At the beginning of the term in which the student expects to complete graduation requirements, and in accordance with the announced schedule from the Office of the Registrar, the student must file an Application for Graduation for each degree program. If such degree certifications are reviewed for graduation in the same semester, the degrees may be awarded concurrently.

- A student who completes the graduation requirements for one degree and is awarded that degree may continue work toward a second degree on an uninterrupted basis upon filing a statement of intention to complete a second degree with the Office of the Registrar and filing a Program Declaration/Change of Preceptor form with the Director of the Center for Academic Advising. This form must be filed prior to the award of the initial degree. Unless these steps are taken, the student will be subject to the requirements of readmission.

SECOND BACCALAUREATE DEGREE FOR STUDENTS WITH NON-STOCKTON DEGREES
A student who has been awarded a baccalaureate degree by a regionally accredited institution must be admitted to the College as a transfer student in accordance with current admissions policies and procedures, and must satisfactorily complete a minimum of 32 credits at Stockton. The distribution and total number of credits required for the second degree will be based on the student’s previous academic record and the requirements of the second-degree program. General Studies requirements, including the General Studies outcomes course requirements do not apply to second-degree students. A student who was previously awarded a Stockton degree but did not maintain his or her enrollment to continue for a second degree must be admitted to the College in accordance with current admissions policies and practices, and will be subject to the same requirements as students entering with baccalaureate degrees from other accredited institutions.

MINORS
A minor is defined as a group of courses designed to provide a student in a different major with an additional coherent course of study. Minors can be program-specific or interdisciplinary, and are clusters of courses comprising at least 20 credits. Details are given in the program descriptions later in this Bulletin. In addition, interdisciplinary minors have been established in

- Africana Studies,
- Holistic Health,
- Holocaust and Genocide Studies,
- Gerontology,
- Jewish Studies,
- Latin American/Caribbean Studies,
- Women’s, Gender and Sexuality Studies
- Writing

These programs are also described in their respective chapters of this Bulletin. Courses taken to fulfill the requirements for a minor may also be applied, as appropriate, to a student’s cognate, General Studies or at-some-distance requirements. Thus, depending on individual circumstances, the completion of a minor may not increase the number of credits a student must take.
The recognition of a minor will be awarded only to students who receive a Stockton degree and only at the time of awarding the baccalaureate degree. The one exception to this is as follows: students within eight credits of completing a minor at the time of graduation and who have applied, before the last scheduled class day of the term in which they will graduate, for continued enrollment to complete a post-baccalaureate minor, will have one term after graduation in which to complete their final course work for the minor. Summer session may be used but it is not required to be used as the aforementioned term. All such course work must be completed in residence at Stockton College. The minor will then be added to the student’s transcript but no other acknowledgement will be made. In all cases except this one, completion of a minor is noted on a student’s transcript upon graduation.

For purposes of graduation certification, courses taken to satisfy the requirements of a minor will be considered not as a group but individually, i.e., as program/cognate, General Studies, or at-some-distance, depending on their relationship to the student’s major. Therefore, a course in a minor counts for purposes of graduation in the same category as it would have counted were the student not enrolled in that minor.

Any minimum grade requirements for courses in the minor (e.g., a minimum of a C in all courses) will be reviewed as part of the approval process. Notwithstanding minimum grade requirements, a course in a minor may still count toward graduation, unless the course is also subject to a minimum grade requirement external to the minor.

All students selecting minors must formally register this selection in the Center for Academic Advising. For transfer students to be awarded a minor upon graduation from Stockton, a portion of the minor must be taken at Stockton. A transfer student who, at another institution, completed all the coursework required for a minor must take at least one additional upper-level course at Stockton to complete a Stockton minor.

**Energy Certificate Program.** Students may pursue course work and research in the study of energy conservation and alternate sources of energy. The Applied Physics program sponsors independent research projects relating to this challenging field of inquiry. Further information on this program is available in the chapter on the Energy Certificate.

**Forensic Science Certificate.** This certificate is designed to provide a focus for those students who are interested in pursuing a career in forensics. This program is specially designed for students majoring in chemistry, biochemistry or biology or for those who have already graduated but would like to pursue a career in forensic science by taking additional courses. The field of forensic science is interdisciplinary, requiring good basic training in the physical and natural sciences as well as an understanding of the criminal justice system. Further information on the Forensic Science Certificate appears in the chapter on Criminal Justice in this Bulletin.

**Geographic Information Systems Certificate Program.** Students satisfactorily completing a series of courses designed for professional Geographic Information Systems (GIS) training and education may earn this certificate. GIS is becoming increasingly important as a cost-effective means of data analysis and presentation in a wide range of specialties. Additional information on this certification is available from the School of Natural Sciences and Mathematics.
Gerontology Program. The Gerontology (GERO) program involves students and faculty from across the College and offers a variety of undergraduate courses on aging. The program provides two credentials for students who complete the 20-credit sequence of required and elective courses noted below. Matriculated students may earn a Gerontology Minor in conjunction with any major at the College. Nonmatriculated students who may not wish to earn a degree from Stockton can receive a Certificate of Completion in Gerontology. More detailed information is available in the chapter on Gerontology in this Bulletin.

GRADUATION
Graduation is an institutional activity developed to honor the graduates in a public ceremony. Participation in graduation is optional and limited to those students who have completed all academic criteria prior to the deadlines established and who have satisfied all financial obligations (e.g., fees, fines) to the College. A student in his or her last term at Stockton must submit an online Application for Graduation Eligibility Form to the Office of the Registrar. Upon receipt of the application for graduation, a Certification for Graduation Form will be circulated to the appropriate preceptor, program coordinator, Dean of General Studies and school dean for completion and approval. The completed form is then submitted to the Office of the Registrar for review and certification. The initiation of this process is the student’s responsibility.

Participation in Commencement Ceremony. The graduation ceremony is designed to recognize the completion of an undergraduate or graduate degree. Students who have applied for graduation by the established date, and pending successful completion of the final semester’s course work, will have completed their respective degree requirements, are eligible to participate in the graduation ceremony.

Students who do not apply for graduation by the deadline for late graduation application forfeit their inclusion in the commencement ceremony and program. The College will make every effort to facilitate their graduation, but cannot guarantee that the student will be accommodated.

The College recognizes that certain programs require their students to complete their degree requirements in the summer following their “normal” commencement ceremony; that is, the nature of the program must truly require going beyond the normal commencement date, and the delay in completion must be a requirement of the program for all students rather than a result of individual decisions or personal circumstances.
**Honors at Graduation.** As part of a comprehensive educational program to promote and recognize outstanding academic achievement, Richard Stockton College will grant qualified baccalaureate degree recipients with honors, and both undergraduate and graduate qualified degree recipients with Program Distinction.

The student who meets the following eligibility requirements upon completion of all degree requirements will be awarded the degree *cum laude*, *magna cum laude* or *summa cum laude*. At least 64 credits must have been completed satisfactorily at Stockton prior to graduation in order for a student’s academic record to qualify for an honors designation. All courses attempted at Stockton will be included in the following calculations, except courses with P/NC or W (or equivalent) grades.

Students with a cumulative GPA of 3.950-4.000 will be designated *summa cum laude*; students with a cumulative GPA of 3.850-3.949 will be designated *magna cum laude*; students with a cumulative GPA of 3.750-3.849 will be designated *cum laude*. The calculation of GPA will be taken to three decimal places.

Students graduate under the policies that are in effect at the time of their graduation, rather than the time of their initial matriculation.

**Program Distinction.** Programs may convey recognition of superior performance in program work to students graduating, in general, with a minimum cumulative GPA of 3.5 in program-cognate credits. Additional criteria may be required by the program. For such awards, the phrase “Program Distinction” will be added to the degree and noted on the transcript. Programs that choose to convey this recognition will include all criteria in the relevant section of this *Bulletin.*
ACADEMIC HONESTY

INTRODUCTION
As an academic institution of merit and integrity, The Richard Stockton College of New Jersey affirms its commitment to the honesty and excellence of research and pedagogy conducted by members of the Stockton academic community. Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student’s first or a repeat offense, and the extent and nature of the offense. It is possible that a first offense will carry a penalty of suspension or expulsion, if deemed appropriate by the College.

The College makes two primary demands of its students and staff: 1) that each individual exercise the utmost care in planning and preparing the work presented for academic consideration, and 2) that members of the academic community conscientiously ensure the validity and protect the integrity of academic work and the grades earned for such work.

Types of Academic Dishonesty
Academic dishonesty may be manifested by a number of irregularities including, but not limited to, plagiarism and dishonest conduct in the preparation of course work. Examples of dishonest conduct are cheating on an examination or research paper by copying another student’s work or using inappropriate notes or an unauthorized electronic device in a testing situation, misrepresenting or falsifying documents, submitting the same work for more than one course, or collaborating with another student on course work when not specifically authorized by the faculty member. It is the responsibility of each faculty member to define any additional criteria governing particular course assignments, such as “in-class,” “open book,” and “take-home” examinations, laboratory experiments and reports. Whenever collaboration between two or more students is authorized, the results and presentation of the collaborative effort are necessarily understood to be the achievement of each individual student.

Plagiarism is the most common form of academic dishonesty, particularly with the proliferation of Internet resources on college-level subjects. Plagiarism from any published or unpublished source is a violation of academic policy; it is defined as the appropriation or imitation of the language, ideas or thoughts of another person, and the representation of them as one’s original work. Any written material or oral presentation submitted to a member of the faculty by a student is understood to be the product of that student’s own research and effort. All sources must be properly acknowledged and cited in the preparation of student assignments.

The following are examples of plagiarism:
Neglecting to cite verbatim text;
Neglecting to place verbatim text in quotation marks;
Paraphrasing without citing the original source; and
Summarizing without citing the original source.
How Faculty Can Address the Proliferation of Plagiarism
Faculty can adopt certain strategies to minimize the probability of students committing plagiarism both intentionally and unintentionally. Examples of such strategies are as follows:

- Spend class time explaining plagiarism and how to avoid it;
- Indicate the College’s policy on plagiarism in the course syllabus;
- Attach severe penalties to plagiarism, stated up front in syllabus; and
- Consistently implement the College’s policy on plagiarism.

Examples of Plagiarism
Paraphrasing without giving credit to the original author is plagiarism and typically the most common type of plagiarism. The following excerpts from published articles illustrate how paraphrasing is plagiarism. The authors in the plagiarized works did not cite the earlier articles at all.

Example 1
The Original Work
“In Barbour’s baseball books the hero often watched the twilight setting, dimly conscious of a poignant feeling that was half pleasure and half melancholy, a sense of regret and affection, moved by deep and mysterious thoughts of the brevity of youth, and wondering if he would ever get a chance to pitch.” [Cantwell, R. (1962). A sneering laugh with the bases loaded. *Sports Illustrated*, 23(4): 73.]

The Plagiarized Work
“The hero is dimly conscious of being moved by a feeling, partly of pleasure, partly of melancholy, a sense of regret and affection, of the thoughts of the brevity of youth and of his chances for getting into a game.” (This appeared in an academic journal several years after the original article was published.)

Example 2
The Original Work
“Prior learning assessment had begun germinating on a small scale as early as the 1940s, but it has been offered widely for about 20 years—a mere blip in the history of higher education. Not easily quantified as is testing, but no less rigorous, prior learning assessment is an alternative method of learning assessment that uses documentation, interviews, or other types of evidence to evaluate knowledge. It was developed in response to the burgeoning adult contingent in American colleges after World War II. Then, in the late sixties and early seventies, with adults entering institutions of higher learning in even greater numbers, the first colleges, universities and programs dedicated primarily to serving adult students were created. Prior learning assessment was one of these institutions’ most innovative and attractive offerings.” [Dagavarian, D. A. (2000). The coming of age of prior learning assessment. *The Journal of Continuing Higher Education*, 48(1): 42.]
The Plagiarized Work
Prior learning assessment has been around for longer than the 20 years it has seen popularity in higher education. It is a rigorous method of evaluating learning— as rigorous as testing— through documentation and other kinds of evidence. With adult students entering colleges in large numbers after World War II, particularly in the late 1960s and early 1970s, prior learning assessment, as well as other services for adult students, came into favor. (If this appears without citation, it is considered plagiarism.)

The Issue of Intent in Academic Honesty
At times students may be careless in, or ignorant of, the proper procedures for the acknowledgment of sources. Knowing when to cite sources is as important as knowing how to cite them. It is not always possible for a faculty member to distinguish a student’s conscious attempt at plagiarism from a clumsily documented, but well-intended paper. Therefore, the College requires every student to understand the rationale for, and application of, bibliographic methods and documentation. Each student has the responsibility to learn what constitutes plagiarism; unintentionally plagiarized work may carry the same penalty as a blatant case. To assure an accurate understanding of plagiarism, each student is responsible for having read and consulted appropriate guidelines for bibliographic methods. One such guideline is the chapter on researching (pp. 295-325) in Diana Hacker’s A Writer’s Reference, published by St. Martin’s Books, and available in the College Bookstore, the College Library, and the Writing Center (J-105).

POLICY AND PROCEDURES FOR ACADEMIC DISHONESTY
In cases involving charges of academic irregularities (such as any form of dishonest conduct during an examination or plagiarism in the preparation of an essay, laboratory report, or oral presentation), the following steps will be taken:

Step 1: The Charge of Academic Dishonesty

Determining Academic Dishonesty
Upon suspicion and personal corroboration of any form of academic dishonesty, including that which may be unintentional, the individual faculty member may determine the appropriate way of dealing with the student. Personal corroboration might include oral or written examinations; review of materials by faculty readers; Internet searches and other electronic tools to detect plagiarism; or other appropriate academic judgments.

Faculty Responsibilities
The faculty member has a range of actions and responsibilities, including any one or a combination of the following: a discussion about academic dishonesty with the student; having the student repeat the assignment; failing the student for the assignment; failing the student for the course. A discussion between the faculty member and the student is encouraged, particularly with the objective of educating the student with regard to the nature of the alleged academic dishonesty.
When punitive action is taken (i.e., failing the student for the assignment or the course), the faculty member has the responsibility to notify the Office of the Provost of the case in writing. This notification must be brought within three calendar days of personal corroboration of academic dishonesty and must include a memorandum explaining the pertinent details of the infraction and the specific penalty assessed. [Note that the point of “personal corroboration” takes place after the faculty member has suspected dishonesty and had the opportunity to confirm his or her suspicions through appropriate research; the point of personal corroboration is not when the faculty member first suspects that academic dishonesty has occurred.] Relevant supporting documentation should also be attached, e.g., the student’s essay or other work, the course syllabus, a photocopy of the original source of the plagiarized material, etc. A copy of this notification and documentation shall be sent to the student by the Office of the Provost.

A faculty member may not file a charge of academic dishonesty more than three calendar days after the student’s grade has been submitted to the Office of the Registrar, unless the student (who may be a former student of the instructor) is believed to be in complicity with a student in the instructor’s current class. In such circumstances, and only if the student who has already completed the class has not yet graduated from the College, the faculty member may choose to file against him/her a charge of academic dishonesty.

Special Circumstances in Filing Charges
Cases in which the student’s successful completion of the course is required by semester’s end (i.e., the student is a graduating senior or is taking a course that is prerequisite for a course the following semester), clearly need to be resolved expeditiously. In these circumstances, particularly in which the student is scheduled to graduate, the faculty member must be willing to work closely with the Office of the Provost to expedite the process immediately upon suspicion of academic dishonesty. To further expedite the process, the Provost will be given the materials relevant to the case prior to a hearing, if an appeal is filed, and will discuss his/her inclinations regarding the case, in total confidentiality, with the convener of the Academic Honesty Appeals Board.

Step 2: Notification of Charge to Student

Certified Letter of Notification
The Office of the Provost sends a certified letter to the student indicating the charge and that he/she has a maximum of 14 calendar days in which to respond in writing, if so desired. If there is no hearing, the charge is upheld and a letter so stating remains in the student’s permanent file in the Office of the Registrar and in the Office of the Provost. If there is no subsequent charge of academic dishonesty, this initial charge of dishonesty is expunged upon the student’s graduation.

Withdrawal from the Course
A student charged with academic dishonesty who has been penalized with failure for the course is not permitted to withdraw from the course, even if the charge is brought prior to the deadline for withdrawal. If the student appeals the charge and is subsequently exonerated, he/she will be allowed to withdraw or petition for withdrawal if it is after the deadline.
If the student withdraws from the course prior to a formal charge of academic dishonesty and contrary to the faculty member’s stated policy on honesty for such infractions, the withdrawal will be reversed and replaced by the appropriate grade for the course.

**Second Offense**
A subsequent charge of academic dishonesty (that is either uncontested or in which the offense has been demonstrated) constitutes grounds for suspension, the period of time to be determined by the Provost or his/her designee, or expulsion.

**Step 3: The Student’s Response to the Charge of Academic Dishonesty**

**The Student’s Response**
If the student chooses to respond to a charge of academic dishonesty, he/she will write a letter of appeal to the Office of the Provost. The student must provide a clear explanation as to the reason(s) for the appeal, and, if appropriate, include supporting documentation.

The student’s letter to the Office of the Provost must be received within 14 calendar days of having received the certified letter containing the charge of academic dishonesty. The appeal must not mention by name, or identify in any manner, third parties not relevant to the appeal.

Students who are charged with plagiarism in which there is clear and compelling evidence of plagiarism as defined by the College, including “cut and paste” copying from the Internet, will have difficulty formulating a convincing appeal.

It is not necessary for the student to respond. Lack of a response will result in the charge being sustained.

**The Academic Honesty Appeals Board**
When an appeal is heard by the Academic Honesty Appeals Board, the Board makes a recommendation on the charge to the Provost or his/her designee. Faculty representing each of the divisions and two to four students typically make up the Academic Honesty Appeals Board.

For any given hearing, three members of the Board will be selected to hear that particular case. Composition of the Board hearing an appeal typically, but not always, will include: one faculty member from within the division in which the course is taught, a faculty member from outside the division, and one student. Typically, the Assistant Provost or other designee of the Provost sits as a non-voting member and convener of the Board.

In order to facilitate the work of the Appeals Board, the convener will pre-schedule meetings, particularly in times of heavy demand.
Step 4: The Hearing (If Charge is Appealed)

Hearing the Case
A student whose appeal has been forwarded to the Academic Honesty Appeals Board for a hearing may submit additional evidence or documentation to support his/her case. The case is reviewed by members of the Academic Honesty Appeals Board prior to the hearing. At the hearing, the student and the faculty member, if they choose to be present, are each called in separately to be questioned by the Board. The faculty and/or the student may choose to let their written materials represent their case and not testify in person at the hearing. That is the prerogative of each student and faculty member involved in the appeal. Additionally, testimony of both the student and the faculty member will be tape recorded at the hearing.

Representation of the Student or Faculty Member
If an attorney or other individual acting as counsel representing either of the involved parties chooses to be present at the hearing, he/she may not address the Board or respond in any way to anyone but his/her client. The attorney/counsel’s presence at a hearing is strictly to advise his/her client. It is important to note that the hearing is not a legal proceeding, and the rules of evidence applied in the civil and criminal court system do not apply to these hearings.

Testimony
The Board chair may limit the number of witnesses heard or the amount of time spent on repetitious testimony.

Conflict of Interest
Board members use their own discretion in cases in which a conflict of interest may affect or call into question their ability to make an impartial decision.

Step 5: The Recommendation of the Academic Honesty Appeals Board

The Vote
The Academic Honesty Appeals Board votes to determine its recommendation to the Provost or his/her designee, with the majority opinion prevailing. The chair of the Appeals Board provides the Provost with a written recommendation. A minority opinion also may be conveyed to the Provost in writing.

The Recommendation
The recommendation of the Academic Honesty Appeals Board is forwarded to the Provost or his/her designee, who then makes the final decision. At this point, the case generally is resolved within 30 days or less, depending on whether the Provost or his/her designee requires consideration of additional evidence.
Step 6: The Decision Regarding the Charge of Academic Dishonesty

Recommendation: The Charge Upheld by the Appeals Board
The Provost or his/her designee considers the evidence presented in the case and the recommendation of the Academic Honesty Appeals Board. The Provost’s or designee’s decision is final. If the charge of academic dishonesty is upheld, a letter so stating is placed in the student’s permanent file in the Office of the Registrar and in the Office of the Provost.

Recommendation: The Charge Overturned by the Appeals Board
If the recommendation of the Academic Honesty Appeals Board is to overturn the charge of academic dishonesty, the Provost or his/her designee may make a non-binding recommendation to the faculty member involved to effect a change.

The Decision of the Provost
In those cases in which the Provost or his/her designee is in disagreement with the recommendation of the Appeals Board, it is the Office of the Provost’s responsibility to reconvene the Board to discuss any disagreement prior to rendering his/her decision.

In cases of “special circumstances” (as described above in Step 1) in which the Provost is in disagreement with the recommendation of the Appeals Board, the Provost will be called in at once to discuss the case with the Board before they disperse.
FOR DOCTORAL AND MASTER’S DEGREE CANDIDATES

Academic honesty is a very serious issue. All students enrolled in graduate courses at The Richard Stockton College of New Jersey are required to follow all College policies including the Academic Honesty Policy specified in the Graduate Bulletin section. Unless specifically designated otherwise, all work is expected to be the student’s own, independent effort. When in doubt about how to complete an assignment properly, students need to consult with the appropriate faculty member.

In cases involving charges of academic dishonesty, College policy calls for procedures with up to six steps, beginning with the faculty member determining alleged academic dishonesty and filing a charge. The following amendment to College procedure applies to students in graduate courses:

In Step 1 of the College Policy and Procedures for academic dishonesty, the faculty member must notify the Office of the Provost of a charge of academic dishonesty and include documentation. The faculty member must also file this charge with the relevant academic review committee of the appropriate (or the relevant) graduate program. The faculty member has a range of punitive actions that can be taken. In addition, upon consultation with the faculty member, the graduate degree program’s academic review committee may vote to dismiss the student from the program. Steps 2 and 3 of the procedure outlined in the Graduate Bulletin outline the Office of the Provost’s responsibilities as well as the procedure for a student’s response to the charge.

The individual faculty member who is teaching the class has the discretion to give the student a failing grade for that course. The faculty review board will meet within 10 business days after the charge of academic dishonesty has been reported by the faculty member in order to discuss any additional penalties such as suspension or dismissal. They will make their recommendation in writing to the Dean of Graduate and Continuing Studies, and a copy will go to the student. The student then has the option of appealing the charge of academic dishonesty to the College-wide Academic Honesty Appeals Board. If the student chooses to appeal, any penalty involving suspension or dismissal will be on hold pending the outcome of the appeal. Information about the Academic Honesty Appeals Board can be found in the graduate studies section of this Bulletin.
GENERAL STUDIES

IN THE SCHOOL OF GENERAL STUDIES

Stockton’s distinctive General Studies program constitutes the College curriculum’s commons, the place where students and faculty with various specializations meet to find common ground.

The program was designed on the basis of three premises:

- The world of knowledge and ideas is essentially seamless and is not really divided into discrete compartments.
- The important problems that students should confront, e.g. war and peace or environmental issues, can’t be understood by any single academic discipline. Not surprisingly, modern scientific advances often depend on interdisciplinary approaches.
- Changing workforce trends suggest that graduates will change jobs as well as careers more frequently than has been the case in the past. Flexibility, the capacity for lifelong learning and, in particular, the acquisition of generic, transferable skills will be requisite in the current and future economy.

These notions do not mitigate the importance of specialized preparation through a degree major. Specialized education and the resulting expertise in a field will continue to be important to graduates, and to society at large. However, the College believes that specialized knowledge alone does not provide all the preparation that students need for the future. Both general studies and the disciplinary major are important in a liberal arts environment where excellence is pursued.

The distinctive feature of the approach at Stockton is that General Studies is provided through a separate curriculum and academic school. The College believes that breadth of education is not well-served by simply requiring students to take introductory courses in various disciplines, as is the case at some other institutions. Traditional introductory courses in most disciplines are usually designed as the first step in a major for students who wish to specialize, rather than providing breadth of understanding for the non-major and general student.

General Studies courses are intended to enrich one’s learning, to provide for explorations of new fields, to provoke and stimulate new thinking, to encourage experimentation, and to test one’s perspectives; these intentions are often addressed in ways that cross the boundaries of individual academic disciplines.

The General Studies course offerings are taught by all members of the faculty in all schools. The courses may study a problem or theme or offer a survey of related topics. What the courses have in common is that they are designed to explore ideas, stimulate critical thinking, and provide breadth of perspective for all students regardless of major.
As the General Studies curriculum is not a foundation curriculum consisting of introductory courses, students take courses in this area throughout their college career.

Learning is a lifelong process, and as such, one of the most important abilities a student can develop is the capacity to plan and manage learning experiences. At Stockton, the student’s preceptor should play an important role by helping the student develop this ability in the major, and in general education courses.

In order to provide concrete meaning to the general concepts outlined above, the College has defined a number of desirable goals for the general education of all students. Although these goals cannot all be met through General Studies courses alone (they also need to be addressed in the degree major), each General Studies course at Stockton is designed to help achieve at least some of these outcomes in addition to the goals of one of the five General Studies course categories.

**Primary Goals**

Objective 1: Commitment to lifelong learning, to the exploration of new ideas outside one’s specialization, and to placing one’s own knowledge in the context of other disciplines and of society as a whole.

Objective 2: Commitment to citizenship, through the ability to make informed decisions about public issues—while conscious of one’s responsibility for doing so, and of one’s responsibility as an individual for the social whole.

**General Competencies**

Objective 3: Ability to reason logically and abstractly and to comprehend and criticize arguments.

Objective 4: Ability to understand numerical data so as to be able to comprehend arguments and positions that depend on numbers and statistics.

Objective 5: Ability to write and speak effectively and persuasively.

Objective 6: Capacity for “reflective reading”—entering into personal dialogue with a text.

Objective 7: Development of a conceptual framework with which to assimilate new experiences—and the ability to adapt it as necessary.
General Content Experiences
Objective 8: Appreciation and understanding of artistic experiences as reflections of the depths and quirks of the human spirit.

Objective 9: Scientific knowledge of the physical and natural world, and understanding how that knowledge is attained and evaluated.

Objective 10: Historical knowledge of the continuities and conflicts common to humans across eras and cultures.

Objective 11: Awareness of the achievements and perspectives of people of different nations and cultures, and of different races, genders and ethnicities.

Objective 12: Understanding of the techniques, findings, and procedures of the social sciences as they relate to social structures and to evaluating issues of public policy.

Objective 13: Critical understanding of one’s own values and those of others, and of their role in making ethical choices.

GENERAL STUDIES COURSE CATEGORIES
General Studies courses are divided into five categories that explore broad areas of knowledge, often in interdisciplinary or multidisciplinary ways.

GAH
General Arts and Humanities (GAH) courses are designed to acquaint students with the arts and humanities and provide various cultural perspectives on the past and present.

GEN
General Interdisciplinary Skills and Topics (GEN) courses emphasize the dynamic nature of education. They develop learning and communication skills, explore experimental ways of knowing, or examine topics that cut across or lie outside traditional academic disciplines.

GIS
General Integration and Synthesis (GIS) courses are advanced courses for seniors that are designed to deal with problems and questions larger than a single discipline. They are intended to gain perspective on the self, on disciplines of learning and their relationships, and on the recurrent concerns of humankind. The requirement that students take at least four credits of GIS course work is an attempt to help them bring together their earlier General Studies experiences into some kind of integrated framework.

GNM
General Natural Sciences and Mathematics (GNM) courses examine the broad concerns of science, explore the nature of scientific process and practice, and seek to provide an understanding of mathematics and the natural environment.
GSS
General Social and Behavioral Sciences (GSS) courses assist students in understanding human interactions—how people live, produce, and resolve conflict as individuals and as groups. They focus on topics, problems, and methods of concern to the social sciences.

**At-Some-Distance Electives** At-Some-Distance electives are not free, unrestrictive electives. They are defined as a category only when the student chooses a major program of study. The At-Some-Distance electives provide a breadth of study in courses that are in some way unrelated to the student’s major program. For example, a Sociology course would be considered At-Some-Distance for a Chemistry major, but as a Cognate for a Psychology major. General Studies courses are usually counted as At-Some-Distance from any major.
GRADUATION REQUIREMENTS Curriculum requirements exist to ensure that Stockton graduates have met the general education intentions for all students, and the goals of General Studies:

- The “twenty-five” percent rule
- The distribution requirement in General Studies
- The “At-Some-Distance” requirement
- The limit on the number of allowable credits per G-category
- The subscript requirement
- The basic studies requirement
- The quantitative reasoning requirement
- The writing requirement
- The freshman seminar requirement.

The status of a student, e.g., beginning freshman or transfer, and the student’s degree program (B.A. or B.S.) determines the manner in which these requirements must be met.

The “Twenty-Five” Percent Rule
Twenty-five percent of all the courses a student takes at Stockton must be General Studies courses. This is called the twenty-five percent rule. This rule applies to transfer students as well as first-year students.

For first-year students and transfer students with less than 64 credits:

If you have transfer credits, some of these may be allocated as General Studies courses:

- 1 - 15 transfer credits: no General Studies equivalencies awarded
- 16 - 31 transfer credits: up to 1 General Studies equivalency awarded
- 32 - 47 transfer credits: up to 2 General Studies equivalencies awarded
- 48 - 63 transfer credits: up to 3 General Studies equivalencies awarded.

For students with 64 transfer credits: Bachelor of Arts/Bachelor of Science:

The General Studies requirement is lowered to 16 credits. The At-Some-Distance credit then grows to 48 credits for the B.A. degree, and 32 credits for the B.S. degree. This is very helpful to the transfer students who may have many excess elective credits. The distribution requirement is no longer in effect but all students must take four credits in the GIS category.

The Distribution Requirement
For first-year students and transfer students with less than 64 credits, for B.A. and B.S. option:

- 8 credits in GAH
- 4 credits in GEN
- 4 credits in GIS
- 8 credits in GNM
- 8 credits in GSS.
At-Some-Distance Electives
For first-year students and transfers with less than 64 credits, the At-Some-Distance electives constitute one-quarter of the degree for a Bachelor of Arts, and one-eighth of the Bachelor of Science degree:

For students with 64 transfer credits, the At-Some-Distance electives increase by 16 credits, and the General Studies category shrinks by 16 credits. This makes the Stockton curriculum very receptive for transfer credits.

Limit on the Number of Allowable Credits per G- Category
For a B.A. degree: no more than 16 credits in any G- category may be applied to the B.A. degree.
For a B.S. degree: no more than 12 credits in any G- category may be applied to the B.S. degree.

The General Education Goals Requirement: Subscripts
In addition to the distribution requirement, there is one additional requirement to ensure that these goals are met. All students matriculating in fall of 1999 and thereafter must take and pass one course in each of four areas: Arts (A), Historical Consciousness (H), Values/Ethics (V) and International/Multicultural (I). The sole exception is for students already having the baccalaureate degree; such students are exempt from this and all General Studies requirements.

These courses, while required, do not add any credits to the minimum of 128 to graduate. Students may take Stockton courses that have been designated by A, H, V, I and apply them to program, cognate, General Studies, and “At-Some-Distance,” as appropriate.

For transfer students, one or more of these courses may already have been taken in transfer. Any unfulfilled categories must be completed at Stockton.

The Quantitative Reasoning Requirement and the Writing Requirement
These requirements are explained in detail else-where in this Bulletin.

Basic Studies Courses
Basic Studies (BASK) courses may be applied to the General Studies requirements as part of the non-cognate program studies courses “at some distance” from the student’s major program.
Freshman Seminars
All students who enter the College as freshmen, or as transfer students with 15 or fewer credits, are required to enroll in freshman seminars in their first semester. Freshman seminars are courses designed to help students get their college career off to a good start by emphasizing individualized attention, active discussion and development of important learning skills. In addition, Freshman Seminars are the corner-stone of the First-Year Experience for freshmen. Coordination of common co-curricular activities, an annual theme and a common annual reader is led by a faculty member serving as Freshman Seminar Coordinator. These courses, numbered 1001-1099 within the various G-categories, are open only to freshmen. Some of these courses also have another number (cross-listing), since they may occasionally be offered as regular General Studies courses open to other students. They may not be repeated for credit.

For those students who are placed into the Basic Studies course BASK 1102 Readings, that course will serve as their freshman seminar. All other students will be able to choose from a list of courses on a range of topics in the various G categories.

A student who does not complete a freshman seminar in the first semester must complete one in the second semester.

Substitution
The student may request the substitution of a non-cognate Program Studies course or other designated “General Studies” course for a required General Studies (G-acronym) course.

A written request must be made by the student’s preceptor to the Dean of General Studies and must be approved in advance of registering for the course.

INFORMATION ABOUT THE PROGRAM
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PO Box 195
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Phone: (609) 652-4261
www.stockton.edu
COURSES IN GENERAL ARTS AND HUMANITIES (GAH)

GOALS OF GAH COURSES

- GAH courses introduce students to the arts and humanities as areas of study, and thus provide them with the basis for intelligent curricular choices.
- They aim to create awareness among students of the importance of the arts and humanities in their education. They seek to develop the ability of students to make critical and aesthetic judgments.
- They introduce perspectives, techniques and attitudes that can be used in the further study of the arts and humanities and suggest ways of continuing to examine such issues.
- GAH courses describe a number of the conceptual challenges and issues that artists and humanists confront, bringing a variety of approaches and viewpoints to bear on these. They explore the techniques used in the arts and humanities for solving aesthetic and intellectual problems, expressing feelings and ideas, clarifying meanings, defending judgments and explaining historical transformations.

TYPES OF COURSES

Tradition and Background Courses:
These courses provide students with a broad perspective on substantial portions of the world’s philosophical, historical, literary and artistic traditions, seeking to demonstrate the importance of tradition and historical perspective in understanding oneself and one’s relationship to the present.

Thematic and Topical Courses:
These courses explore some of the conceptual challenges and issues that artists and humanists confront or focus upon a particular theme, topic, or time period in which material is examined from a variety of disciplines that help to illuminate such themes.

Experiential and Creative Courses:
In these courses, students participate in creative and/or experiential activity in one or more of the arts and humanities disciplines in order to develop their own artistic and intellectual capabilities, thus expanding their capacity to appreciate and value the material of the arts and humanities. Students should take their two required GAH courses from two different kinds of courses.
COURSES IN INTERDISCIPLINARY SKILLS AND TOPICS (GEN)
GOALS
The GEN category reflects the realization that the frontiers of education are constantly expanding to include new kinds of knowledge, that the process of knowing and communicating knowledge is itself worthy of study, and that affective learning has a legitimate place besides cognitive learning in any well-balanced curriculum. Such perspectives are an essential part of general education and demonstrate the changing nature of knowledge.

TYPES OF COURSES
- GEN courses may focus on the modes and methods of learning, thinking, and knowing or upon the acquisition of certain intellectual skills common to such learning and knowing. They may also provide advanced or intermediate instruction in various communication skills that will help students better organize their knowledge and present it to others.
- GEN courses may focus upon the student’s personal behavior or experience in an attempt to heighten awareness, consciousness, creativity and intuition. Such courses may supplement the more analytical, linear and intellectual approaches to learning.
- GEN courses may explore general themes and topics of current interest that exist outside the established disciplinary or “G” categories, and thus further demonstrate the dynamic nature of knowledge. These might include courses in new or emergent disciplines, interdisciplinary yet introductory courses and courses in nontraditional academic areas.
- GEN courses may focus upon innovative approaches to the process of intellectual exploration.

COURSES IN GENERAL INTEGRATION AND SYNTHESIS (GIS)
GOALS
- GIS courses are designed for senior students because they constitute the capstone of the General Studies curriculum. GIS courses are designed to assist students already acquainted with the various modes of knowledge to understand their connections. GIS courses seek to help the student transcend specialization and gain perspective on self, areas of knowledge and the human condition.
- GIS courses are not just interdisciplinary but transcend the limits of any one of the existing academic schools at Stockton either in subject matter or content or by directly addressing those human experiences—individual and social—that transcend the boundaries within academic life. GIS courses are focused on questions of enduring value.

TYPES OF COURSES
GIS requires extraordinary effort on the part of professor and students to bring together diverse ideas and points of view. GIS requires serious reading, writing, discussion, and sustained interaction with people from different disciplines. GIS courses may be taught in two modes:
- The lecture/discussion where the professor attempts to communicate his or her own integrated view of a particular area or problem, e.g., in courses about the city, energy, the role of science in human life, ecological consciousness.
- The seminar mode where faculty participate as intellectuals, not specialists, mutually engaged with each other and with students in an investigation of the material studied, with an emphasis on the process of seeking integration around the topic selected. GIS courses can only be taken as independent studies under exceptional circumstances.
COURSES IN GENERAL NATURAL SCIENCES AND MATHEMATICS (GNM)

GOALS
Science is the study of the natural laws governing the physical universe. The primary reasoning and logical process underpinning science is the “scientific method.” The scientific method includes the observation of events and processes, the formation of testable hypotheses, the design and execution of experiments to test the hypotheses, and the development of theories that attempt to explain the facts derived from observations and experimentation. Science is self-corrective; it does not assume an ultimate set of preconceived truths. In the final analysis, however, science derives successive approximations of the truth because science operates within the limitations of the natural or physical world. Science is one way of studying the universe; it is not the only way.

The ultimate goal of a GNM course is to share the nature and processes of science with students. To this end, GNM courses may share common content with program courses, but GNM courses do not simply provide an introduction to a discipline or a diminished version of a program course. Whereas program courses are often serial links in long chains of knowledge and provide students with an implicit sense of science in general, GNM courses are explicitly concerned with giving students a complete experience that represents the scope of natural sciences and mathematics. The scope of a GNM course thus must allow for the integrated exploration of messages that are usually omitted, abbreviated or accumulated over many semesters in program courses.

TYPES OF COURSES
Probably no one GNM course will attempt to communicate all of the messages; however, a GNM course must explore at least one of the following messages.

- On the nature of science: What science is and is not and why; contrasting science as a way of knowing with nonscientific or pseudoscientific views of the universe; successive approximations of the truth; model making; open-ended questions; cultural and intellectual relationships; the limitations and potentials of science; scientific philosophy.
- On the nature of scientists: observers, experimenters, synthesizers, model builders, real people.
- On the process of doing science: The scientific method, induction versus deduction, experiments, testable hypotheses, development of theories, self-correction; esthetics, creativity, chance; reductionism and synthesis.
- On the skills of scientific practice: questioning; experimentation; communication; analysis; synthesis.
COURSES IN GENERAL SOCIAL AND BEHAVIORAL SCIENCES (GSS)
General Social and Behavioral Sciences (GSS) courses aid students in understanding human behavior and interactions—how people live, produce, distribute resources, develop institutions, and resolve conflicts. These courses may focus on topics, problems, and methods of concern to the social sciences.

GOALS
The purposes to be served by GSS courses are the following:

- To expose students to what is available in the social sciences and, hence, to provide them with the basis for intelligent curricular choice.
- To create enthusiasm in students about a variety of areas in the social sciences and, hence, to encourage them to sample widely.
- To provide students with an integrative framework that will render more meaningful the information that they have derived or will derive from more specialized courses.
- To accomplish all of the above within the boundaries set by the necessity to maintain the integrity of the materials presented.

TYPES OF COURSES

- Multiple Introduction Courses. These courses are designed to expose students to each of the social science disciplines as distinctive, if related, bodies of knowledge. In particular, they will deal with the distinctive subject matter, modes of reasoning, core concepts and vocational values of each of the social science disciplines.
- Topics Courses. These courses are designed to focus on a specific topic and bring the perspectives of the various social sciences to bear on it. In doing this, the instructor may either emphasize the distinctiveness of each perspective or synthesize those perspectives.

For current, detailed course descriptions, go to the Online Course Catalog.
SCHOOL OF ARTS AND HUMANITIES

STUDIES IN THE ARTS

THE FACULTY

Alfonso Corpus
M.F.A. (Indiana University), Associate Professor of Art: printmaking, lithography, intaglio, relief printing, drawing.

Pamela Hendrick
M.F.A. (Northwestern University), Professor of Theatre: directing, acting, voice, literature, performance theory.

Mark E. Mallett
Ph.D. (University of Illinois), Associate Professor of Theatre: theatre crafts, lighting design, scenic design, theatre history.

Margaret McCann
M.F.A. (Yale University School of Art), Assistant Professor of Art; painting, drawing.

Michael McGarvey
M.F.A. (Temple University Tyler School of Art), Professor of Art: graphic design, illustration, computer graphics, multimedia animation, drawing.

Jedediah Morfit
M.F.A., (Rhode Island School of Design), Associate Professor of Art: sculpture, illustration.

Kate Nearpass Ogden
Ph.D. (Columbia University), Associate Professor of Art History: American and modern art, history of photography.

R. Lance Olsen
Ph.D. (University of Aberdeen), Professor of Music: music literature and appreciation, philosophy of art and art theory.

Rain Ross
M.F.A. (University of Iowa), Assistant Professor of Dance: modern dance and ballet technique, choreography, kinesiology, repertory performance.

Hannah Ueno
M.F.A. (Washington State University), Associate Professor of Art: computer and graphic design, 3D computer graphics, Web, digital imaging.
Henry R. Van Kuiken  
M.F.A. (University of Michigan), Professor of Dance; Artistic Director, Stockton Dance Company: modern dance and ballet technique, choreography, dance history, history of fashion, costume design, makeup design, theatre movement, repertory performance.

Beverly Vaughn  
D.M.A. (Ohio State University), Professor of Music: performance, choral activities, voice, music history, music of African-Americans, introduction to music, fundamentals of music and Gospel music.

Wendel A. White  
M.F.A. (University of Texas at Austin), Distinguished Professor of Art: photography, digital imaging, multimedia.

PROFESSORS EMERITI

David Ahlsted  
M.F.A. (Indiana University), Professor Emeritus of Art: drawing, painting, design.

Stephen Dunn  
M.A. (Syracuse University), Distinguished Professor Emeritus of Creative Writing: creative writing (poetry and fiction), contemporary world poetry, 20th century American literature.

INTRODUCTION

The Studies in the Arts program offers a comprehensive curriculum in a variety of arts disciplines encompassing the Performing Arts (Dance, Theatre Performance, Theatre Design, and Arts Management) and the Visual Arts (Interdisciplinary Visual Art and Art History). The new Bachelor of Fine Arts (BFA) degree is offered with concentrations in Painting, Photography, Printmaking, Sculpture, Illustration, and Visual Communications. Courses normally require a high degree of student participation, with the expectation that all students will demonstrate their assimilation of theory and technique through performance, exhibition, and portfolio.

The arts faculty and students produce a variety of curricular projects designed to enhance the cultural and intellectual environment of the College. Program majors are required to participate in artistic activities related to their area of concentration. The faculty works closely with individual students in their major area of specialization to develop a strong foundation of ideas, adept execution and advanced problem-solving skills.
PROGRAM ORGANIZATION
Students concentrating in an arts program are required to:
1. Choose a major in a discipline and
2. Pursue specialized studies in that discipline which will culminate in public presentations or a written project. To elect a major in the Studies in the Arts program, a student must select one of several concentrations.
   a. **Performing Arts:** Dance, Theatre Performance, Theatre Design and Arts Management.
   b. **Visual Arts:**
      i. **BA:** Art History, Interdisciplinary Visual Arts.
      ii. **BFA:** Painting, Photography, Printmaking, Sculpture, Illustration, Visual Communications.

Art Minors – Students who choose to minor in the Arts should refer to the specific requirements for each respective area.

ADMISSION TO THE PROGRAM
The program is open to any Stockton student interested in studying the arts. The prospective major must consult with faculty members in the desired concentration before declaring a major. Performing Arts majors should be prepared to present an audition or portfolio for review to be admitted to the program. Visual Arts students must submit a portfolio for review to be admitted to the program. Students without a portfolio, with an interest in majoring in a studio concentration, should contact the Program Coordinator.

ARTV
Admission to the program is based on a portfolio review. Portfolios are reviewed several times during the year and matriculated students should contact the Visual Arts Faculty or the ARTV Program Assistant or reference [http://www.stockton.edu/~artv/admision.html](http://www.stockton.edu/~artv/admision.html) for details.

Transfer Students
All transfer students must submit a portfolio on CD for review, including examples of work from each class that they would like to use toward program requirements. It is recommended that transfer students entering with more than 24-credits in visual arts select a concentration. Students should be aware that all transfer credits are allocated based on course content, level of study and the number of contact hours per credit. Transfer courses must be similar to Stockton art courses in content, level (i.e., 200/2000 sophomore or 300/3000 junior), and contact hours to be considered for fulfillment of program requirements. Transfer students in the Visual Arts may need an additional term of study or more than 128 credits to complete the Visual Arts program requirements.
ARTP
Prospective freshmen and transfer students in Dance should plan to attend the placement audition offered each semester. Students may contact the Director of Dance for information. Prospective Theatre students are encouraged to participate in the Theatre production program and lower-level courses in their first semesters, in preparation for the audition or portfolio review. Further information is available from any member of the Theatre faculty.

The program is open to any Stockton student who is interested and skilled in the Performing Arts. Matriculated students declare a major in the Performing Arts and select an area of concentration after a successful audition, interview or portfolio review. Audition/portfolio review occurs each semester in the Dance areas, and by individual appointment in the Theatre areas. Interested students should contact the Performing Arts Program Coordinator for information and details about auditions, interviews and portfolio reviews.

Matriculated students who have not auditioned for the major and students without a portfolio are considered non-candidates for degree.

All Performing Arts students must participate in an audition, an interview, or a portfolio review before completing 24 credits of program courses. Dance/Performance, Dance/Studio Operations and Theatre Performance require an audition, while Theatre Design/Production requires a portfolio review; an interview is required for Dance/Arts Administration, Dance/Pre-Movement Sciences or Theatre Management.

All transfer students must audition or participate in an interview or portfolio review and provide syllabi and/or course descriptions from each course that they would like to use toward program requirements. Students should be aware that all transfer credits are allocated based on course content and level of study. Courses taken at other institutions must be similar in content (per the official course description) and level (i.e., 200/2000 sophomore or 300/3000 junior) to be considered for fulfillment of program requirements. Transfer students may need more than 128 credits to complete program requirements.

GRADUATION REQUIREMENTS
To qualify for a Bachelor of Arts (BA) degree in Studies in the Arts, the student must satisfactorily complete 64 credits in required program/cognate studies, as well as the 64-credit General Studies requirement, for a total of 128 credits.

Students who concentrate in either concentration in Studies in the Arts are encouraged to take a wide variety of courses for their liberal education. Visual arts (ARTV) and performing arts (ARTP) courses are considered At-Some-Distance from each other except for (1) those courses that are cross-listed as ARTV and ARTP, and (2) those courses that specifically meet program requirements for the other concentration.

In Dance and Theatre, a periodic review and evaluation process, including individual portfolio review, will be administered, assessing the student’s career goals and potential in the arts. Students concentrating in Theatre Arts are required to work on one technical crew per show, regardless of whether they are receiving credit via practicum.
Students who pursue the Bachelor of Fine Arts (BFA) degree in the Visual Arts must satisfactorily complete 80 credits in required program/cognate studies, as well as 48 credits in General Studies and At-Some-Distance electives, for a total of 128 credits.

PERFORMING ARTS CONCENTRATION
The Performing Arts concentration encompasses the disciplines of dance and theatre arts. The primary goals are to provide depth of knowledge, skills development, technique, theory and performance in an environment where the practical application of performing arts principles is developed and reinforced. Studies in each discipline provide a core foundation of introductory courses, skills development in technique and applied performance, and a depth of knowledge through courses in theory and frameworks. A minimum grade of C or better is required for all program and cognate courses.

In the requirements listed below, specific courses may have varying credit hour requirements within certain concentrations or may need to be repeated for full credit. Please consult with the program coordinator for further information.

DANCE/PERFORMANCE MAJORS
Requirements:
Core Credits 41
Concentration 23
Total Program Required Credits 64

Dance Core: 41 credits
Elem through Adv. Ballet 7
Elem through Adv. Modern 14
Specialized Styles 4
Kinesiology 4
Dance History 4
Dance Repertory 2
Dance Production 2
Dance Composition I 2
Dance Composition II 2
Performance Concentration: 23 credits
Arts Management 4
Introduction to Music 4
Acting I 4
Dance Internship I 2
Advanced Dance Composition 2
7 credits from the following electives
Elem/Adv. Modern 2
Elem/Adv. Ballet 1
Theatre Crafts 4
Costume Design 4
Dance Production 1
Dance Internship II 2

DANCE/STUDIO OPERATIONS MAJORS
Requirements:
Core Credits 41
Concentration 23
Total Program Required Credits 64

Dance Core: 41 credits
Elem through Adv. Ballet 7
Elem through Adv. Modern 14
Specialized Styles 4
Kinesiology 4
Dance Repertory 2
Dance Production 2
Dance Composition I 2
Dance Composition II 2
Dance History 4

Studio Operations Concentration: 23 credits
Arts Management 4
GAH 1242 or GAH 1245 4
Dance Internship I 2
Dance Internship II 2
Developmental Psychology 4
7 credits from the following electives
Elem/Adv. Modern 2
Elem/Adv. Ballet 1
Theatre Crafts 4
Costume Design 4
Dance Production 1
DANCE/PRE-MOVEMENT SCIENCES MAJORS
Requirements:
Core Credits 34
Concentration 30
Total Program Required Credits 64

**Dance Core:** 34 credits
- Elem. through Adv. Ballet 6
- Elem. through Adv. Modern 14
- Specialized Styles 2
- Kinesiology 4
- Dance Repertory 1
- Dance Production 1
- Dance Composition I 2
- Dance History 4

**Pre-Physical Therapy**
**Concentration:** 30 credits
- Dance Internship I 2
- Dance Internship II 2
- Introduction to Psychology 4
- Adolescence or Abnormal Psychology 4
- BIOL 1100/BIOL 1105 Organisms & Evolution/Lab 5
- BIOL 1200/BIOL 1205 Cells & Molecules/Lab 5
- BIOL 2150/2151 Principles of Physiology/Lab 4
- BIOL 2180/BIOL 2185 Human Anatomy/Lab 4

**Pre-Dance Therapy**
**Concentration:** 30 credits
- GAH 1242 or GAH 1245 4
- Dance Internship I 2
- Dance Internship II 2
- Introduction to Psychology 4
- Adolescence 4
- Abnormal Psychology 4
- PSYC 3322 or PSYC 3323 4
- Theories of Counseling 4
- ARTP Elective 2

DANCE/ARTS ADMINISTRATION MAJORS
Requirements:
Core Credits 33
Concentration 24
Electives 7
Total Program Required Credits 64
**Dance Core:** 33 credits
- Elem through Adv. Ballet 6
- Elem through Adv. Modern 12
- Specialized Styles 2
- Kinesiology 4
- Dance Repertory 1
- Dance Production 2
- Dance Composition I 2
- Dance History 4

**Arts Administration**

**Concentration:** 24 credits
- Arts Management 4
- Music History II 4
- Development of Theatre II 4
- Financial Accounting 4
- Marketing Principles 4
- Dance Internship I 2
- Dance Internship—PAC 2

7 credits from the following electives:
- Elem/Adv. Modern 2
- Elem/Adv. Ballet 1
- GAH 1242 or GAH 1245 4
- Costume Design 4
- Dance Production 1
- Specialized Styles 2

**THEATRE PERFORMANCE AND THEATRE DESIGN/PRODUCTION**

**Credit Requirements**
- Core Credits 36
- Program and Cognate Credits 28
- Total Program Required Credits 64

**CORE COURSES REQUIRED OF ALL THEATRE PERFORMANCE AND DESIGN/PRODUCTION MAJORS**
- Introduction to Theatre
- Theatre Crafts
- Acting I
- Development of Theatre I
- Development of Theatre II
- Directing
- Production Practicum
  (4 terms @ 1 credit per term)
- Graphic Methods for Theatre
- One of the Three ARTP Design Courses
THEATRE PERFORMANCE MAJORS
Program and Cognate Requirements
Theatre Voice
Acting II
Acting III
Beginning Voice
Beginning Dance
Dance Elective
Stage Movement
Selected ARTP Electives

THEATRE DESIGN AND PRODUCTION MAJORS
Program and Cognate Requirements
Two remaining ARTP Design Courses
Stage Management
ARTV or other approved elective
ARTP Elective
2D or 3D Design
Art History I or II

THEATRE ADMINISTRATION
Credit Requirements
Core Credits 28
Program and Cognate Credits 36
Total Program Required Credits 64

CORE COURSES REQUIRED OF ALL THEATRE ADMINISTRATION MAJORS
Introduction to Theatre
Theatre Crafts
One of the Three ARTP Design Courses
Acting I
Development of Theatre I
Development of Theatre II
Directing

THEATRE ADMINISTRATION MAJORS
Program and Cognate Requirements
Stage Management
Arts Management
Introduction to Management
Marketing Principles
Financial Accounting
Theatre Internship
Graphic Methods for Theatre
Writing about the Arts
Aesthetics
In the requirements listed above, specific courses may have varying credit hour requirements within certain concentrations or may need to be repeated for full credit. Please consult with the program coordinator for further information.

PERFORMING ARTS MINORS

MINOR IN MUSIC STUDIES

A minor in Music Studies is offered for students who are interested in music but who are majoring in other fields of study. The required course work for the Music Studies minor directs students to deepen their understanding of music and to raise their awareness of music’s role in society, both past and present. Additionally, the minor in Music Studies affords students a way to document their experience, talents and achievements in music. Students must complete the 22-credit minor with grades of C or better. Interested students should contact a music faculty member for further information.

A grade of C or better is required in all courses. The requirements for the 22-credit minor in Music Studies are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTP 1651</td>
<td>Beginning Piano*</td>
<td>2</td>
</tr>
<tr>
<td>ARTP 2241</td>
<td>Music History I</td>
<td>4</td>
</tr>
<tr>
<td>ARTP 2242</td>
<td>Music History II</td>
<td>4</td>
</tr>
<tr>
<td>GAH 1242</td>
<td>Fundamentals of Music*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two semesters of applied music instruction**</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>* May be exempted via proficiency</td>
<td></td>
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<tr>
<td></td>
<td>**Beginning Piano does not qualify</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses may be selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAH 1248</td>
<td>Music of African-Americans</td>
</tr>
<tr>
<td>GAH 2129</td>
<td>Jazz History and Analysis</td>
</tr>
<tr>
<td>GIS 3649</td>
<td>World Music</td>
</tr>
<tr>
<td>PHIL 3114</td>
<td>Aesthetics</td>
</tr>
</tbody>
</table>

MINOR IN DANCE STUDIES

A minor in Dance Studies provides students with a basic theoretical and practical understanding of the art of dance. Development of skills is the focus of courses in technique/applied performance; depth of knowledge is addressed in the theory and frameworks area of the minor. These studies are designed to strengthen students’ academic and creative life; they examine the influence of dance (one of the two primary art forms) on history, while they explore the role dance plays in contemporary society and American culture.

A grade of C or better is required in all courses. The requirements for the 22-credit minor in Dance Studies are as follows:

**8 credits from the following:**
Core requirements
ARTP 3300 Dance History 4
ARTP 2300 Kinesiology 4

14 credits from the following courses:

Theory and Frameworks
ARTP 2117 Arts Management 4
ARTP 2000 Dance Composition I 2
ARTP 2287 Costume Design/Theatre/Dance 4
ARTP 2300 Topics in Dance 2
ARTP 3915 Dance Internship I 2
ARTP 4910 Dance Internship/PAC 2
ARTP 4915 Dance Internship II 2

Technique and Applied Performance
ARTP 1101 Beginning Dance 2
ARTP 1401 Beginning Ballet 1
ARTP 2101 Elementary/Intermediate Dance 2
ARTP 2401 Elementary/Intermediate Ballet 1
ARTP 2900 Dance Repertory 1
ARTP 2910 Dance Production Practicum 1
ARTP 3101 Intermediate/Advanced Dance 2
ARTP 3501 Intermediate/Advanced Ballet 1
ARTP 2201 Specialized Styles In Dance 2

MINOR IN THEATRE STUDIES
The minor in Theatre Studies is intended to provide interested students with a firm grounding in the theory and application of the art of theatre. The Theatre Studies minor is designed to enrich and enhance the cultural awareness and literacy of the student. The course of study is planned to allow the Theatre Studies minor the opportunity to experience theatre both onstage and backstage, while still receiving a solid and holistic grounding in both the performing and liberal arts.

A grade of C or better is required in all courses. Requirements for the 21-credit minor in Theatre Studies are as follows:
ARTP 1150 Intro to Theatre 4
ARTP 2183 Theatre Crafts or
ARTP 2681 Acting I 4
ARTP 2980 Production Practicum 1

Three of the following, one of which must be above 3000 level:
ARTP 2191 Theatre Voice 4
ARTP 2285 Lighting Design 4
ARTP 2287 Costume Design 4
ARTP 2683 Scenic Design 4
ARTP 2682 Acting II 4
ARTP 3683 Acting III 4
ARTP 3180 Directing 4
ARTP 3320 Development of Theatre I 4
ARTP 3221 Development of Theatre II 4

**VISUAL ARTS**
The Visual Arts concentrations encompass the required work in the studio disciplines, and art. This curriculum provides the student with the foundation and advanced skills necessary for a career in the arts, graduate study, and preparation for a broad range of general career paths.

Senior Project I and II for studio majors involves the production and presentation of well executed and articulate work in a particular medium and a public exhibition at the Stockton Art Gallery or other designated venue. This exhibition, accompanied by an essay or artist statement, is open only to Visual Arts majors in the following concentrations: Painting, Photography, Printmaking, Sculpture, Illustration and Visual Communications. The exhibition must occur during Senior Project II. The Senior Project in Art History requires an internship with an arts organization, a series of short papers and projects, and an extended research paper or thesis.

The Senior Project in the visual arts is open only to students who have demonstrated a high level of artistic achievement. Enrollment is contingent upon completion of all required prerequisite courses. Students concentrating in Illustration and Visual Communications are required to successfully complete the Senior Project in Visual Communications.

A minimum grade of C or better (C- is not acceptable) is required for all program and cognate courses.

**INDEPENDENT STUDY IN VISUAL ARTS**
Independent Study provides students with the opportunity to work on special projects that are not available through regular class offerings. Students who plan to pursue Independent Study must contact their preceptor; they are also responsible for finding a faculty sponsor for the project. *The program’s core courses may not be taken as Independent Study.*

**B.A. in Interdisciplinary Visual Arts credit requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Foundation Credits</td>
<td>20</td>
</tr>
<tr>
<td>Studio Foundation Credits</td>
<td>20</td>
</tr>
<tr>
<td>Concentration</td>
<td>24</td>
</tr>
<tr>
<td>Total Program Required Credits</td>
<td>64</td>
</tr>
</tbody>
</table>

**Interdisciplinary Visual Arts Core Foundation Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 1161</td>
<td>Introduction to 2D Design</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 1162</td>
<td>Introduction to Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 1169</td>
<td>Introduction to 3D Design</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 2175</td>
<td>Art History I</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 2176</td>
<td>Art History II</td>
<td>4</td>
</tr>
</tbody>
</table>
* ARTV 1161 and ARTV 1162 are prerequisites for Painting I, Printmaking I, Black and White Photography, and Graphic Design I
* ARTV 1162 and ARTV 1169 are prerequisites for Sculpture I

**Interdisciplinary Visual Arts Studio Foundation Required Courses:**

**20 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTV 2121</td>
<td>Black and White Photography</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 2161</td>
<td>Painting I</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 2168</td>
<td>Printmaking I</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 2269</td>
<td>Sculpture I</td>
<td>4</td>
</tr>
<tr>
<td>ARTV 2270</td>
<td>Graphic Design I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Interdisciplinary Visual Arts:**

24 Credits:
Three ARTV Electives and/or approved Cognate courses 12
Two ARTV Electives at the 3000-level 8
Portfolio Capstone course 4

**Recommended Curriculum for B.A. in Interdisciplinary Visual Arts**

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to 2D Design</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Drawing</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to 3D Design</td>
<td>4</td>
</tr>
<tr>
<td>Art History I</td>
<td>4</td>
</tr>
<tr>
<td>G-Acronym Credits</td>
<td>8</td>
</tr>
<tr>
<td>At-Some-Distance Credits</td>
<td>8</td>
</tr>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Studio Foundation</td>
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<tr>
<td>Art History II</td>
<td>4</td>
</tr>
<tr>
<td>ARTV/Cognate Requirements</td>
<td>4</td>
</tr>
<tr>
<td>G-Acronym Credits</td>
<td>8</td>
</tr>
<tr>
<td>At-Some-Distance Credits</td>
<td>8</td>
</tr>
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</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Studio Foundation</td>
<td>8</td>
</tr>
<tr>
<td>ARTV/Cognate Requirements</td>
<td>8</td>
</tr>
<tr>
<td>G-Acronym Credits</td>
<td>8</td>
</tr>
<tr>
<td>At-Some-Distance</td>
<td>8</td>
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</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Portfolio/Capstone</td>
<td>4</td>
</tr>
<tr>
<td>ARTV/Cognate Requirements</td>
<td>12</td>
</tr>
<tr>
<td>G-Acronym Credits</td>
<td>8</td>
</tr>
</tbody>
</table>
B.A. IN ART HISTORY AND CRITICISM
Art History courses provide students with the opportunity to study the development of the visual arts in various cultures and epochs and to learn the particular research, and writing methods of art historians. Students may concentrate in Art History through the Visual Arts concentration by fulfilling the credit requirements as stated.

Visual Arts/Art History Credit Requirements are:

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Credits</td>
<td>28</td>
</tr>
<tr>
<td>Concentration</td>
<td>36</td>
</tr>
<tr>
<td>Total Program Required Credits</td>
<td>64</td>
</tr>
</tbody>
</table>

Core Courses Required: 28 Credits:

- ARTV 1161 Introduction to 2D Design
- ARTV 1162 Introduction to Drawing
- ARTV 1169 Introduction to 3D Design
- ARTV 2175 Art History I
- ARTV 2176 Art History II

Two courses from the following:

- ARTV 2121 Black and White Photography
- ARTV 2161 Painting I
- ARTV 2168 Printmaking I
- ARTV 2269 Sculpture I
- ARTV 2270 Graphic Design I

Visual Arts/Art History Requirements: 36 Credits:

- ARTV 4950 Senior Project in Art History I*
- ARTV 4951 Senior Project in Art History II**

Three courses from the following:

- ARTV 3335 Art of New Jersey
- ARTV 2271 Art: Africa, Asia, Mexico
- ARTV 3610 Nineteenth Century Art
- ARTV 3611 Early Modern Art
- ARTV 3612 American Art
- ARTV 3613 Modern Art since 1950
- GAH 2227 History of Photography
- PHIL 3114 Aesthetics
- One ARTV Elective

One course in historical studies, to be selected from topics in Ancient/Medieval, European, American, and Modern.

Two semesters of a foreign language (usually French).

* Senior Project I includes a series of short papers and an internship in the College art gallery or another gallery or museum.

**Senior Project II includes a thesis paper. A second internship is recommended.
B.F.A. IN VISUAL ARTS/STUDIO

B.F.A. in Visual Arts/Studio majors credit requirements are:

Core Foundation Credits 24
Studio Foundation Credits 16
2000-3000 level track requirement 40
Total Program Required Credits 80

Core Foundation Courses Required of all BFA Visual Arts/Studio Majors

24 Credits:
ARTV 1161 Introduction to Two-Dimensional Design* 4
ARTV 1162 Introduction to Drawing 4
ARTV 1169 Introduction to Three-Dimensional Design 4
ARTV 2175 Art History I 4
ARTV 2176 Art History II 4
ARTV Art History elective 4

* ARTV 1161 and ARTV 1162 are prerequisites for Painting I, Printmaking I, Black and White Photography, and Graphic Design I
* ARTV 1162 and ARTV 1169 are prerequisites for Sculpture I

Studio Foundation Courses Required of all BFA Visual Arts/Studio Majors

16 Credits (select 4 including the one of intended track from the following courses):
ARTV 2161 Painting I 4
ARTV 2168 Printmaking I 4
ARTV 2121 Black and White Photography 4
ARTV 2270 Graphic Design I 4
ARTV 2269 Sculpture I 4

B.F.A. in Visual Arts/Studio Concentration Requirements

Painting
40 Credits:
ARTV 2166 Drawing II: Figure Drawing 4
ARTV 3767 Drawing III 4
ARTV 3163 Painting from Idea: Word into Image 4
Two ARTV3000-level Painting (select 2 of the following 3) 8
ARTV 3XXX Painting from Life: The Personal Still Life
ARTV 3XXX Painting from Life: Form and Figure
ARTV 3XXX Painting from Life: Light, Shadow and Landscape

Art Theory or approved cognate 4
ARTV 4960 Senior Project I in Painting 4
ARTV 4961 Senior Project II in Painting 4
ARTV Electives (Art History or approved Cognate) 4
ARTV Elective 4
Printmaking
40 Credits:
ARTV 2166  Drawing II: Figure Drawing  4
ARTV 3767  Drawing III  4
ARTV 3265  Printmaking II: Mixed Media  4
ARTV 3766  Printmaking III  4
Art Theory or approved cognate  4
ARTV 4940  Senior Project I in Printmaking  4
ARTV 4941  Senior Project II in Printmaking  4
Three ARTV Electives including one program cognate course  12

Photography
40 Credits:
ARTV 2321  Color Photography  4
One course from the following:
ARTV 3240  Advanced Photo Process or ARTV 3241 Alternative Photo Process  4
or ARTV 3242/3742 Black and White Digital Photo Printing  4
Art Theory or approved cognate  4
ARTV 3625  Photoshop  4
ARTV 4xxx  Internship or Independent Study  4
ARTV 4920  Senior Project I in Photography  4
ARTV 4921  Senior Project II in Photography  4
Three ARTV Electives including one program cognate course  12

Sculpture
40 Credits:
ARTV 2166  Drawing II: Figure Drawing  4
ARTV 3768  Sculpture II  4
ARTV 3770  Sculpture III  4
ARTV 3767  Drawing III  4
Art Theory or approved cognate  4
ARTV 4830  Senior Project I in Sculpture  4
ARTV 4831  Senior Project II in Sculpture  4
Three ARTV Electives including one program cognate course  12
Visual Communications

40 Credits:

- ARTV 2265  Image and Typography*  4
- ARTV 2125  Web Design*  4
- ARTV 3220  Interactive Media Design*  4
- ARTV 3271  Graphic Design II*  4
- ARTV 4xxx  Internship or Independent Study  4
- ARTV 4580/4780  Senior Project I in Visual Communications  4
- ARTV 4581/4781  Senior Project II in Visual Communications  4

One ARTV Course from the following:  4

- ARTV 2230  Illustration I
- ARTV 3674  3D Computer Graphics
- ARTV 2220  Package Design

Two ARTV Electives  8

* Image and Typography and Graphic Design II and Interactive Media Design or Web Design are prerequisites for Senior Project I in Visual Communications.

Illustration

40 Credits:

- ARTV 2265  Image and Typography*  4
- ARTV 2230  Illustration I  4
- ARTV 2166  Drawing II: Figure Drawing *  4
- One ARTV 3000 level Painting course*  4
- ARTV 3767  Drawing III  4

One ARTV Courses from the following*:  4

- ARTV 3220  Interactive Media Design
- ARTV 3271  Graphic Design II
- ARTV 4580/4780  Senior Project I in Visual Communications  4
- ARTV 4581/4781  Senior Project II in Visual Communications  4

Two ARTV Electives  8

* These courses are prerequisites for Senior Project I in Visual Communications.

Recommended Curriculum for B.F.A. in Visual Arts/Studio Concentrations (other than Visual Communications)

**Freshman Year**

- Introduction to Two-Dimensional Design  4
- Introduction to Drawing  4
- Introduction to Three-Dimensional Design  4
- Art History I  4
- Art History II  4
- G-Acronym Credits  8
- At-Some-Distance Credits  4
**Sophomore Year**
- ARTV Foundation: 12 credits
- Art Theory or Approved Cognate: 4 credits
- Concentration Track: 4 credits
- G-Acronym Credits: 8 credits
- At-Some-Distance Credits: 4 credits

**Junior Year**
- Art History: 4 credits
- Concentration Track: 16 credits
- G-Acronym Credits: 8 credits
- At-Some-Distance: 4 credits

**Senior Year**
- Two Consecutive Semesters of Senior Project: 8 credits
- Concentration Track: 12 credits
- G-Acronym Credits: 8 credits
- At-Some-Distance Credits: 4 credits

**Recommended Curriculum for B.F.A. in Visual Arts/Visual Communications**

**Concentration**

**Freshman Year**
- Introduction to Two-Dimensional Design: 4 credits
- Introduction to Drawing: 4 credits
- Introduction to Three-Dimensional Design: 4 credits
- ARTV Foundation: 4 credits
- Art History I: 4 credits
- G-Acronym Credits: 8 credits
- At-Some-Distance Credits: 4 credits

**Sophomore Year**
- ARTV Foundation: 8 credits
- Art History II: 4 credits
- Graphic Design I: 4 credits
- Image and Typography: 4 credits
- G-Acronym Credits: 8 credits
- At-Some-Distance Credits: 4 credits

**Junior Year**
- Graphic Design II: 4 credits
- Interactive Media Design: 4 credits
- Track Requirement: 8 credits
- History of Graphic Design or ARTV Cognate: 4 credits
- G-Acronym Credits: 8 credits
- At-Some-Distance Credits: 4 credits
Senior Year
Two Consecutive Semesters of Senior Project 8
Track Requirement 12
G-Acronym Credits 8
At-Some-Distance Credits 4

Visual Communications Course Sequence for Transfer Students with 64 credits
(Associate’s Degree)

Credits
First Semester
Graphic Design I 4
Image and Typography 4
ARTV credits 12

Second Semester
Graphic Design II 4
Interactive Media Design 4
ARTV credits 12

Third Semester
Senior Project in Visual Communications I 4
ARTV credits 8

Fourth Semester
Senior Project in Visual Communications II 4
ARTV credits 8

VISUAL ARTS MINORS
Studio Art and Art History Minors
The minors in Studio Art and Art History are designed to provide a coherent, formal, and officially recognized course of study in the visual arts for the non-art major, the student whose primary field lies elsewhere but who desires, out of personal interest or for career reasons, to pursue a cohesive program in art. The visual arts comprise a field of great relevance and enrichment to a variety of disciplines, including but not limited to, communications, history, literature, educations, theatrical studies, business studies and the sciences.

A grade of C or better is required for all program and cognate courses. A maximum of two transfer courses will be counted toward a Stockton Visual Arts minor. The requirements for the 20-credit minors in Studio Art and Art History are as follows:

STUDIO ART MINOR
Introductory Core Courses (12 Credits)
8 credits from the following courses:
ARTV 1161  Introduction to 2D Design  4
ARTV 1162  Introduction to Drawing  4
ARTV 1169  Introduction to 3D Design  4
One Art History Course
4 credits from the following recommended courses:
ARTV 2175 Art History I 4
ARTV 2176 Art History II 4
ARTV 3610 Nineteenth Century Art 4
ARTV 3611 Early Modern Art 4
ARTV 3612 American Art 4
ARTV 3613 Modern Art Since 1950 4

Intermediate/Advanced Electives (8 credits)
At least two additional studio courses, one of which must be at the 3000 level.
Electives may be selected from the following:
ARTV 2161 Painting I 4
ARTV 3163 Painting from Idea: Word into Image 4
ARTV 3XXX Painting from Life: The Personal Still Life 4
ARTV 3XXX Painting from Life: Form and Figure 4
ARTV 3XXX Painting from Life: Light, Shadow and Landscape 4
ARTV 2121 Black and White Photography 4
ARTV 2125 Web Design 4
ARTV 2166 Drawing II: Figure Drawing 4
ARTV 2168 Printmaking I 4
ARTV 2169 Printmaking and Mixed Media 4
ARTV 2220 Package Design 4
ARTV 2230 Illustration I 4
ARTV 2265 Image and Typography 4
ARTV 2268 Computer Animation Multimedia and Video 4
ARTV 2269 Sculpture I 4
ARTV 2270 Graphic Design I 4
ARTV 2321 Color Photography 4
ARTV 3220 Interactive Media Design 4
ARTV 3240 Advanced Photo Processes 4
ARTV 3271 Graphic Design II 4
ARTV 3625 Photoshop 4
ARTV 3765 Printmaking II 4
ARTV 3674 3D Computer Graphics 4
ARTV 3767 Drawing III 4
ARTV 3768 Sculpture II 4

ART HISTORY MINOR
Introductory Core Courses (12 credits)
ARTV 1161 Introduction to 2D Design 4
ARTV 2175 Art History I 4
ARTV 2176 Art History II 4

Intermediate/Advanced Electives (8 credits)
At least two additional art history courses in more specialized topic areas, one of which must be at the 3000 level.

Electives may be selected from the following:

- ARTV 2271  Art: Africa, Asia, Mexico  4
- ARTV 3610  Nineteenth Century Art  4
- ARTV 3611  Early Modern Art  4
- ARTV 3612  American Art  4
- ARTV 3613  Modern Art Since 1950  4
- GAH  2227  History of Photography  4

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with distinction in studies in the arts may be awarded to the student who earns at least 70 percent A grades in program courses taken at Stockton; who receives no F or NC grades in program or cognate courses; and, where required, who produces an outstanding senior project with a grade of A. The award of distinction will be conferred by majority vote of this program’s faculty.

SPECIAL FACILITIES

Students have available an electronic piano lab; practice rooms; a dance studio; an art gallery; studios for printmaking, painting, sculpture, graphic design and computer graphics; and a photographic darkroom. There is also the Performing Arts Center complex, which houses a 550-seat main theatre, an experimental theatre, and scene and costume shops.

The Visual Arts studios are located in the Arts and Sciences Building. The facility includes studio spaces for painting, printmaking, graphic design, photography, computer graphics and sculpture. Each studio has been designed to provide optimal conditions for the production of art with an emphasis on safety and the environment. In addition to many technological improvements, the faculty offices are located adjacent to the studios, improving student access to the art faculty.

INFORMATION ABOUT THE PROGRAM

Performing Arts Program Coordinator or
Visual Arts Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4505

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
COMMUNICATION STUDIES
IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Donnetrice Allison
Ph.D. (Howard University), Associate Professor of Communications and Africana Studies: media and culture, film theory and criticism, research methods.

Christine Farina
M.F.A. (University of North Carolina, Greensboro), Associate Professor of Communications: mass communication, video/TV production, film theory, history and criticism, media acting and performance.

Joe'l Ludovich
M.F.A. (Savannah College of Art and Design), Assistant Professor of Communications: audio/TV production, steadicam, dance on film, film theory and criticism.

Christina M. Morus
Ph.D. (University of Georgia), Assistant Professor of Comparative Genocide & Communication Studies: the rhetoric of mass violence and genocide, discourses of memory, the rhetoric of peace & human rights activist organizations, critical media studies, discourses of gender, race, class and ethnicity.

Jeremy Newman
M.F.A. (The Ohio State University), Assistant Professor of Communications: mass communication, video/TV production, film theory, history and criticism.

James Shen
Ph.D. (Ohio University), Associate Professor of Communications: mass communication, international communication, telecommunications, critical/cultural studies.

Suya Yin
Ph.D. (University of Wisconsin, Madison), Associate Professor of Communications: journalism, advertising, international communications.

Ai Zhang
Ph.D. (University of Maryland), Assistant Professor of Communications: public relations, advertising.
INTRODUCTION
Communication Studies focuses upon the ways in which a culture communicates information—the book, the newspaper and the memo; the telephone; radio, television and cinema; the computer, the Internet and fiber optics; the conversation and the conference—in order to help students determine their relationship to the world and understand the information society in which they live. The program believes that this society can be characterized by multicultural communication practices and the diffusion of information technologies. The program’s primary focus is Media Studies.

Communication Studies is both theoretical and practical. Students are expected to understand a set of interlocking concerns: how institutions shape the message and how people interpret the message; the possibilities and the limits of particular media; the influence of culture upon communication technologies; and the effects of technological change upon society as a whole. Additionally, students are expected to manage the tools of their discipline: computers, video, radio, print, and spoken discourse.

PROGRAM ORGANIZATION
Communication Studies requires that its majors master three areas of competency—Communication and Society, Life Skills and Media Applications. In Communication and Society, students learn the field’s historical foundations and major developments. The Life Skills area focuses upon fundamental communication skills that students will use throughout their academic and professional careers. The Media Applications courses provide pragmatic production skills for various media practices. Upper-level seminars combine experiential learning with sophisticated approaches to current topics in the field. In the seminars and internships, students will synthesize the knowledge and methodologies they have learned in all three program areas.

ADMISSION TO THE PROGRAM
The program in Communication Studies is open to any student with an interest in the discipline. A distinctive feature of Communication Studies is its preceptor/preceptee collaboration. Students’ cognate choices, for example, are the result of a careful negotiation between students and preceptors. Students wishing to major in the program are encouraged to declare their intentions no later than the beginning of their junior year. Intended majors must consult with a communication faculty member, who will explain the nature of the program and its specific requirements.

GRADUATION REQUIREMENTS AND PROGRAM OVERVIEW
Communication Studies is composed of two major sections—Program Core (40 credits) and Cognate group (24 credits). A minimum grade of C or better is required for all program and cognate courses counted toward the 64 program and cognate credits required for graduation.

In addition to the College’s 64-credit general education requirement for the B.A. degree, as described in the Bulletin, students must complete the following:
PROGRAM CORE
Theories of Communication 4 credits
(Required of all students and may be taken after some basic communication courses, particularly Introduction to Communication).

Life Skills 8 credits from the following:
Writing for the Media
PR & Advertising Writing
Media Management
International Communication

Communication and Society 12 credits from the following:
Introduction to Mass Communication
Media, Culture & Society
Advertising
Special Topics in Communication
Public Relations
Media, Law, and Ethics
Film Theory and Criticism
Communication Research Methods
Telecommunication Systems

Applications 8 credits from the following:
Mediated Communication: Computer
Mediated Communication: Audio Production
Mediated Communication: Television
Mediated Communication: Video
Mediated Communication: Documentary Production
Practicum
Experimental Video Production
Steadicam: Art of the Moving Camera

Capstone 8 credits from the following:
(Students choose one seminar and one internship or two seminars. Students may not choose two internships).
Seminar in Communication
Communication Internship
WLFR Internship
SSTV Internship

The Cognate group consists of six courses (24 credits) that exhibit a unifying theme. It is a second area of study separate from the communication courses, such as Marketing, Social Studies and International Studies. At least one of the courses must be at the 3000 or 4000 level. Cognates must be approved by the preceptor who will archive the agreement on a Cognate in Communication Studies Form. Students cannot graduate with a degree in Communication Studies unless the Cognate Form is on file.
GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with distinction in communication studies may be awarded to the student who earns at least a 3.80 G.P.A. in both the COMM program and the cognate courses taken at Stockton and an overall G.P.A of 3.50. Students desiring to graduate with distinction must submit a one-page application listing:

1) Their G.P.A. (overall and in COMM and cognate courses)
2) The respective percentages of credits from program and cognate courses taken at Stockton (at least 50% of program and cognate course work must be completed respectively at Stockton)
3) Their participation in extracurricular activities relating to communication.

CAREER OPPORTUNITIES
Students pursuing degrees in communication studies may prepare themselves for careers in teaching, law, journalism, technical writing, speechwriting, radio and television production, public relations, advertising, marketing, consulting, government, civil service, administration and the ministry. A communication degree can also lead to opportunities in private organizations and government agencies. Majors who wish to pursue graduate study in communication or related areas of study should inform their program preceptors of their plans as early as possible.

SPECIAL OPPORTUNITIES
Qualified students may be assisted in obtaining pre-professional experiences in their fields of interest by means of internship opportunities with local and regional organizations. The proximity of Richard Stockton College to Atlantic City and Philadelphia and major radio, TV and print media markets makes possible internship opportunities in the media, and in other areas such as public relations, advertising, and promotions for commercial, political and/or social programs and events. Students can also opt for an on-campus internship with the college radio station WLFR, the college television station SSTV, and the College newspaper, the ARGO.

Interested students should contact the Communication Internship Coordinator after discussing possibilities and requirements with their preceptors. Students who wish to be certified to teach in elementary or secondary schools may do so by satisfying the requirements for a degree in communication studies and the additional requirements necessary for teacher certification.
INFORMATION ABOUT THE PROGRAM
Communication Studies Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4505

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
HISTORY

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Robert Gregg
Ph.D. (University of Pennsylvania), Dean of Arts and Humanities, Professor of History:
American history 1865-present, African-American history, comparative history.

Michael R. Hayse
Ph.D. (University of North Carolina, Chapel Hill), Associate Professor of History: 20th century
German history, Russian and East European history, and Holocaust/genocide studies.

William C. Lubenow
Ph.D. (University of Iowa), Professor of History: modern European history, modern British
history, modern cultural history, methodology and philosophy of history.

Michelle McDonald
Ph.D. (University of Michigan), Associate Professor of History: Atlantic history, comparative
Caribbean history, business and economic history, public history, early American history.

Sharon Musher
Ph.D. (Columbia University), Assistant Professor of History: 20th century US history, modern
social-cultural history, women’s history, African-American history.

Robert Nichols
Ph.D. (University of Pennsylvania), Professor of History: Indian Ocean history, South Asian
history, social movements, historiography.

Tom Papademetriou
Ph.D. (Princeton University), Associate Professor of History and Executive Director of The
Interdisciplinary Center for Hellenic Studies: Southeastern Europe, Middle Eastern history,
modern Hellenism.

Lisa Rosner
Ph.D. (Johns Hopkins University), Professor of History: early modern Europe, history of science
and medicine. Director, South Jersey Center for Digital Humanities.

Laura Zucconi
Ph.D. (University of California, San Diego), Associate Professor of History: ancient
Mediterranean history, ancient Near Eastern history, history of religion, history of medicine,
archaeology.
PROFESSORS EMERITI

Joanne D. Birdwhistell  
Ph.D. (Stanford University), Professor Emerita: Chinese philosophy, Japanese and Indian thought, comparative philosophy, East Asian culture and history.

Demetrios J. Constantelos  

INTRODUCTION
The historical studies curriculum offers courses that acquaint students with the various methods of historical study, provide them with a broad understanding of the major themes of human history, and give them the opportunity to propose and implement their own research projects. Designed to help students develop careful, thoughtful self-expression, particularly in written form, the curriculum is composed of courses of increasing difficulty, progressing from introductory and intermediate courses to seminars and finally to the Thesis Seminar, in which each student writes a senior thesis. The History Seminar serves as a forum for students to discuss their individual research interests and experiences with their colleagues.

ADMISSION TO THE PROGRAM
Admission to the program is by approval of the program faculty. Students seeking admission should contact the program coordinator no earlier than the final term of the freshman year and no later than the first term of the junior year. Failure to do so may make it impossible to complete the major within the standard 128-credit graduation requirement and could, therefore, require additional terms of study. Historical study requires considerable proficiency in reading and writing skills. If students are below the college reading and writing level, the program will require them to remedy their deficiencies.
GRADUATION REQUIREMENTS
In addition to the College’s 64-credit General Studies requirement to qualify for the B.A. degree in Historical Studies, students must satisfactorily complete 64 credits in program and cognate courses as follows:

I. Program courses. A minimum of 40 credits (10 four-hour courses) in history program courses as follows:

   A. At least one course at the 1000-3000 level in each of the following four categories:
      • Mediterranean/Ancient
      • Atlantic/American
      • Indian Ocean/Asian
      • European

   B. One each of the following Advanced Seminars in History. Two of these seminars may be replaced with any 3000 or 4000 level HIST seminar.
      • HIST 4655 Advanced History Seminar: Power
      • HIST 4656 Advanced History Seminar: Identity.
      • HIST 4657 Advanced History Seminar: Nature.
      • HIST 4658 Advanced History Seminar: Belief.

   The following two-course sequence culminating in the Senior History Thesis:
      • HIST 4690 Historical Methods
      • HIST 4691 Thesis Seminar.

II. Cognate courses. A minimum of 24 credits as cognate courses taken in disciplines related to historical studies, such as literature, philosophy, religion, political science or art history.

III. Foreign language requirement. Proficiency in a foreign language through the Intermediate II level. In most cases this will require 16 credit hours (a four-course sequence) of a foreign language. Students who enter Stockton with foreign language competency should consult with their preceptor or the program coordinator regarding this requirement. Successful participation in an approved study abroad program in a non-English-speaking country for at least one semester or at least six weeks during the summer may be substituted for all or part of the foreign language requirement.

   A minimum grade of C is required in all courses counted toward the 64 program and cognate credits required for graduation.
BA/MA AND BA/MAT DEGREE
Qualified Historical Studies majors are eligible for automatic admission into the MA and MAT degree programs in the Federated History Department of Rutgers, Newark/NJIT, and into the MA degree program in History at Rutgers, Camden. Qualified majors may also earn graduate credits while completing their undergraduate BA in Historical Studies. Students may contact the program coordinator for more information.

HISTORICAL STUDIES MINOR
The program offers a minor for students who are majoring in another field, but who have an interest in history or wish to fulfill the history course requirements for Social Studies teaching certification. For the minor, students are required to complete five HIST courses with a grade of C or better. To ensure breadth, students must include at least one course in each of the following three areas: American, European, and non-European. To ensure depth, no more than three courses should be at the 1000 or 2000 level, with at least two courses at the 3000 or 4000 level. One 3000-level 4-credit independent study may be substituted for one 3000 level 4-credit course. Students should consult with a HIST faculty member to ensure that these requirements are met.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with distinction in historical studies may be awarded to the student who earns at least a 3.80 G.P.A. in HIST program courses taken at Stockton, an overall G.P.A. of at least a 3.00, and a grade of A for the senior thesis. Students desiring to graduate with distinction must submit a one-page application listing 1) their G.P.A. (overall and in HIST courses), 2) the title, abstract and grade of their Senior Thesis, and 3) their participation in extracurricular activities relating to history.

SPECIAL OPPORTUNITIES
Historical studies students have ample opportunities to explore their own interests through individual or group study and research in a wide range of fields from local and American history to ancient Greek and Near Eastern civilizations. Interlibrary loans, the close proximity of the Philadelphia libraries, and the open facilities at Rutgers University widely expand the research opportunities available to Stockton students. Internships with historical societies, libraries and art museums are also available. Students who wish to be certified to teach social studies in secondary schools may do so by satisfying the requirements for a degree in historical studies and the additional requirements necessary for teacher certification. Students interested in history are encouraged to participate in the activities of the History Club. Students who meet the academic requirements may become members of the Stockton chapter of Phi Alpha Theta, the national History honor society.
CAREER OPPORTUNITIES
Students pursuing degrees in historical studies may prepare themselves for careers in teaching, law, journalism, library science, computers, government, civil service, administration and the ministry. A history degree can also lead to opportunities in art institutes, galleries, museums, local and state historical associations and to archival work with libraries, private organizations, and government agencies. Majors who wish to pursue graduate study in history should inform their program preceptors of their plans as early as possible and should be aware that a reading proficiency of at least one foreign language is required by most graduate schools. Preparation in basic computer methods is necessary for study on the graduate level in social, economic, or modern political history.

INFORMATION ABOUT THE PROGRAM
Historical Studies Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4505

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
LANGUAGES AND CULTURES STUDIES

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Arnaldo Cordero-Román  
Ph.D. (University of Maryland), Associate Professor of Spanish: comparative literature, translation, documentary photography, language and cultural studies in the Caribbean and Latin America.

David S. King  
Ph.D. (Washington University), Associate Professor of French: French language and medieval literature, French civilization, French commerce.

Gorica Majstorovic  
Ph.D. (New York University), Associate Professor of Spanish: Iberian, Latin American and U.S. Latino literature, film, visual arts and theater, postcolonial studies.

Kory Olson  
Ph.D. (The Pennsylvania State University), Associate Professor of French: French civilization, French history, 19th and 20th century French literature, Geography, History of Cartography.

Katherine Panagakos  
Ph.D. (Ohio State University), Assistant Professor of Classics: Latin language and literature, Ancient Greek and Roman Novels, Augustun Poetry and Classical Mythology.

David Roessel  
Ph.D. (Princeton University), Associate Professor of Greek Language and Literature and Associate Director of The Interdisciplinary Center for Hellenic Studies: Greek language and literature, Greek drama, Modern Greek poetry, Homeric epic, Cypriot literature.

Francisco Javier Sánchez  
Ph.D. (The University of North Carolina, Chapel Hill), Assistant Professor of Spanish: Spanish language and literature, comparative literature, 20th century narrative.

PROFESSORS EMERITI

Norma B. Grasso  
Ph.D. (Indiana University), Professor Emerita of Spanish: 20th century Latin American novel and short story, 19th century Spanish literature, the Spanish Golden Age, English and comparative literature with special emphasis on the novel, women’s studies.
Fred Mench
Ph.D. (Yale University), Professor Emeritus of Classics and AFGLC Endowed Professor of Greek Culture: Greek and Roman languages, literature and civilizations, especially the classical heritage, classic epic, Greek tragedy, Latin lyric, literatures of the Bible, historical novels.

Jeanne-Andrée Nelson

INTRODUCTION
By providing insights into the linguistic, cultural and intellectual lives of other peoples, language study and the investigation of foreign literature and cultures foster in the student a broader, more informed perspective on the world. Students pursuing a major or a minor in Languages and Culture Studies will study linguistic structures, develop audio-lingual and writing ability, become familiar with literary texts, develop analytical abilities and gain an appreciation of cultures and traditions different from their own.

PROGRAM ORGANIZATION
The program consists of three separate sections: Spanish, French and Classics. Students are able to major in the program with a concentration in Spanish, French, Classics or World Languages. Minors are available in Spanish, French, Latin, and both Classical and Modern Greek. The program also offers a focus on Hellenic Studies. Consult information below for individual program requirements.

ADMISSION TO THE PROGRAM
The program is open to any student with an interest in language, literature or linguistics. A student should declare a major or minor during the sophomore year to allow time for fulfilling the necessary requirements.

GRADUATION REQUIREMENTS
In addition to the 64-credit General Studies requirement, the non-transfer student must satisfactorily complete 64 credits in the Language and Culture Studies program and cognate courses to qualify for the B.A. degree in Language and Culture Studies. All transfer students must complete a minimum of 16 credits in Languages and Culture Studies courses at Stockton regardless of how many credits were accepted by the program when students transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation.

CREDIT REQUIREMENTS FOR MAJOR IN LANGUAGE
Concentration in Spanish
Students majoring in Spanish must fulfill eight core LANG/SPAN courses plus three topical electives in Spanish, one of which must be at the 4000 level. This concentration is designed to enable students who seek admission into the Post-baccalaureate Education Program as well as for those students who wish to apply to graduate programs for advanced study in Spanish. The
LANG/SPAN curriculum will develop students’ abilities in the five areas proposed by the National Standards in Language Education Project: communication, cultures, connections, comparisons and communities. The primary objective is to promote not only the intensive study in Spanish with emphasis on meaningful interaction, but also the integration of the language within other fields of interest. This interdisciplinary approach, and the focus on the cultural diversity within the Spanish-speaking world, will help students attain at least the minimum Advanced Low Oral Proficiency level, as proposed by the American Council for the Teaching of Foreign Languages (ACTFL).

(Total 64 credits)

**Common Core Credits and Required Courses:**

- LANG 2241 Intermediate Spanish II 4
- Or the equivalent: LANG 2143 Mapping Hispanic Cultures II
- LANG 3240 Advanced Oral and Written Expression in Spanish 4
- LANG 3241 Advanced Spanish Language Composition and Syntax 4
- LANG 3251 Spanish Culture and Civilization 4
- LANG 3252 Latin American Culture and Civilization 4
- LANG 3253 Children’s Literature in Spanish 4
- LANG 3257 Proficiency Methodology in Spanish 4
- LANG 3258 Applied Linguistics in Spanish 4

**Common Core Credit Total:** 32

**Additional Required Courses for Teacher Preparation:**

- Additional elective credits in Spanish 12
- (3000 level or above with a minimum of 4 credits at the 4000 level)
- Additional credits in Cognate Courses 20
- **Total credits required** 64

**Cognate courses:**

Cognates for both concentrations in Spanish can include Beginning Spanish courses, LANG 1240 and LANG 1241. In addition, courses with an ARTP, LANG, LITT, HIST or PHIL acronym are cognate courses. For students who are planning to seek certification for K-12 teaching, certain EDUC courses, such as Technology for Educators, and/or Families, Schools and Communities can count as cognates. ESL courses are also acceptable cognates.

**Total credits required** 64
Concentration in French Studies
The study of French at Richard Stockton College gives students the opportunity to acquire oral and written linguistic skills that have a practical as well as an intellectual application. The French faculty teaches all levels of language, culture and literature courses in French. Students are encouraged to develop and to deepen their formal knowledge of the language, and to become engaged with challenging ideas dealing with linguistic, cultural or literary topics. The program also encourages interdisciplinary studies through courses in European arts and history. Most courses are taught in French. The major in French Studies is designed mainly for students who intend to obtain teaching certification in French. In addition to the courses in the French major, students will take the required courses set by the Education program. During their junior or senior year of French Studies, students are encouraged to study abroad either in Quebec or in France. Students also may participate in the Washington Internship Program. Prospective interns may be selected to work for at least four days a week at the French Embassy in Washington, D.C.. For more information about the Washington Internship Program, consult the chapter in this Bulletin or the College’s Web site at www.stockton.edu.

Required Language Courses:
LANG 2231 Intermediate French II  4 credits
LANG 3230 Advanced French  4 credits
LANG 3231 French Composition: A Cultural Approach  4 credits
LANG 3236 Cinema for French: Conversation/Composition  4 credits
LANG 3607 French Civilization  4 credits
LANG 3614 French Literature I  4 credits
LANG 3615 French Literature II  4 credits
LANG 3XXX Topics in French Literature  4 credits
Total 32 credits

Twelve (12) credits from the following courses:
LANG 2100 European Literature I  4 credits
LITT/LANG 3608 Readings In French Literature  4 credits
HIST 2120 Europe 1400-1815  4 credits
GAH 1346 Modern Europe  4 credits
HIST 2121 Europe: 1815 to the Present  4 credits
HIST 3614 Revolution and Enlightenment  4 credits
GAH 1050 David to Degas  4 credits
ARTV 2176 Art History II  4 credits
ARTV 3610 Nineteenth Century Art  4 credits

Twenty (20) credits in cognate courses:
Cognates can include beginning and intermediate French courses, LANG 1230, LANG 1231 and LANG 2230. Courses with an ARTP, LANG, LITT, HIST or PHIL acronym are cognate courses.
Classics
The study of the ancient world, and especially the languages and cultures of Greece and Rome, was once central to all liberal education. Other disciplines have moved into the ring, but an understanding of the ancient world is still crucial to the best work in history, literature, religion and art, and has connections with politics, psychology and a host of other fields. The Classics major allows students to choose among four concentrations, all of which will include at least one ancient language component. Depending on the concentration chosen, the other requirements may consist of more language study or study of one ancient culture, Greek or Roman. The study of Classics is one way of preserving the past and also a way for students to use it in current study, whether to prepare for graduate study or a teaching career in the languages or history.

THE CONCENTRATIONS:

Greek and Latin

Required Language Courses (up to 40 credits):

For those whose principal language is Greek:
- LANG 1290/91 Beginning Ancient Greek I and II
- LANG 2760/61 Intermediate Ancient Greek I and II
- LANG 3760 Advanced Ancient Greek I*
- LANG 3761 Advanced Ancient Greek II*

(*course may be repeated for credit when topics vary)
and
- LANG 1220/1702 Introduction to Latin I and II
- LANG 2710/11 Intermediate Latin I and II

Note: Hebrew is an acceptable substitute for Latin.

For those whose principal language is Latin:
- LANG 1220/1221 Beginning Latin I and II
- LANG 2710/11 Intermediate Latin I and II
- LANG 3710 Advanced Latin I*
- LANG 3712 Advanced Latin II*

(*course may be repeated for credit when topics vary)
and
- LANG 1260/61 Beginning Ancient Greek I and II
- LANG 2760/61 Intermediate Ancient Greek I and II

Note: Hebrew is an acceptable substitute for Greek.

Required Supplementary (Non-language) Courses (20 credits):

(8 credits):
- LITT/LANG 2100 European Literature I (or equivalent)
- LANG 4901 Senior Project
For the concentrations (12 credits):

For those whose principal language is Greek:
*In History/Art History, at least one of the following:*
- Any Greek history course
- Any ARTV course that includes ancient art
*In Literature or Philosophy, at least one of the following (or equivalent):*
- LITT/LANG 3103 The Greek Tragedians
- LITT/LANG 3109 Homer or LITT 3730: Homer and His World
- LITT/LANG 3213 Literature of the Bible
- PHIL 2109 Ancient Greek Philosophy

For those whose principal language is Latin:
*In History/Art History, at least one of the following:*
- HIST 2112 Fall of Rome/Rise of Byzantium or any other Roman history course
- Any ARTV course that includes ancient art *In Literature or Philosophy, at least one of the following (or equivalent):*
- LITT/LANG 3103 The Greek Tragedians
- LITT/LANG 3109 Homer
- LITT/LANG 3732 Roman Literature: The Golden Age
- LITT 3213 Literature of the Bible
- PHIL 2109 Ancient Greek Philosophy

No specific number of cognate courses is required. The remaining credits may be program electives in HIST, PHIL, LANG, LITT, when the subject is history/culture of Ancient Greece or Rome, or cognate courses (approved by the program preceptor), not directly related to ancient studies, such as anthropology, psychology, political science or geography. The normal starting point for these additional courses should be from among the supplementary courses mentioned above, but another foreign language would also be a cognate. Students who test out of the lower levels of the languages may take a greater number of cognate credits.

For those students who are planning to seek certification for K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or equivalent) should be one of the cognates.
Latin and Romance Language
This concentration is intended to show the modern continuation of the ancient language and civilization and will be especially helpful for those considering teaching certification.

Required Language Courses
(up to 40 credits):
LANG 1220/1221  Beginning Latin I and II
LANG 2710/2711  Intermediate Latin I and II
LANG 3710  Advanced Latin I*
LANG 3712  Advanced Latin II*
(*course may be repeated for credit when topics vary)
and
LANG 1XXX  Beginning French or Spanish I and II
LANG 2XXX  Intermediate French or Spanish I and II

The remaining 24 (or more) credits must contain at least four courses in ancient Roman language, literature, philosophy, history or art, one of which must be a Senior Project. Cognates needed to reach the 64 credits required for a major may be more of the same, more language courses, or any other approved subject.

For students who are planning to seek certification K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or the equivalent) should be one of the cognates.

Ancient Greek Language and Culture
This concentration is for those who want to focus on ancient Greece.

Required Language Courses
(up to 24 credits):

For those whose principal language of study is Ancient Greek:
LANG 1260/61  Beginning Ancient Greek I and II
LANG 2760/61  Intermediate Ancient Greek I and II
LANG 3760  Advanced Ancient Greek I*
LANG 3761  Advanced Ancient Greek II*
(*course may be repeated for credit when topics vary)

Required Culture Courses (16 credits):
In History/Art History, two of the following:
Any Greek history course
Any ARTV course that includes ancient art
In Literature or Philosophy, two of the following (or equivalent):
LITT/LANG 3103 The Greek Tragedians
LITT/LANG 3109 Homer or LITT 3730: Homer and His World
LITT 3213 Literature of the Bible
PHIL 2109 Ancient Greek Philosophy
Senior Seminar/Project (4 credits)
The remaining courses to fill up to 64 credits may be more of the same in Greek language or culture or from any other approved subject, such as anthropology or political science.

For students who are planning to seek certification for K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or its equivalent) should be one of the cognates.

Latin Language, Roman Culture and Europe
This concentration is for those who want to start with ancient Rome but move on to later European history and would be good for those considering teaching social studies.

Required Language Courses
(up to 24 credits):
LANG 1220/1221 beginning Latin I and II
LANG 2710/11 intermediate Latin I and II
LANG 3710 advanced Latin I*
LANG 3712 advanced Latin II*
(*course may be repeated for credit when topics vary)

Culture Courses (20 credits)
In History/Art History, at least two of the following:
HIST 2112 Fall of Rome/Rise of Byzantium or any other Roman history course
Any medieval or later European course
Any ARTV course that includes ancient or medieval art
In Literature or Philosophy, at least two of the following:
LITT/LANG 3732 Roman Literature: The Golden Age or any other Roman or medieval literature course
LITT 3213 Literature of the Bible
PHIL 2109 Ancient Greek Philosophy

Senior Seminar/Project: (4 credits)
The remaining courses up to 64 credits may be more of the same in Latin language or Roman/European culture (including ancient Greek) or from any other approved subject, such as anthropology or political science.

For students who are planning to seek certification for K-12 teaching, EDUC 4607 Methods of Teaching World Languages (or equivalent) should be one of the cognates.

All Classics majors are urged to include in their education, if they can, a semester of study in Italy or Greece, General Studies courses, as available, in mythology (e.g., GAH 1401 Classical Mythology), folklore or ancient daily life (e.g., GAH 1304 Daily Life in Ancient Rome).
WORLD LANGUAGES CONCENTRATION

Program Requirements 48 Credits:
The World Languages Concentration is for students who have an interest in language acquisition but who do not wish to choose just one language of study. However, after having fulfilled the program credit hours, students can continue to accumulate credits in their primary language of study by using their cognate credits to pursue further study at the advanced levels. This major is also intended for students who seek teaching certification in World Languages.

Core Credit Requirements for World Language Majors:
LANG 1XXX Beginning Lang. I (First Language)
LANG 1XXX Beginning Lang. II (First Language)
LANG 2XXX Intermediate Lang. I (First Language)
LANG 2XXX Intermediate Lang. II (First Language)
LANG 1XXX Beginning Lang. I (Second Language)
LANG 1XXX Beginning Lang. II (Second Language)
LANG 1XXX Beginning Lang. I (Third Language)
LANG 1XXX Beginning Lang. II (Third Language)
LANG/LITT (any level)
LANG/LITT (any level)
LANG/LITT (any level)
EDUC (in consultation with LANG/EDUC preceptors)

16 credits in Cognate courses

32 credits in Core General Studies courses of which one must be EDUC 3241 Education of Children with Special Needs

32 credits in At Some Distance courses, which must include:
PSYC 1100 Intro to Psychology
PSYC 2201 or PSYC 3323
PSYC 3391 Educational Psychology
EDUC 3515 Families, Schools and Communities
EDUC 3610 Technologies for Educators
MINOR IN FOREIGN LANGUAGE:
(Total 20 credits)

Requirements for French, Spanish, Latin and Greek Minors:
Students from all majors can earn a minor in French, Spanish, Latin or Greek. The requirements are as follows:

1. Five LANG-acronym courses for students entering at the beginning II level of French, Spanish, Latin or Greek (ancient or modern). This requirement does not include any beginning LANG I course.
   - LANG 1XXX Beginning French II, Spanish II, Latin II, Greek II
   - LANG 2XXX Intermediate French I, Spanish I, Latin I, Greek I
   - LANG 2XXX Intermediate French II, Spanish II, Latin II, Greek II 12 credits
   - LANG 3XXX Advanced French or French Composition, Latin, Greek, Spanish
   - LANG 3240 and/or 3255 4 credits
   - LANG 3XXX or above
   - Elective course in French, Spanish, Latin, Greek 4 credits

2. Transfer students with college credit in French, Spanish, Latin or Greek will be entering at the appropriate level of language instruction. A minimum of three courses taught in the target language must be completed at Stockton to satisfy the 20 credit requirement for a language minor. All the required courses for the minor must be completed in the same language. A minimum grade of C is required in all courses counted toward the minor.

3. Students with previous study or experience in French, Spanish, Latin and Greek can obtain up to 8 credits by examination to satisfy part of the minor requirements. Students interested in obtaining credit by examination should consult with a member of the Language faculty prior to registering for language courses.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with distinction in Languages and Culture Studies may be awarded to the student who does consistently distinguished work in his/her program studies. The award with distinction will be confirmed by majority vote of the Languages and Culture Studies program faculty. The minimum criterion is 70% A grades in program and cognate courses.

CAREER OPPORTUNITIES
Students majoring in specific languages are able to combine their studies with Education for public school teaching certification. In 1996 the State of New Jersey incorporated a World Language Education Program in its Core Curriculum Content Standards and Frameworks for K-12 students. The need for professionally trained teachers of foreign languages is critical and will increase in the future. A major in Spanish also prepares students for graduate

LANGUAGES AND CULTURE STUDIES PROGRAM
Combined with other majors, study in modern languages at least at the level of the minor, can increase employment potential in many fields, especially within the greater metropolitan areas of the United States and in fields that involve working in different countries or branches of business.
INFORMATION ABOUT THE PROGRAM
Languages and Culture Studies Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4505

Dean of Enrollment Management
The Richard Stockton College of New Jersey
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For current, detailed course descriptions, go to the Online Catalog.
LITERATURE

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Deborah Gussman
Ph.D. (Rutgers, The State University), Associate Professor of Literature: Colonial and 19th-century American literature, American Indian literature, women’s literature and feminist studies.

Adalaine B. Holton
Ph.D. (University of California, Santa Cruz), Assistant Professor of Literature: 19th and 20th century American literature, African-American literature.

Lisa Honaker
Ph.D. (Rutgers, The State University), Associate Professor of Literature: 19th- through 21st-century British literature, turn-of-the-century novel, horror literature and film, detective fiction, rhetoric and composition, media analysis.

Marion Hussong
Ph.D. (University of Pennsylvania), Associate Professor of Literature and Holocaust and Genocide Studies: Holocaust literature, 19th- and 20th-century German and Austrian literature, comparative literature, children’s literature, literature and art history.

Kristin J. Jacobson
Ph.D. (The Pennsylvania State University), Associate Professor of Literature: 19th- and 20th-century American literature, women’s literature, feminist theory.

Cynthia Arrieu-King
Ph.D. (University of Cincinnati), Assistant Professor of Creative Writing: 20th-century American literature; creative writing (poetry, fiction, non-fiction), Asian-American contemporary literature, New York School, Ekphrastic poetry.

Thomas E. Kinsella
Ph.D. (University of Pennsylvania), Professor of Literature: Restoration and 18th-century British literature, Milton, history of the book, medieval Irish literature.

Adeline Koh
Ph.D. (University of Michigan), Assistant Professor of Literature: postcolonial studies and global literature

Nathan A. Long
M.F.A. (Virginia Commonwealth University), Associate Professor of Creative Writing: creative writing (intro and fiction), contemporary literature, women’s studies, and queer literature and theory.
Adam Miyashiro  
Ph.D. (The Pennsylvania State University), Assistant Professor of Literature: medieval literature.

PROFESSORS EMERITI

Stephen Dunn  
M.A. (Syracuse University), Distinguished Professor Emeritus of Creative Writing.

Kenneth Tompkins  
Ph.D. (Indiana University), Professor Emeritus of Literature: medieval literature, Chaucer, 15th- and 16th-century literature, Shakespeare, computer 3-D art.

INTRODUCTION
The program in Literature (LITT) encompasses study in American, British, European and world literatures, literary criticism and literary history, as well as creative writing. This broad perspective and the multiplicity of the faculty’s critical, literary and creative interests provide a course of study that is both varied and intellectually sound.

PROGRAM ORGANIZATION
The program is composed of three sequences of courses (concentrations) to prepare the student for diverse careers. Two courses, the core, are common to all concentrations: Research in Literature (LITT 2123) and Senior Seminar (LITT 4610). Some concentrations permit substitution of a Senior Project for the latter. Additionally, all students must take one 2000-level course designated by the program as a “literary interpretation” course, as a prerequisite to LITT 2123. Students will learn how to read texts critically, how to identify the qualities of the traditional genres in Western literature, how to complete literary research using printed and electronic sources, and how to recognize elements of continuity in literature. As juniors and seniors, students will enroll in several seminars where they will be required to synthesize their knowledge.

Note: Most LITT 2000-level courses are without prerequisites, and thus open to all students, whether majors or not. Research in Literature (LITT 2123) is the prerequisite course for most LITT 3000- and 4000-level courses. Transfer students who wish to be Literature majors, especially those with associate’s degrees, will typically enroll during their first semester in one 2000-level “literary interpretation” course and take LITT 2123 the following term.

ADMISSION TO THE PROGRAM
The program is open to any student with an interest in literature and/or creative writing. There are no specific entrance requirements other than the ability to write acceptable expository prose. The primary medium of the program is language; the faculty assumes that those wishing to pursue a LITT degree will be proficient in their own use of language—reading, writing and speaking—since courses in LITT demand a substantial exercise of these skills.
Students wishing to major in the program are encouraged to declare their intentions as early as possible, but definitely before the beginning of their junior year. Students intending to major in Literature, including transfer students, should consult with any member of the program. That person will describe requirements and may recommend preceptors.

**GRADUATION REQUIREMENTS**
In addition to the 64-credit General Studies requirement, the non-transfer student must satisfactorily complete 64 credits in the LITT program and cognate studies to qualify for the B.A. degree in Literature. All transfer students must complete a minimum of 16 credits in Literature courses at Stockton regardless of how many credits were accepted by the program when they transferred to Stockton. A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation.

**THE MINOR**
The Literature program offers a minor for students who have an interest in literature, but who are majoring in another field. To minor in Literature, students are required to complete five LITT courses with a grade of C or better: one 2000-level “literary interpretation” course; LITT 2123 (required of all minors; prerequisite for 3000-level courses), one course at the 1000 or 2000 level, two courses at the 3000 level or above. In addition, students must consult with a faculty member of the program to review and help plan a coherent selection of courses.

**SENIOR SEMINAR AND/OR SENIOR PROJECT**
Senior Seminar is the normal capstone course for all majors. The Senior Seminar devotes the first portion of the term to instruction/discussion and the last to oral presentations of student theses, with LITT faculty and students invited to attend. Senior Project is an alternative to Senior Seminar for the Creative Writing and Theatre/English concentrations; students interested in this alternative must obtain permission from their preceptor and the LITT program coordinator, and arrange with an available LITT or THEA faculty member to supervise the project.

**RELATION OF LITT TO EDUC**
Students pursuing teaching certification in English must meet the requirements of the LITT program and the EDUC program, plus other state-mandated requirements. This will necessitate more than the minimum 128 credit hours for completion. Students should consult the Office of Teacher Education for an explanation of certification requirements. Students who intend to apply to Stockton’s Teacher Education program are encouraged to select a second preceptor from the EDUC program.

**THE CONCENTRATIONS**
The program offers three concentrations: Literary Studies, Creative Writing and Theatre/English. Each of these concentrations is a sequence of courses drawn from this program and from other programs in the College that prepare students for a range of careers.
THE LITERARY STUDIES CONCENTRATION

Literature is the central focus of this concentration. The concentration aims to prepare students for graduate work in English studies or related fields (cultural studies, rhetoric and composition, library and information studies, law, etc.) and for careers in secondary and elementary teaching, as well as for other professions in which critical analysis, close reading and strong writing skills are valued, such as publishing, advertising and journalism. The concentration is based on the assumption that such students need a curriculum of breadth over all types and periods of literature and depth in various periods, authors or theoretical approaches. All students in this concentration must take at least one course in American literature, one course in US Ethnic/Postcolonial Literature, and one course in British literature (in addition to Shakespeare).

In addition to the common core (Research in Literature and Senior Seminar), students must complete the following:

**Any Level** (16 hours, four courses)*

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<td>LITT xxxx</td>
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* One of these courses must be a 2000-level “literary interpretation” course.

Note: LITT 2412: English Language and Grammar is recommended for students planning to enter the Education program.

**Upper-Level** (16 hours, four courses)*

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<tr>
<td>LITT 3205 Shakespeare</td>
<td>LITT 3xxx or 4xxx</td>
<td>LITT 3xxx or 4xxx</td>
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* One of these 3000 or 4000 level courses must focus on a literature written before 1800 in addition to Shakespeare.

**Electives/Cognates** (24 hours, six courses)

- **Language and Culture Study Component**: This requirement may be met in several ways:
  1. Students may complete course work in a language other than English sufficient to achieve proficiency at the Intermediate II level.
  2. Students may demonstrate existing proficiency in a language other than English. Students will consult with their preceptors about arrangements necessary to determine proficiency.
  3. Students may declare and complete one of the following interdisciplinary minors: Africana Studies, Holocaust and Genocide Studies, Jewish Studies, Latin and Caribbean Studies, or Women`s Studies. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates.
  4. Students may complete at least one semester of study abroad (arranged in consultation with a LITT preceptor).
• Cognates (courses in other ARHU programs ARTP, ARTV, COMM, HIST, LANG, PHIL or in closely related disciplines outside ARHU, determined in consultation with program preceptor; G-courses will not be considered cognates).

• Electives can be any additional LITT course.

• Students in this concentration who wish to be admitted to the Education program should apply in their junior year.

THE CREATIVE WRITING CONCENTRATION

This concentration is designed for students who are interested in developing creative writing skills. Students choosing this concentration will work with the College’s resident and visiting authors. While there are no entrance requirements for this concentration, all students must take LITT 2237: Introduction to Creative Writing. Students who have completed an introductory creative writing course at another institution may transfer that course as a creative writing elective.

In addition to the common core, students must complete the following courses (20 credits, five courses):

LITT 2xxx (a designated “literary interpretation” course)
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx

At least one of these 3000- or 4000-level courses must focus on literature written before 1800, and another must focus on contemporary or 20th-century literature. It is strongly recommended, but not mandatory, that Creative Writing students take Shakespeare (LITT 3205). Creative writing workshops (LITT 3636, LITT 3635, and LITT 4354) may not be used to meet this 3000 level requirement.

Students must complete a sequence of courses in creative writing (8 credits, two courses):

LITT 2237 Introduction to Creative Writing*
LITT 3270 Creative Writing Workshop**

Students will then choose at least two additional advanced LITT creative writing workshops (8 credits, two courses), including, but not limited to:

LITT 3635 Advanced Poetry Writing Workshop***
LITT 3636 Advanced Fiction Writing Workshop***
LITT 4354 Approaching the Poem***

* Transfer credit is not accepted for this course. Transferred introductory level creative writing courses may be counted as an elective.
** may not be repeated for credit
*** may be repeated once for credit
Creative Writing Electives (8 credits, two courses):
In addition to the required courses above, students will select two W1 electives in creative writing including but not limited to:

- LITT 2160 Playwriting
- LITT 2173 Writing Speculative Fiction
- LITT 3271 Experimental Writing Workshop
- LITT 3272 Avant-Garde Poetry Workshop

*Note: The following G-courses may also fulfill the W1 requirement, but they will count as G-courses in the General Studies area of the student’s curriculum and the student will need to take additional LITT Elective/Cognates to meet the 64-credit LITT requirement.

- GAH 2260 Humor Writing
- GAH 3611 Creative Nonfiction Workshop
- GAH 4611 Advanced Creative Nonfiction Workshop
- GIS 3307 Why Poetry Matters
- GAH 3613 Writer Editor Workshop
- GSS 3282 Writing the Travel Story
- GAH 3301 Spiritual Autobiography
- GAH 3604 The Personal Essay
- GEN 3612 Writing About Nature

Other Electives/Cognates (8 - 20 hours):

- Language and Culture Study Component: This requirement may be met in one of several ways:

  1. Students may complete two semesters of coursework in a language other than English.
  2. Students may demonstrate existing proficiency in a language other than English. Students will consult with their preceptors about arrangements necessary to determine proficiency.
  3. Students may declare and complete one of the following interdisciplinary minors: Africana Studies, Holocaust and Genocide Studies, Jewish Studies, Latin and Caribbean Studies, or Women’s Studies. LITT courses used to satisfy the minor may not be used for the major except as electives/cognates.
  4. Students may complete at least one semester of study abroad (arranged in consultation with a LITT preceptor).

- Cognates (courses in other ARHU programs ARTP, ARTV, COMM, HIST, LANG, PHIL or in closely related disciplines outside ARHU, determined in consultation with program preceptor; G-courses will not be considered cognates).

- Electives can be any additional LITT course.
THEATRE/ENGLISH CONCENTRATION:
Students wishing to combine study of literature and the physical theatre must fulfill two sets of requirements, one in LITT and the other in THEA. Students wishing to teach high school English and drama should consult the Office of Teacher Education about requirements for certification/endorsements in that area (including additional work in speech).

The Literature Segment
(32 hours, eight courses)
LITT 2123 Research in Literature
LITT 2xxx (a designated “literary interpretation” course)
LITT 2xxx (or LITT 2412)
LITT 3205 Shakespeare
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
LITT 3xxx or 4xxx
At least one of these 3000- or 4000-level courses must focus on literature written before 1800 in addition to Shakespeare.
LITT 4610 Senior Seminar (or LITT 4900 Senior Project)

The Theatre Segment (32 hours)
ARTP 1150 Introduction to Theatre 4 hours
ARTP 2183 Theatre Crafts 4 hours
ARTP 2681 Acting I 4 hours
ARTP 3320 Development of Theatre I 4 hours
ARTP 3321 Development of Theatre II 4 hours
ARTP 3180 Directing 4 hours
Choose one from the following four courses:
ARTP 2282 Graphic Methods for Theatre 4 hours
ARTP 2285 Lighting Design 4 hours
ARTP 2287 Costume Design 4 hours
ARTP 2683 Scenic Design 4 hours
Choose 4 credit hours from the following:
ARTP 2191 Theatre Voice 4 hours
ARTP 2288 Stage Management 4 hours
ARTP 2682 Acting II 4 hours
ARTP Elective in Singing/Voice 2 hours
ARTP Elective in Dance/Movement 2 hours
ARTP 2980 Production Practicum 1 hour*
*may be repeated once for credit
INDEPENDENT STUDY
A student may take up to 8 credit hours of independent study in literature, but no more than 4 credit hours with any one professor.

CAREER OPPORTUNITIES
The program prepares students for graduate studies in literature or creative writing; additionally, work in the program may lead to careers in teaching, law, journalism, publishing, Web-based communications, advertising, public relations, civil service, business, or library and information science.

The LITT program urges its majors to include in their studies at least one term of study abroad or one term of internship (e.g., the Washington Internship). Of schools not located in the District of Columbia, Stockton has the largest Washington Internship program of any college or university in the country. The full-semester internship for 12 credits can be a useful tool for gaining career experience and contacts. A sample of previous placements for majors in Literature includes internships with United Press International’s Capitol Hill Investigative Reporter, The National Journal, The Hill Rag, and D.C. Public Defender, as well as congressional and executive offices.

INFORMATION ABOUT THE PROGRAM
Literature Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4505

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.

The Literature Program Web sites:

http://talon.stockton.edu/eyos/page.cfm?siteID=14&pageID=25

http://wp.stockton.edu/literature/

PHILOSOPHY AND RELIGION

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Rodger L. Jackson
Ph.D. (Michigan State University), Associate Professor of Philosophy: ethical theory, applied ethics, pragmatism, history of philosophy.

Anne F. Pomeroy
Ph.D. (Fordham University), Associate Professor of Philosophy: social and political philosophy, Marxism, critical theory, existentialism.

Lucio A. Privitello
Ph.D. (Villanova University), Associate Professor of Philosophy: history of ancient Greek philosophy, history of modern western philosophy, contemporary continental philosophy, philosophy and psychoanalysis, philosophy of art.

Dan Robins
Ph.D. (University of Hong Kong), Associate Professor of Philosophy: ancient Chinese philosophy, comparative philosophy.

Herman J. Saatkamp, Jr.
Ph.D. (Vanderbilt University), President, The Richard Stockton College of New Jersey, Professor of Philosophy: American philosophy, George Santayana, naturalism, bioethics, and genetic explanations of complex behavior.

A. Edward Siecienski
Ph.D. (Fordham University), Assistant Professor of Religion: historical theology, Patristic and Byzantine studies, Christian thought.

ASSOCIATED FACULTY
R. Lance Olsen
Ph.D. (University of Aberdeen), Professor of Music: aesthetics, philosophy of art and art theory.

PROFESSORS EMERITI
Joanne D. Birdwhistell
Ph.D. (Stanford University), Professor Emerita: Chinese philosophy, Japanese and Indian thought, comparative philosophy, East Asian culture and history.
**Demetrios J. Constantelos**  

**Allen Lacy**  
Ph.D. (Duke University), Professor Emeritus: Plato, philosophy of religion, existentialism, philosophy and literature.

**Joseph L. Walsh**  
Ph.D. (Brandeis University), Professor Emeritus: history of ideas, social and political philosophy, existentialism, ethics, Marx, philosophy and psychoanalysis.

**INTRODUCTION**  
The Philosophy and Religion (PHIL) program draws on traditions of thought from around the world. Its strength lies in its ability to bring diverse traditions to bear on philosophical and religious questions as well as contemporary ethical, social, and political issues. The program offers courses that are designed to help students think critically about fundamental values and their application to society. Program courses are open to students of any major as well as those who want to make philosophic and religious thinking the major part of their curriculum. Individuals strive to think critically about fundamental values in both philosophic and religious contexts, hence the dual aspects of the program. Philosophy is concerned with the study of values and with the intellectual processes involved in understanding and justifying them. Religion is studied as culturally diverse phenomena focusing on the human quest for meaning, the transcendent, immortality, faith, ritual and mystical experience. The program’s primary aim is to help develop a student’s capacity for systematic reflection on the human condition through philosophic analyses of values and their application to the lives we lead as citizens and professionals.

**PROGRAM ORGANIZATION**  
The program provides courses at the introductory level on the ideas and history of philosophy and religion as well as specialized courses of a more intensive nature. It offers both a major and a minor in philosophy, although it is designed to serve non-majors as well. Most majors—including literature, language, history, political science, psychology, sociology, business, the natural sciences and computer science—will find some philosophy course helpful, whether it is a course on logic, ethics, aesthetics, the history of ancient and modern philosophy, existentialism, Asian philosophies or religion. The introductory courses are especially suitable for non-majors. Over a two-year period the regularly scheduled courses in philosophy and religion are:
INTRODUCTORY COURSES
PHIL 1101 Introduction to Philosophy
PHIL 1203 Informal Logic
PHIL 1204 Symbolic Logic
PHIL 1310 History of Early Christianity

INTERMEDIATE COURSES
PHIL 2100 Buddhist Philosophy
PHIL 2109 Ancient Greek Philosophy
PHIL 2112 Ethics: Theory and Practice
PHIL 2118 Pragmatism
PHIL 2121 Chinese Philosophy
PHIL 2123 Indian Philosophy
PHIL 2201 African-American Philosophy
PHIL 2211 Social and Political Philosophy
PHIL 2402 Judaism, Christianity, Islam
PHIL 2403 History of Christian Thought I
PHIL 2404 History of Christian Thought II
PHIL 2405 Eastern Christianity
PHIL 2406 Modern Issues in Religious Studies
PHIL 2407 Philosophy of Religion

UPPER-LEVEL COURSES
PHIL 3100 Moral Theory
PHIL 3112 Philosophy East and West
PHIL 3114 Aesthetics
PHIL 3130 Environmental Philosophy
PHIL 3201 Plato’s Dialogues
PHIL 3202 Plato and Aristotle
PHIL 3300 Nietzsche: Forgetting & Remembering Philosophy
PHIL 3607 History of Modern Philosophy
PHIL 3608 Political Philosophy
PHIL 3613 Feminist Philosophies
PHIL 3615 Philosophical Methods
PHIL 3616 Leibniz: Unicorns to Universes
PHIL 3830 Major Thinkers/Major Themes
PHIL 4600 Senior Seminar
PHIL 5310 Business Ethics
CONCENTRATIONS
For career or coherence purposes, students majoring in philosophy and religion or other disciplines may want to give an additional focus to their course of study beyond the requirements of their major. Working together with program members a student may construct a concentration such as Pre-Law, Multicultural Studies or Hellenic Studies. These concentrations could be part of a Philosophy and Religion major or a minor accompanying the student’s major area of study. Students electing one of these concentrations should be careful to coordinate them with the specific requirements of their chosen major. Philosophy and Religion program members are ready to assist in planning additional or modified concentrations to meet students’ needs.

ADMISSION TO THE PROGRAM
The program is open to any Stockton student with an interest in philosophy and religion. Prospective students in the Philosophy and Religion program should meet the same standards as students in any of the arts and sciences. They should have some general familiarity with science and some acquaintance with social, cultural, and intellectual history. They should be able to read with understanding and express themselves with clarity in both written and spoken formats.

THE MAJOR
Students wishing to major in the program are encouraged to declare their intentions by the middle of their sophomore year if possible, but definitely before the beginning of their junior year. All intended majors are required to consult with the program coordinator upon declaration of their philosophy and religion major. The program coordinator will explain the nature of the program and its specific requirements. Transfer students who wish to major in philosophy and religion should consult with the program coordinator before enrolling for courses.

GRADUATION REQUIREMENTS
A minimum grade of C is required in all courses counted toward the 64 program credits required for graduation. In addition to the 64-credit General Studies requirement, to qualify for the B.A. degree in philosophy and religion, the student must satisfactorily complete 64 credits in program/cognate studies as follows:

A minimum of eight 4-credit courses and a maximum of twelve 4-credit courses in philosophy and religion, including independent studies, to be determined in consultation with a program faculty member.
Each student is required to take:

PHIL 1101 Introduction to Philosophy

A course in logic, either
- PHIL 1203 Informal Logic or
- PHIL 1204 Symbolic Logic

A course in ethics, such as
- PHIL 2112 Ethics: Theory and Practice
- PHIL 3100 Moral Theories or
- PHIL 2211 Social and Political Philosophy

A course in Asian philosophy, such as
- PHIL 2100 Buddhist Philosophy
- PHIL 2121 Chinese Philosophy
- PHIL 2123 Indian Philosophy or
- PHIL 3112 Philosophy East and West

A course in religion, such as
- PHIL 1310 History of Early Christianity
- PHIL 2402 Judaism, Christianity, Islam
- PHIL 2403 History of Christian Thought I
- PHIL 2404 History of Christian Thought II
- PHIL 2405 Eastern Christianity
- PHIL 2406 Modern Issues in Religious Studies or
- PHIL 2407 Philosophy of Religion

PHIL 3607 History of Modern Philosophy
PHIL 3615 Philosophical Methods
PHIL 4600 Senior Seminar

The remaining 16–32 credits must be taken in cognate courses in disciplines related to philosophy and religion.

Since the courses in the program in philosophy and religion build upon one another, the most complete and nuanced understanding of the content and history of philosophical and religious thought is obtained when students move through the course levels progressing from most elementary to most advanced. Therefore, the program strongly recommends that students who plan to major in philosophy take the appropriate introductory courses, including a logic course as early as possible and a combination of intermediate and upper-level courses chosen in consultation with their program preceptors. Majors in the Philosophy and Religion program are encouraged to study a foreign language for at least one year. Opportunities to study abroad for a semester or an academic year are also encouraged and can be arranged through Stockton’s Coordinator of International Studies.

THE MINOR

The Philosophy and Religion program offers a minor for students who have an interest in philosophy or religion, but who are majoring in another field. To minor in Philosophy and Religion, students are required to complete five courses with a grade of C or better, at least three of which must be at the 2000 level or above. In addition, students must consult with a faculty member of the program to review and help plan a coherent selection of courses.
PHILOSOPHY SPEAKER SERIES
Each year the program brings two to three speakers to campus to lecture on a topic selected by the students and faculty. The series is jointly sponsored by the program and the Stockton Philosophical Society. Topics and speakers are selected by the philosophy faculty in consultation with the philosophy majors and minors.

THE STOCKTON PHILOSOPHICAL SOCIETY
SPS, as it is called by its members, is a student run organization that meets on a bi-weekly basis to discuss various philosophical issues. Although many of the participants are Stockton philosophy majors and minors, it is open to anyone interested in philosophy. Each meeting is attended by a member of Stockton’s philosophy faculty, but topics are chosen, and discussions are directed by the students. Once a year a meeting is dedicated to career opportunities, where the philosophy faculty and recent graduates present tips and answer questions about preparing for graduate school. SPS also organizes at least one trip to a philosophy conference each year.

PHILOSOPHY GOES TO THE MOVIES
Several times each term, members of the SPS meet to view and discuss films that have significant philosophical content. The films are chosen by the student members of the SPS and the faculty, and are introduced by members of the faculty of Philosophy and Religion.

PHI SIGMA TAU
The Richard Stockton College represents the New Jersey Zeta Chapter of Phi Sigma Tau, the International Honor Society in Philosophy. All students at the Richard Stockton College who meet the criteria for application are welcome to apply for membership in Phi Sigma Tau. Membership in Phi Sigma Tau provides recognition of academic excellence and serves as a means of furthering scholarship and philosophical community on the campus. Phi Sigma Tau hosts an advanced reading group that meets several times each term to discuss selections from philosophical texts.

GRADUATION WITH DISTINCTION
A bachelor of arts degree with distinction in philosophy and religion may be awarded to the student who earns at least 80% A or A- grades in program courses taken at Stockton; has no Cs in any program or cognate courses and who receives no F or D (or equivalent) grades in any courses taken at Stockton. Students interested in graduating with distinction should submit a letter of application to the Philosophy and Religion program. The award of distinction will be conferred by the Philosophy and Religion program faculty.
CAREER OPPORTUNITIES
The study of philosophy fosters skills of textual analysis, argumentation, thinking, historical consciousness, writing and conceptual synthesis. Thus it provides a solid background for the achievement of excellence in all professions. With its emphasis on the study of personal and social values, it promotes thoughtful and compassionate conduct in the workplace. While some philosophy majors choose to attend graduate school to become professional philosophers, teachers, theologians or ministers, others use their philosophy background as a preparation for a career in law, medicine, government, social services, nonprofit organizations or business.

INFORMATION ABOUT THE PROGRAM
Philosophy and Religion Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
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For current, detailed course descriptions, go to the Online Catalog.
SCHOOL OF BUSINESS

BUSINESS STUDIES

FACULTY

Jean Abbott
M.B.A. (Monmouth College), CPA, Assistant Professor of Business Studies: managerial accounting, financial management.

Deborah Ballard
M.B.A. (Plymouth State University), CPA, Assistant Professor of Business Studies: financial accounting.

Jennifer Barr
Ph.D. (Drexel University), Associate Professor of Business Studies: marketing research, strategic marketing, consumer culture.

John Boyle
M.B.A. (Philadelphia University), CPA, Assistant Professor of Business Studies: managerial and financial accounting.

Michael Busler
Ph.D. (Drexel University), Associate Professor of Business Studies: financial management, game theory.

Gurprit Chhatwal
Ph.D. (Kansas State University), CPA, Associate Professor of Business Studies: accounting, finance.

John Chong
D.B.A. (Mississippi State University), Associate Professor of Business Studies: operations management, business policy and strategies.

Anne Harlan
Ph.D. (The Ohio State University), Affiliated Professor of Management

Diane M. Holtzman
Ed.D. (Nova Southeastern University), Assistant Professor of Business Studies: marketing, management skills.

Elaine D. Ingulli
LL.M. (Temple University School of Law), Professor of Business Law: business law, legal environment, sex discrimination and the law, perspectives on women, computer law and ethics.
Robert L. Kachur  
M.B.A. (University of Richmond), CPA, Assistant Professor of Business Studies: managerial accounting, cost accounting, accounting information systems, personal financial planning.

Robert D. King  
J.D. (Rutgers University School of Law), Professor of Business Law: business law, legal environment, law and social change, quantitative reasoning, college writing.

Ellen Kraft  
Ph.D. (Auburn University), Assistant Professor of Business Studies: operations management, quantitative methods.

Evonne J. Kruger  
Ph.D. (Temple University), Associate Professor of Business Studies: strategic management, management skills, organizational behavior.

Audrey Wolfson Latourette  
J.D. (Temple University School of Law), Professor of Business Law: business law, legal environment, women and the law, law and literature, computer law and ethics, perspectives on women, women in law, history and literature.

Wei Xuan Li  
Ph.D. (University of New Orleans), Assistant Professor of Business Studies: financial management, investments, and financial institutions and markets.

JoAnn McEnerney  
M.B.A. (New York University), CPA, Assistant Professor of Business Studies: finance, management and accounting.

Amit Mukherjee  
Ph.D. (Syracuse University), Assistant Professor of Business Studies: global marketing, techniques of selling, service marketing.

Whiton S. Paine  
Ph.D. (University of Maryland), Associate Professor of Business Studies: consumer behavior, market research, e-marketing, business and marketing ethics.

Nora C. Palugod  
Ph.D. (University of Pittsburgh), Assistant Professor of Business Studies: international business, finance, manager in the world economy, introduction to management.

John Pearlstein  
Ph.D. (Temple University), Assistant Professor of Business Studies: business policies and strategies, entrepreneurial leadership.
Karen L. Stewart  
Ph.D. (University of Pittsburgh), Professor of Business Studies: marketing management, advertising, services marketing.

Francis C. Thomas  
M.B.A. (St. John's University), CPA, Professor of Accounting and Finance: finance, accounting, taxation, financial planning, microcomputer applications.

Marilyn Vito  
M.B.A. (Monmouth College), CPA, Associate Professor of Business Studies: accounting, finance, women’s studies.

Janet Wagner  
Ph.D. (Massachusetts Institute of Technology), Professor of Business Studies and Dean of the School of Business: operations research, quantitative business methods, operations management.

Jinchang Wang  
Ph.D. (Georgia Institute of Technology), Professor of Business Studies: quantitative business methods, operations management, management information systems.

Arthur N. Worthington  
Ed.D. (Fairleigh Dickinson University), Associate Professor of Business Studies: management, business policy & strategies, human resource management.

Shaoping Zhao  
Ph.D. (The Pennsylvania State University), Associate Professor of Business Studies: information technology for business, management information systems, management science, operations management.

PROFESSOR EMERITUS

Gregory Fink  
M.B.A. (Rutgers, The State University), CPA, Professor Emeritus of Business Studies: accounting, finance, risk and insurance.
MISSION STATEMENT FOR THE SCHOOL OF BUSINESS

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence

PROGRAM INTRODUCTION

The Business Studies (BSNS) program helps students acquire the necessary skills for full participation in the constantly changing and multi-faceted business community that is shaping the world’s environment in the 21st century.

One of the principal goals of the program is to provide participants with an expanded awareness of the complex political, social and economic environments within which all organizations and individuals must function. To meet these goals, the program is committed to the education and development of enlightened managerial talent that will recognize and respond to the many complex problems facing public and private organizations. The program is also committed to creating awareness among its students of the many alternative paths available to the decision maker. Graduates are prepared for immediate entry into career fields and into graduate programs.

PROGRAM ORGANIZATION

The Business Studies Program offers students an opportunity to earn either a B.A. or B.S. in Business Studies. The B.A. program is a generalist degree, providing a solid background in business while allowing students the flexibility to follow their own interests. The B.S. program allows students to specialize in the fields of accounting, finance, international business, management or marketing.

All Business Studies students must take a set of required business core courses (48 credits). In addition, students must fulfill the College’s General Studies graduation requirements (described fully in the General Studies section of the Bulletin).
While the core requirements of the program are the same for both the B.S. and the B.A. degrees, other requirements differ significantly. Students are advised to meet with their preceptors and refer to the BSNS academic advising worksheets, available in the School of Business, for specific details regarding various B.S. degree program concentration requirements and B.A. degree program requirements.

GRADUATION REQUIREMENTS

Both B.A. and B.S. students must complete a set of business core courses (48 credits) as follows:

**Business Studies Core:**
- Microeconomics 4
- Macroeconomics 4
- Statistics 4
- Quantitative Business Methods 4
- Financial Accounting 4
- Managerial Accounting 4
- Introduction to Management 4
- Marketing Principles 4
- Introduction to Financial Management 4
- Operations Management 4
- Legal, Social, Ethical Environment of Business/or Business Law I 4
- Business Policy & Strategies 4

**TOTAL:** 48

All business students must also complete the General Studies requirements listed in the General Studies chapter in this publication.

A student must obtain a grade of C or higher in all program courses required for graduation (including transfer courses counted towards business program requirements).

BACHELOR OF ARTS DEGREE

The Bachelor of Arts (B.A.) curriculum offers breadth of course coverage based on the particular interests and needs of the individual student. The B.A. degree in Business Studies requires 64 credits of Business program courses and 64 credits in Liberal Arts / General Studies.

The 64 business credits include 48 in the Business Core, plus 16 elective credits in Business Studies, Economics, or Hospitality and Tourism Studies (at the 3000 level or above). Students may focus their electives in one discipline (Accounting, Finance, International Business, Management and Marketing) or they may select a variety of courses within the program. Recommended “Course Clusters” of particular topics of possible interest are given below.
The Liberal Arts/General Studies requirement for B.A. students includes fulfilling the College’s General Studies requirements, and taking at-some-distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies or Economics) for a total of 64 credits.

**B.A. Degree Recommended Course Clusters:**

**Pre-identified Cluster in Small Business:**
- Small Business Management 4
- Entrepreneurship 4
- Total Quality Management 4
- Elective 4

**Pre-identified Cluster in Human Resource Development:**
- Human Resource Management 4
- Management and Organizational Development 4
- Organizational Behavior 4
- Elective 4

**Pre-identified Cluster in Corporate Finance:**
- Business Taxation 4
- Accounting Elective (Intermediate or Cost) 4
- Budgeting 4
- International Business Finance or International Law 4

**Pre-identified Cluster in Personal Finance:**
- Business Taxation 4
- Principles of Insurance and Risk 4
- Investments 4
- International Business Finance 4

**Pre-identified Cluster in International Finance:**
- Business Taxation 4
- International Business Finance 4
- International Law 4
- Investments 4

**Pre-identified Cluster in Marketing:**
- Consumer Behavior 4
- Advertising 4
- Personal Selling and Sales Management 4
- Global Marketing 4

**Pre-identified Cluster in Economics:**
- International Economics 4
- Econometrics 4
- International Business Finance 4
- Manager in the World Economy 4
BACHELOR OF SCIENCE DEGREE

The B.S. (Bachelor of Science) degree in Business Studies requires 80 credits of Business program courses and 48 credits in Liberal Arts and/or General Studies.

The 80 business credits include 48 in the Business Core, plus 32 credits in one of the following concentrations: Accounting, Finance, International Business, Management or Marketing. Each concentration has a sequence of required and elective courses, detailed below.

The Liberal Arts/General Studies requirement for B.S. students includes fulfilling the College’s General Studies requirements, and taking at-some-distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies or Economics) for a total of 48 credits.

B.S. DEGREE CONCENTRATION REQUIREMENTS

Accounting Concentration
The Accounting Concentration is designed to provide the graduate with:

2. A broadly-based educational background combining skills in accounting with a general understanding and appreciation for the communities served.

State CPA requirements specify that a total of 150 credits are needed in business and liberal arts courses. The student planning to pursue the CPA route should consult with his/her preceptor in designing a program of study.

ACCT 3110 Intermediate Accounting I 4
ACCT 3113 Taxation for Business Entities 4
ACCT 3120 Intermediate Accounting II 4
ACCT 3122 Cost Accounting 4
or
ACCT 4110 Auditing
FINA 3120 Financial Management II 4

Select (12 credits) from the following:

ACCT 3122 Cost Accounting
ACCT 3130 Intermediate Accounting III 4
ACCT 3250 Fund Accounting 4
ACCT 4110 Auditing 4
ACCT 4120 Advanced Accounting 4
FINA 3121 Investments 4
FINA 3125 Principles of Insurance and Risk 4
FINA 3562 Budgeting 4
PLAW 3120 Business Law II 2
or
PLAW 3130 Selected Topics in Business Law
Program Elective 4

Total Concentration Credits: 32
FINANCE CONCENTRATION

The Finance Concentration prepares graduates for career opportunities in corporate finance, banking, financial planning, investments and real estate. A student electing the concentration in finance is required to complete the following:

ACCT 3113  Business Taxation  
ECON 3620  Money and Banking  

or

FINA 3105  Financial Institutions and Markets  
FINA 3120  Financial Management II  
FINA 3121  Investments  
3 FINA Electives  
Program Elective  

Total Concentration Credits: 32

INTERNATIONAL BUSINESS CONCENTRATION

The International Business Concentration prepares students for career opportunities in international business at a variety of institutions. The concentration is designed to provide students with analytical skills and practical exposure to international business. The required concentration courses are:

INTL 3112  International Business Management  
INTL 3600  International Business Finance  
INTL 4100  Manager in the World Economy  
INTL 4460  Global Marketing  
3 INTL Electives  
Program Elective  

Total Concentration Credits: 32

Allowable INTL electives must be approved by a preceptor, and may include foreign language courses at the intermediate level or above. Note introductory level language courses are to be taken only as part of the student’s at-some-distance and General Studies courses.
MANAGEMENT CONCENTRATION

The Management Concentration enables students to build broad skills and knowledge for successfully managing or operating a business. A student electing the concentration in management is required to complete the following:

- FINA 3562 Budgeting 4
- MGMT 3111 Human Resource Management 4
- MGMT 3121 Management Information Systems 4
- MGMT 3123 Management Skills Development 4
- MGMT 3124 Organizational Behavior 4
- MGMT 4610 Senior Seminar 4
- MGMT Elective 4
- Program Elective 4

Total Concentration Credits: 32

MARKETING CONCENTRATION

The marketing function is vital to the long-term viability of business organizations. In a global society, marketing is the interface among customers at all levels and providers of goods and/or services. The Marketing Concentration is designed to provide students with the necessary theoretical constructs and current applications of that theory. It prepares graduates for entry level positions in the profession and/or graduate study. The required concentration courses are:

- MKTG 3210 Marketing Research 4
- MKTG 3355 Personal Selling and Sales Management 4
- MKTG 4470 Strategic Marketing 4
- 3 MKTG Electives 12
- Program Electives 8

Total Concentration Credits: 32

BUSINESS STUDIES MINOR

The minor provides an opportunity for non-business students to expand their awareness of the dynamic and multi-faceted business environment. The minor consists of 24 credits (16 required and 8 elective), completed with a grade of C or better.

Required courses: ACCT 2110, ACCT 2120, MGMT 3110, MKTG 3110.
Elective courses: other BSNS, ECON or approved G-acronym courses. These must be taken at Stockton.
COURSE SEQUENCING AND SCHEDULE PLANNING

It is essential that students develop sound skills and a conceptual foundation before attempting a concentration in business courses. The majority of business program courses are not offered to students until the junior year, and the business major must carefully plan courses to develop the proper foundation of General Studies and the lower level Business Core.

In considering course selection and sequences, students should understand that The Richard Stockton College does not have an evening division or an evening program. Consequently, there is no guarantee that all Business Studies, Liberal Studies or General Studies courses required for graduation will be offered every semester during evenings. While many required business courses are offered during the evening and business faculty attempt to schedule required courses at night at least once every two years, it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to allow them to take daytime course work in order to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should he/she expect that the course will be offered at an unusual time to meet personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they make application for the Bachelor’s Degree.

GRADUATION WITH DISTINCTION

A Bachelor of Arts or Bachelor of Science degree with “Distinction in Business Studies” will be awarded to students who achieve 70% A (or equivalent) grades in program course work and who have a distinctive and outstanding record of participation in and contribution to the offerings of the Business Studies program.

CAREER OPPORTUNITIES

A nationwide trend in American industry is the demand for managers with strong technical skills who are also skilled at working within organizations. Demand remains strong for individuals with both baccalaureate and graduate education in business. The Stockton business program is designed to develop graduates who are ready to enter today’s workforce and help shape its future, who are prepared for graduate-level study, and who will also enter society as well-educated citizens.
SPECIAL OPPORTUNITIES

The BSNS program offers the opportunity to gain college credit through independent study and “hands-on” work experience. Among these opportunities is the Washington Internship Program. Of schools not located in the District of Columbia, Stockton has the largest Washington Internship Program of any college or university in the country. The full semester internship can be a useful tool for gaining career experience and contacts. Previous placements for majors in BSNS have included: the International Contract and Research Corp., Sheraton-Carlton Hotels, Harrah’s Casino-Atlantic City, The Chelsea Hotel, Resorts Casino Hotel, Regal Cinemas, Kelson & Merves CPA, Jersey Shore Federal Credit Union, Merrill Lynch, Millennium Radio, Target, Comcast Spectacor/Wachovia Complex, NJ PATH, Scottrade, Wachovia Bank, Congressional Database, USA Hosts, Double R Productions, FAA, U.S. Department of Commerce, U.S. Department of the Treasury, Internal Revenue Service and the Federal Trade Commission.

INFORMATION ABOUT THE PROGRAM

Business Studies Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4534

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4261

For current, detailed course descriptions, go to the Online Catalog.
COMPUTER SCIENCE AND INFORMATION SYSTEMS

IN THE SCHOOL OF BUSINESS

FACULTY

Vincent Cicirello
Ph.D. (Carnegie Mellon University), Associate Professor of Computer Science and Information Systems: artificial intelligence, multi-agent systems, operations research, machine learning, software engineering, information assurance, biologically-inspired computing techniques.

Jitamitra Desai
Ph.D. (Virginia Polytechnic Institute and State University), Assistant Professor of Computer Science and Information Systems: statistics, operations research, global and discrete optimization, decision support systems, operations management, business analytics.

Jill Gerhardt
Ph. D. (Drexel University), Associate Professor of Computer Science and Information Systems: systems analysis and design, human factors and cognitive engineering of interfaces, computer science education, legal concerns involving computers, ethical issues in computing.

Steve Kubricki
Ph.D. (Pennsylvania State University), Associate Professor of Computer Science and Information Systems: simulation, operations research, statistics.

Saralyn Mathis
Ed.D. (West Virginia University), Associate Professor of Computer Science and Information Systems: systems analysis and design, database systems, information systems, operations research.

Mohamad Neilforoshan
Ph.D. (University of Connecticut), Professor of Computer Science and Information Systems: parallel processing, computer architecture, operating systems, telecommunication systems, distributed computing, optimization, and computing and society.

Michael Olan
D.A. (Idaho State University), Professor of Computer Science and Information Systems: networking technologies, Web application development, computer networking, software development, programming languages and theory, computer security.

Aakash Taneja
Ph.D. (University of Texas at Arlington), Associate Professor of Computer Science and Information Systems: digital enterprises, ethical issues in computing, evolution of disciplines, information assurance, project management, research methodologies, systems analysis and design.
ASSOCIATED FACULTY

Elaine D. Ingulli  
L.L.M. (Temple University School of Law), Professor of Business Law: business law, legal environment, sex discrimination and the law, perspective on women, computer law and ethics.

Audrey Wolfson Latourette  
J.D. (Temple University School of Law), Professor of Business Law: business law, legal environment, women and the law, law and literature, computer law and ethics.

Judith Vogel  
Ph.D. (Temple University), Associate Professor of Mathematics: numerical analysis, numerical linear algebra, iterative methods.

Chia-Lin Wu  
Ph.D. (University of California, Irvine), Associate Professor of Mathematics: probability and statistics, queuing networks, ATM networks, performance and evaluation, optimization.

PROFESSOR EMERITUS

Murray R. Kirch  
Ph.D. (Lehigh University), Professor Emeritus of Computer Science and Mathematics: information assurance and security, software engineering, computational science and numerical analysis, theory of computation, artificial intelligence, computer science education, mathematics of risk.

MISSION STATEMENT FOR THE SCHOOL OF BUSINESS

The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence
MISSION STATEMENT FOR THE CSIS PROGRAM

The mission of the CSIS Program at Stockton College is to provide outstanding undergraduate degrees and courses that are consistent with the missions of the College and the School of Business, and that meet the full range of needs of the students. The Program provides students with an adaptable curriculum and pedagogy that complements the evolution of computer technology and the computing profession so that our graduates will have:

- A strong theoretical and application oriented background across the computer science and information systems disciplines;
- Practical skills and experience that enables them to become valuable contributors to their profession;
- The ability and motivation to grow professionally and/or to continue their education after graduation;
- An understanding of their professional and ethical responsibilities.

PROGRAM INTRODUCTION

The Computer Science and Information Systems (CSIS) program offers courses of study in Computer Science and Information Systems. Computer Science is concerned with the study of computer hardware and software systems, programming, methodology, programming languages, data structures, algorithms, mathematical laws governing the limitation and potentialities of computers, paradigms for analyzing and reasoning about problems and the implementation of solutions.

Information Systems deals with theory of information, human-computer interface, systems analysis and design, methodologies of data collection and analysis, mathematical modeling and simulation, computerized information storage and retrieval, electronic communication and networking.

The CSIS program is designed to provide a solid education foundation for those who intend to obtain employment as computer and information systems professionals, as well as those who plan to enter graduate school for advanced studies. The program also provides courses for those who do not intend to become professionals but who wish to obtain some computer skills to assist them in their careers.

PROGRAM ORGANIZATION

The CSIS program offers a B.A. degree and a B.S. degree. For the B.S. degree a student may pursue a concentration in either Computer Science or Information Systems. The B.A. degree provides a broad foundation in computer science and information systems. It does not prescribe a particular area for in-depth study. The B.A. student generally has more flexibility in pursuing his/her interest if that interest does not correspond with the more structured curriculum of the B.S. degrees.

The courses in CSIS are divided into clusters. A common core cluster of seven courses is required of all students seeking a degree. This common core offers a strong introduction to computer science and information systems, and it provides the necessary foundation for more
advanced studies. Students are advised to complete the common core by the end of the sophomore year. A grade of C or better is required in the five common core CSIS courses.

ADMISSION TO THE PROGRAM

The CSIS program is open to any student with an active interest in computer science or information systems. No prior computer experience is required. The curriculum requires the study of statistics, discrete mathematics and calculus. Students who need to review algebra should enroll first in MATH 1100.

Students should declare their degree major no later than the end of the sophomore year. Students who transfer 64 credits or more from another institution without having completed the equivalent of Programming and Problem Solving I and II before coming to Stockton should expect to spend more than two years at Stockton to fulfill the requirements for a degree in CSIS.

GRADUATION REQUIREMENTS

Completion of the following seven core courses (or their equivalents) is required of all CSIS majors (B.A. or B.S).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 1206</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 3327</td>
<td>Probability and Applied Statistics</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2101</td>
<td>Programming and Problem Solving I</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2102</td>
<td>Programming and Problem Solving II</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2210</td>
<td>Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2222</td>
<td>Telecommunication Systems</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2225</td>
<td>Discrete Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total CSIS Core Credits: **29**

Although Calculus and Discrete Mathematics are independent courses, it is recommended that Discrete Mathematics be taken before Calculus I. Students with little or no computer science education should take CSIS 1100, Computer Science: An Overview, as a program elective. It should be completed prior to taking CSIS 2101 Programming and Problem Solving I.

COURSE REQUIREMENTS FOR B.A. DEGREE:

Common Core: **29**
CSIS or Cognate courses*: **35**
Designated General Studies: **32**
At-Some-Distance Courses: **32**
Total required credits: **128**

* The B.A. requires at least 20 credits in 3000-4999 level CSIS courses, taken at Stockton. Cognate courses should be approved by the student’s program preceptor.
COURSE REQUIREMENTS FOR B.S. DEGREE—COMPUTER SCIENCE
CONCENTRATION:
Common Core 29
Computer Science Core 17
Extended Computer Science Core 24
Electives/Cognates* 10
Designated General Studies 32
At-Some-Distance Courses 16
Total required credits 128

* Cognate and MATH elective courses must be approved by the student’s program preceptor.

Computer Science Core:
CSIS 2226 Foundations of Computer Science
CSIS 3103 Data Structures
CSIS 3250 Computer Organization
MATH 2216 Calculus II

Extended Computer Science Core:
(Students select six from the following list):
CSIS 3381 Information Assurance and Security
CSIS 4135 Web Application Engineering
CSIS 4222 Computer Networking
CSIS 4244 Programming Language Concepts
CSIS 4251 Operating Systems
CSIS 4463 Artificial Intelligence
CSIS 4466 Computer Graphics
CSIS 4469 Computer Architecture
CSIS 4485 Software and Security Engineering
MATH 4471 Computer Algorithms

COURSE REQUIREMENTS FOR B.S. DEGREE—INFORMATION SYSTEMS
CONCENTRATION
Common Core 29
Information Systems Core 16
Extended Information Systems Core 24
Electives/Cognates 11
Designated General Studies 32
At-Some-Distance Courses 16
Total required credits 128

*Cognate courses should be approved by the student’s program preceptor.
Information Systems Core:
ACCT 2110  Financial Accounting
CSIS 2259  Operations Research
CSIS 3222  Database Systems
CSIS 4211  Advanced Systems Analysis

Extended Information Systems Core:
At least one of the following two courses:
CSIS 3103  Data Structures
CSIS 3470  Application Development
Plus at least five from the following:

CSIS 3241  E-Commerce
CSIS 3381  Information Assurance and Security
CSIS 3472  Human-Computer Interface
CSIS 4222  Computer Networks
CSIS 4223  Advanced Database Systems
MGMT 3110  Introduction to Management
MGMT 3124  Organizational Behavior

ADDITIONAL CSIS ELECTIVES
Any Stockton CSIS course may be used as a program elective. (CSIS 1100 and CSIS 1180 may not be taken by any CSIS major who has credit for a CSIS course at the 2000 level or higher.) Students concentrating in the Computer Science may use pre-calculus or higher level MATH courses as cognates. Students concentrating in Information Systems may use pre-calculus as a cognate. Courses not specifically listed above must be approved by the student’s preceptor.

MINOR IN INFORMATION SYSTEMS
The minor in Information Systems requires completion of 20 CSIS course credits. The required courses provide a fundamental understanding of the process of developing and implementing an information system. Students select additional courses based on their interests.

The minor in Information Systems is designed for students who will be professionals in a computer-based organization or who desire an additional career option. Students in any program can enhance their employment potential or help to fulfill prerequisites for business-oriented graduate programs.

Required Courses:
CSIS 2101  Programming and Problem Solving I
   Prereq: MATH 2225 (recommended) or MATH 2215 (may be taken concurrently)
CSIS 2210  Systems Analysis and Design
CSIS 2222  Telecommunication Systems
   Prereq: CSIS 1206

At Least Two from the Following:
CSIS 3222  Database Systems
CSIS 3470  Application Development
  Prereq: CSIS 2102
CSIS 3472  Human-Computer Interface

MINOR IN COMPUTER SCIENCE
The minor in Computer Science requires completion of 20 CSIS-acronym course credits. Students completing this minor will get a broad overview of the subject (CSIS 1100), the foundation courses to prepare for more advanced level courses (CSIS 2101-2102), and the flexibility to select upper level courses appropriate to individual interests and needs.

The minor in computer science is appropriate for students of all majors who wish to gain expertise with the modern computer-based technology that pervades our daily lives. For example, a student interested in graphic design could minor in CSIS and take an advanced-level course in computer graphics. This would provide a better understanding of the computer-based tools used by professional graphic designers.

A student interested in the natural sciences could minor in CSIS to obtain the background to work in the area of computational science.

Required Courses:
CSIS 1100  Computer Science: an Overview
  Prereq: MATH 1100 or a working knowledge of high school algebra (two years)
CSIS 2101  Programming and Problem Solving I
  Prereq: MATH 2225 (recommended) or MATH 2215 (may be taken concurrently)
CSIS 2102  Programming and Problem Solving II

At least two from the following:
CSIS 2226  Foundations of Computer Science
CSIS 3103  Data Structures
CSIS 3250  Computer Organization
CSIS 3381  Info. Assurance & Security
CSIS 4135  Web Application Engineering
CSIS 4222  Computer Networking
CSIS 4244  Programming Language Concepts
CSIS 4251  Operating Systems
CSIS 4463  Artificial Intelligence
CSIS 4466  Computer Graphics
CSIS 4469  Computer Architecture
CSIS 4485  Software & Security Engineering
GUIDELINES FOR INDEPENDENT STUDIES
A student who wishes to pursue a specialized project or a research topic for credit that is not covered by established courses may opt to register for an independent study. The number of credits to be earned is determined in concert with the faculty member sponsoring the independent study. The student must have a minimum GPA of 2.5 and have successfully completed at least 64 credits before he/she will be permitted to undertake an independent study. *No more than eight CSIS internship/independent study credits will be accepted toward the degree.*

GUIDELINES FOR INTERNSHIPS
An internship involves program-related employment, paid or non-paid. Typically, internships involve partnerships with area and regional organizations. As an intern, a student will work for an employer outside of the academic setting in a carefully designed learning experience involving a supervisor at the internship site and a faculty member. An internship will help students connect their coursework to actual industry settings, provide potential career opportunities, and give “real work” experience for a resume. Internships last a full semester, can be for up to 4 credits, and can count as a program elective towards the student’s major.

1. A student, having the sponsorship of a CSIS faculty member, must indicate (to the Assistant Dean of the School of Business) his/her intention to pursue an internship during a particular term. The student must have a minimum GPA of 2.5 and have successfully completed at least 64 credits before he/she will be permitted to undertake an internship.

2. Before the internship is approved for credit, the student must submit a proposal to his/her CSIS faculty sponsor, signed by the prospective employer and specifying the scope and expectations involved in the internship.

3. During the course of the internship, the student must submit to the CSIS faculty sponsor, on a regular basis, signed progress reports confirmed by the employer.

4. At the end of the internship the student must submit to the CSIS faculty sponsor a culminating project describing what was learned and accomplished as a result of this employment.

*No more than eight CSIS internship/independent study credits will be accepted toward the degree.*

CSIS majors have completed internships with various government and private organizations including the Federal Aviation Administration Technical Center, Lockheed Martin and Computer Sciences Corporation. Stockton CSIS students have also engaged in summer research activity at major research centers including Cornell University and the Los Alamos National Laboratory. The Washington Internship Program can also be appropriate for CSIS students. CSIS internships have lead to placement upon graduation with organizations including LORAL, IBM, Department of Environmental Protection, CompuLan, Lucent and CSC.

INFORMATION ASSURANCE AND SECURITY
The extensive dependence on computers and networks by individuals, industry and government organizations has produced a critical need to make these systems secure and to assure their availability. Consequently, Information Assurance and Security (IAS) has become a rapidly growing, high-priority field with excellent career opportunities for researchers, instructors and practitioners. The CSIS program at Stockton offers a rich set of courses and experiences to
provide students with the foundation for professional employment and graduate level study in IAS.

**Courses with an Information Assurance and Security focus include:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 3381</td>
<td>Information Assurance and Security</td>
</tr>
<tr>
<td>CSIS 4135</td>
<td>Web Application Engineering</td>
</tr>
<tr>
<td>CSIS 4222</td>
<td>Computer Networks</td>
</tr>
<tr>
<td>CSIS 4481</td>
<td>Cryptography and Data Security</td>
</tr>
<tr>
<td>CSIS 4485</td>
<td>Software and Security Engineering</td>
</tr>
<tr>
<td>CSIS 4487</td>
<td>Computer Forensics</td>
</tr>
</tbody>
</table>

**COURSE SEQUENCING AND SCHEDULE PLANNING**

CSIS majors must carefully plan their course work to meet the prerequisite requirements of CSIS courses, and to complete an appropriate selection of General Studies topics.

Only a limited selection of CSIS courses is offered at night. In order to complete the requirements for a CSIS degree, students will need to schedule most of their major courses during the day.

Students unable for any reason to take a prescribed course in the regular semester, have the responsibility to take the course later. Students should not expect a waiver for the course at a subsequent date, nor should they expect that the course will be offered at an unusual time to meet personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they apply for the Bachelor’s Degree.

**GRADUATION WITH DISTINCTION**

A bachelor’s degree with distinction in Computer Science and Information Systems will be awarded to students who achieve at least 80% A grades in program and cognate course work.

**CAREER OPPORTUNITIES**

Professional opportunities in Computer Science and Information Systems continue to increase at a rapid pace. The Occupational Outlook Handbook from the Federal Bureau of Labor Statistics includes a list of occupations projected to grow fastest during the period 2006-16. This list includes the following computing related fields:

- Network systems and data communications
- Computer software engineers, applications
- Computer systems analysts
- Database administrators
- Computer software engineers, systems software
The CSIS program provides courses of study to prepare students for each of these occupations. Graduates of the CSIS program have also been successful in a wide range of other professional areas including artificial intelligence, security, virtual reality, Internet technologies consulting, secondary education, and university teaching and research.

INFORMATION ABOUT THE PROGRAM
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The Richard Stockton College of New Jersey
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The Richard Stockton College of New Jersey
PO Box 195
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Phone: (609) 652-4261

For current, detailed course descriptions, go to the Online Catalog.
HOSPITALITY AND TOURISM MANAGEMENT STUDIES

IN THE SCHOOL OF BUSINESS

FACULTY

Donna Albano
Ed.D. (Rowan University), Director and Associate Professor of Hospitality and Tourism Management Studies: hospitality internship, controls & hospitality information systems (cooperative education), hotel administration, hospitality information systems, facilities management, leadership research.

Michele Grottola
Ph.D. (Cornell University), Assistant Professor of Hospitality and Tourism Management Studies: introduction to hospitality and tourism management, introduction to management.

Michael S. Scales
Ed.D. (Rowan University), Associate Professor of Business Studies: hospitality management, food and beverage management, hospitality controls and cooperative education.

Brian J. Tyrrell
Ph.D. (Purdue University), Associate Professor of Hospitality and Tourism Management Studies: hospitality and tourism management, tourism management studies.

Clifford Whithem
Ph.D. (Temple University), Professor of Hospitality and Tourism Management Studies: food and beverage management, human resource management, labor relations, tourism studies, purchasing, information systems, strategic management and cooperative education.

ASSOCIATED FACULTY

Jean Abbott
M.B.A. (Monmouth College), CPA, Assistant Professor of Business Studies: managerial accounting, financial management.

Karen L. Stewart
Ph.D. (University of Pittsburgh), Professor of Business Studies: marketing management, advertising, services marketing.
MISSION STATEMENT FOR THE SCHOOL OF BUSINESS
The School of Business provides high quality, affordable undergraduate and graduate education strongly infused with the liberal arts and connected to our surrounding communities. The faculty delivers excellence in teaching and actively pursues scholarly activities and professional development that contribute to classroom effectiveness. The faculty produces scholarly works that advance the knowledge and practice of business, hospitality and tourism management, and computer science and information systems. The School strives to have a positive impact on the wider community, responding to the evolving needs of the southern New Jersey region, the State of New Jersey and beyond.

Hallmarks of the School of Business at Richard Stockton College include:

- A curriculum delivered in the context of a nationally recognized public liberal arts college
- A personalized approach to teaching and learning as evidenced by small classes, systematic advising, and substantial student access to faculty
- Research and service that blends the practical and theoretical, with an emphasis on application and supporting pedagogical excellence

PROGRAM INTRODUCTION
The Hospitality and Tourism Management Studies program at The Richard Stockton College of New Jersey is committed to providing a quality liberal arts undergraduate education that incorporates theory and practice in the hospitality and tourism industry. The mission of the program is to imbue students with the knowledge, skills, values and strategic perspectives essential to obtaining leadership roles in the service professions throughout the world, and to foster research and scholarship that will engender excellence in hospitality management.

As a major employer in the world today, the hospitality industry can open doors to exciting career paths in every segment of the industry. These segments include:

- Public relations
- Hotel operations
- Food service industry and healthcare
- Travel and tourism
- Marketing and sales
- Human resources
- Tourism for conference and convention centers
- Tourism for state, county and local government
- Skilled property management
- Accounting and Finance
PROGRAM ORGANIZATION
The Hospitality and Tourism Management Studies Program (HTMS) offers students an opportunity to earn a B.S. in Hospitality and Tourism. The program allows students generalized study related to the industry in accounting, finance, food and beverage, hotel management, restaurant management, marketing, and travel and tourism positions.

All Hospitality and Tourism Management students must take a core of 80 credits in required Business courses, Hospitality, and Tourism Management course work. In addition, students must fulfill the College’s General Studies graduation requirements (described fully in the General Studies section of the Bulletin) and meet the Liberal Arts credit requirements.

BACHELOR OF SCIENCE DEGREE
The B.S. (Bachelor of Science) degree in Hospitality and Tourism Management requires 80 credits of HTMS Business program courses and 48 credits in General Studies.

The General Studies requirement for B.S. students includes fulfilling the College’s General Studies requirements, and taking at-some-distance electives (i.e., courses not in Business Studies, Hospitality and Tourism Management Studies, or Economics) for a total of 48 credits.

The required program courses are:

**HTMS Core Courses:**
- HTMS 2101 Intro. To Hospitality Management 4 credits
- HTMS 2110 Food and Beverage Management 4 credits
- HTMS 2122 Hotel Administration & Operations 4 credits
- HTMS 2125 Geographical Tourism Information Systems 4 credits
- HTMS 2143 Contemporary International Tourism 4 credits
- HTMS 3120 Facilities Management 4 credits
- HTMS 3126 Economics of Tourism 4 credits
- HTMS 3901 Professional Work Experience 0 credits
- HTMS 3130* Hospitality Controls 4 credits
- HTMS 3121* Hospitality Information Systems 2 credits
- HTMS 4900* Hospitality Management Internship 6 credits
*Normally taken together in a cooperative education semester, during the junior year.

**HTMS Cognate Courses:**
- CSIS 1206 Statistics I 4 credits
- ECON 1400 Microeconomic 4 credits
- ACCT 2110 Financial Accounting 4 credits
- HTMS 2120 Managerial Accounting 4 credits
- HTMS 3101 Marketing Principles 4 credits
- FINA 3110 Introduction to Financial Management 4 credits
- HTMS 3110 Legal, Social, Ethical Environment of Business 4 credits
- HTMS 3111 Human Resource Management 4 credits
- HTMS 4112 Business Policy & Strategies (Seniors Only) 4 credits

**TOTAL PROGRAM CREDITS**
80 credits
WORK EXPERIENCES
All HTMS students must complete a practical work experience (400 hours) in a location of their choice and a semester-long internship for an additional 400 hours (usually paid), which is taken along with the cooperative education courses listed above and together with them constitute a student’s cooperative education semester. In the Atlantic City area or elsewhere in the world, students will acquire world-class experiences for their lifetime in new and progressive facilities. But no matter where a work experience occurs, students gain self confidence, network with professionals and explore possible career options in this dynamic industry.

COURSE SEQUENCING AND SCHEDULE PLANNING
It is essential that student develop sound skills and a conceptual foundation before attempting a concentration in business courses. The majority of HTMS program courses are not offered to students until the sophomore year, and the HTMS major must carefully plan courses to develop the proper foundation of General Studies and the lower level Business Core.

In considering course selection and sequences, students should understand that the Richard Stockton College of NJ does not have an evening division or an evening program. Consequently, there is no guarantee that all courses required for graduation will be offered every semester during evenings. While many required courses are offered during the evening, and it is highly likely that at some point students who only take courses during evening hours will have to revise their schedules to insure they take the daytime only courses they will need to graduate.

Should the student be unable for any reason to take a prescribed course in the regular semester, it is his/her responsibility to take the course later. The student should not expect a waiver for the course at a subsequent date, nor should he/she expect that the course will be offered at an unusual time just to meet the individual’s personal needs.

Students should also understand that it is their responsibility to make certain that their academic records are in proper order at the time they make application for graduation with the bachelor’s degree.

GRADUATION REQUIREMENTS
A student must obtain a grade of C or higher in all program and cognate courses required for graduation.

GRADUATION WITH DISTINCTION
A bachelor of arts or bachelor of science degree with distinction in hospitality and tourism management studies will be awarded to students who achieve 70% A (or equivalent) grades in program course work and who have a distinctive course work and who have a distinctive and outstanding record of participation in and contribution to the offerings of the hospitality and tourism management studies program taken at Stockton.
CAREER OPPORTUNITIES
Increased technical sophistication has become a nationwide trend in the hospitality and tourism industry. There is good reason to believe that this emphasis on specialty training will foster a demand for individuals with both baccalaureate and graduate education in business. The Stockton HTMS program is designed to develop graduates who will fit this new demand, be prepared for graduate-level study and also be able to enter society as well-educated citizens.

SPECIAL OPPORTUNITIES
Foreign study abroad is also a wonderful opportunity for the Stockton HTMS major. Stockton currently has a program with its sister school, Minoan International University, on the isle of Crete in Greece. This exchange is course-by-course and amazingly similar in both curricula and costs between the two schools. In addition, many HTMS students take advantage of a semester or two abroad in places like France, Spain, Australia, and China.

Cooperative Education is required in the HTMS program. It is often through our cooperative education program that graduates secure their future employment opportunities. Stockton’s previous placements for majors in HTMS include a variety of experiences throughout the hospitality and tourism industry. Those placements are regional and local, and include the state of New Jersey, the country, and corporate foreign locations as well. The HTMS program maintains a long term mentoring relationship with all of our graduates.

INFORMATION ABOUT THE PROGRAM:
Hospitality and Tourism Management Studies
Donna Albano, Director
The Richard Stockton College of New Jersey
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Phone: (609)652-4562
Fax: (609)626-5539

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For current, detailed course descriptions, go to the Online Catalog.
TEACHER EDUCATION

SCHOOL OF EDUCATION

THE FACULTY

Norma S. Blecker
Ed.D. (Nova Southeastern University), Associate Professor of Education: learning disabilities, inclusion, differentiated instruction, supervision, mild disabilities.

Norma Boakes
Ed.D. (Temple University), Associate Professor of Education: mathematics, mathematics education, mathematics across the curriculum, curriculum development.

Ronald A. Caro
Ed.D. (Pepperdine University), Assistant Professor of Education: technology in education, secondary math methods, school reform, communities of practice and knowledge management.

Darrell Cleveland
Ph.D. (University of North Carolina, Chapel Hill), Assistant Professor of Education, editor of Journal of Educational Foundation: foundations of education, elementary education.

Deborah M. Figart
Ph.D. (The American University), Professor of Education and Economics: economic and financial literacy, budgeting, labor-management relations, economics of gender and race/ethnicity, political economy and public policy, living standards.

Harvey Kesselman
Ed.D. (Widener University), Provost and Executive Vice President and Professor of Education: principles of supervision; schools of the future; higher education leadership and administration; strategic planning; argument and persuasion.

Kimberly Lebak
Ed.D. (University of Pennsylvania), Associate Professor of Education: pedagogy, differentiated instruction, curriculum, reflective practitioner development.

Joseph J. Marchetti
Ph.D. (University of Pennsylvania), Professor of Instructional Technology: educational research, educational leadership, organizational leadership, curriculum and instruction.

Rachel Martin
Ph.D. (University of New Mexico), Associate Professor of Education: language, literacy, multicultural education.

Shelly Meyers
Ed.D. (Nova Southeastern University), Assistant Professor of Education: special education, pedagogy, inclusion.
Rita Mulholland  
Ph.D. (American University), Associate Professor of Education: mild/moderate disabilities, learning disabilities, reading, behavior management, curriculum adaptations, autism, assistive technology.

John Quinn  
Ed.D. (Pepperdine University) - Associate Professor of Education; developmental education, interdisciplinary quantitative reasoning, effects of standards-based instruction

Lois Spitzer  
Ed.D. (Boston University), Assistant Professor of Education: English as a second language, bilingual/bicultural education.

Ron Tinsley  
Ed.D. (Texas A & M University), Associate Professor of Education: literacy development, teaching methods, reflective practitioner development.

PROGRAM GOAL  
The goal of the Teacher Education Program is to prepare competent, caring, qualified educators. Teachers prepared by Stockton College are competent in both subject matter and pedagogical skills and prove themselves to be caring practitioners in diverse and technologically rich learning environments.

INTRODUCTION  
The Teacher Education Program is a post-baccalaureate certification program that prepares candidates to teach a wide range of subjects in grades K-12. The Teacher Education Program offers course work leading to elementary teacher certification with middle grade specializations and secondary teacher certifications for subjects taught in grades 6-12. Middle grade specializations include mathematics, science, language arts and social studies. Secondary subjects include art, biological science, chemistry, earth science, physical science, physics, mathematics, English, social studies and world languages.

The Teacher Education Program is a fieldwork-intensive program requiring candidates to spend 200 hours in public schools prior to the student-teaching semester. Field experiences (including Student Teaching) are coordinated and organized by the School of Education. All placements must be authorized by the School of Education. A student may not conduct fieldwork at a site that has not been authorized and approved by the School of Education. All final decisions regarding fieldwork placements are at the discretion of the School of Education.

The Stockton Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC), an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Stockton’s teacher certification curricula have been approved by the New Jersey Department of Education and are recognized by the National Association of State Directors of Teacher Education and Certification.
REQUIRED CRIMINAL HISTORY REVIEW
Prior to placement in any form of School of Education fieldwork, a student must successfully complete the NJDOE required Criminal History Review Process and have documentation of the review on file with the Stockton School of Education. A valid NJ Substitute Teacher Certificate is accepted as documentation of this process.

ADVISING
The first step for all students seeking teacher certification at Stockton is to attend a Teacher Education workshop, held twice monthly to explain the requirements, policies and procedures of the program. Students should see the Teacher Education Web page or call the School of Education to make an appointment.

At the workshops students receive information, guidance and a certification planning worksheet. A file will be started in the School of Education for each student who submits transcripts at a workshop. Workshops are open to the public, as well as to all Stockton students. Anyone who inquires about the program is advised to attend a Teacher Education workshop in order to plan ahead several semesters for successfully navigating through the application and admission processes.

Education preceptors are officially assigned upon admission to the program and will assist students in choosing courses that meet certification requirements. Students should always meet with their major preceptor as well as their preceptors in the Teacher Education program.

PROGRAM REQUIREMENTS
Teacher certification in New Jersey requires all candidates to complete a baccalaureate degree including a minimum of 60 credits in the liberal arts or sciences.

The course work leading to teacher certification is composed of three groups of courses: 1) Content Requirements; 2) Professional Requirements; and 3) Professional Education Requirements. Only courses in which a student earns a grade of C or higher may be counted toward certification unless a higher minimum grade is otherwise indicated.

CONTENT REQUIREMENTS may be taken as part of the baccalaureate major or taken additionally to fulfill specific certification requirements. Each certification area has specific content requirements. (See the School of Education Web page for curriculum worksheets and more information.)

PROFESSIONAL REQUIREMENTS are fulfilled by taking a selection of specific open-enrollment courses at the junior and senior level. The Professional Requirement courses include the following: EDUC 3515 Families, Schools and Community; INTC 3610 Technology for Educators;* a course in human and intercultural relations (I); a developmental psychology course (depending on type of certification); and an approved disabilities studies course. Courses in this category may be taken at Stockton or transferred in from other institutions. Educational Psychology must be completed with a B- or better. Students must also pass the New Jersey Health Examination, administered through the office of any county school superintendent, as part
of the professional requirements. Students must also pass the state prescribed subject matter examinations before being recommended for the certification semester.

*INTC is the acronym used for Instructional Technology. These courses are designed to bring the best instructional technologies into education and training in school, business, industry, and non-profit organizations. Program courses like INTC 3610 Technology for Educators provide students opportunities to design, develop and evaluate digital content using multimedia technology, including web tools, and related learning theories.

PROFESSIONAL EDUCATION REQUIREMENTS are distributed over three semesters of permit-only college-based and field-based courses. These semesters are referred to as the Introductory, Intermediate, and Certification Semesters. A student must be admitted into the Teacher Education Program in order to receive permits for the Professional Education Requirements. These semesters may be entered as early as the junior year with guidance from an Education Preceptor.

TEACHER CERTIFICATION — PROFESSIONAL EDUCATION REQUIREMENTS
Teacher certification at Stockton follows the guidelines set forth by NJAC 6A:9~10.4, the requirements for post-baccalaureate and graduate-level teacher preparation programs set forth by the New Jersey Department of Education. The curricula and requirements are designed to help students meet the New Jersey Professional Standards for Teachers and to prepare them to teach subject matter in accordance with the New Jersey Core Curriculum Content Standards.

Application Semester
The gateway course to the Teacher Education Program is PSYC 3391 Educational Psychology. Students typically apply for admission to the program while enrolled in PSYC 3391. Students transferring in a course equivalent to PSYC 3391 Educational Psychology (4 credits) must document a minimum of 40 hours of school-based fieldwork or take PSYC 3890 Educational Psychology Fieldwork (1 credit) at Stockton.

Students must meet specific admission standards to begin the introductory semester. Students must meet additional New Jersey certification requirements in order to be recommended for the student teaching certification semester.

Admission Requirements
- Matriculate into Stockton College
- Attend a Stockton Teacher Education workshop
- Have a cumulative GPA of all college course work of at least 2.75 (or in the last completed undergraduate or graduate program)
- Document acceptable admission test scores on Praxis I PPST—Reading 175; Writing 173; Math 174. Students with 570 on any corresponding section of the SAT or 24 on any corresponding test section of the ACT are not required to take that PPST section.
- Complete Educational Psychology (with 40 hours of fieldwork) requirements (grade of B- or higher)
Once admitted into the program, students must maintain a program GPA of 2.75 or higher in order to continue in the program. A student may not register for a course in the Professional Education Requirements, including Student teaching, more than two times.

Introductory Semester
EDUC 4101 Introductory Fieldwork in Education 2
EDUC 4105 Literacy Development (elementary certification only) 3
EDUC 4200 Practices and Techniques of Teaching 4

Intermediate Semester: Elementary Certification
EDUC 4110 Methods of Teaching Elementary Language Arts Literacy 2
EDUC 4150 Methods of Teaching Elementary School Math 2
EDUC 4600 Intermediate Fieldwork in Education 2
EDUC 4610 Curriculum and Methods in Elementary Education 3

Intermediate Semester: Secondary Certification
EDUC 4120 Reading in the Content Area 2
EDUC 4600 Intermediate Fieldwork 2
EDUC 4601-4608 Methods of Teaching 4

Praxis II and any other State of New Jersey required certification exams must be taken, passed, and filed with the School of Education prior to applying for and being placed in Student Teaching. Elementary certification candidates who request a middle school placement must pass the Elementary K-5 Praxis II AND the Praxis II for the specialization area {LAL; Science; Math; Social Studies} in which they want to student teach. The deadline to file passing Praxis II scores with the School of Education is May 15 for an upcoming FALL semester student teaching placement and November 1 for an upcoming SPRING semester student teaching placement.

Certification Semester
EDUC 4990 Student Teaching 10
EDUC 4991 Student Teaching Seminar 2

Students must earn a B- or higher in each course in each semester of the professional education requirements before advancing to the next semester. Students must complete the course work in the order specified. Students must earn a B- or better in student teaching to be eligible for certification. In order to be eligible for certification, students must earn a cumulative GPA of 2.75 or higher in the program.
STUDENT TEACHING TERMINATION
In addition to self-termination, a student teacher may be terminated by the school district in which she/he is placed, or by the School of Education.

Student teachers must adhere to the policies and procedures of the College (Campus Conduct Code as found in the College Bulletin and Student Handbook) the School of Education (Handbook of the Teacher Education Program & Student Teacher Handbook) and the New Jersey Professional Standards for Teachers (N.J.A.C.6A:9). A breach of any of the above may result in student teaching termination with reasonable cause.

Students may be considered for termination following verifiable reports of unprofessional or unethical conduct, or multiple reports of a student’s lack of capacity for appropriate teaching dispositions. Reasons for termination include, but are not limited to, inadequacy, incompetence, insubordination, and ethical misconduct. Be advised that a school district holds the right to terminate a student teacher at any time.

When the School of Education is formally alerted to an alleged breach, it is immediately referred to the Dean of Education. A student whose behavior appears to warrant termination will receive written notice from the Dean of Education specifying concerns. The School of Education will make every effort to gather information from multiple sources (college supervisor, appropriate faculty, school administrator(s) and mentoring teachers) regarding the alleged infraction(s). Once the investigation is complete, the decision for continuance in the Teacher Education Program rests with the Dean of Education. The recommendation to terminate a student will be made by the Dean of Education to the Provost. The Provost will make the final College decision regarding termination from the Teacher Education Program.

Should a student be terminated, or self-terminate at any time once student teaching begins, she/he will be assessed accordingly for College expenses already incurred, i.e. tuition & fees, cooperating teacher’s honorarium, student teaching supervisor fees, administrative costs, etc. Any monetary refunds are subject to student teaching timetables (fall/spring) and College policy. Note: the student teaching experience begins approximately three weeks prior to the official start of classes for the spring term.

Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the College, and at the discretion of the Dean of Education.
ADDITIONAL PROGRAM REQUIREMENTS
If at any time faculty indicate that they have concerns about a student’s progress and/or dispositions toward the teaching profession, the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases it may be necessary to terminate a student from the Program. Specific procedures are outlined in the Handbook of the Teacher Education Program.

Students are expected to act in professional ways, using professional ethics as a guide, as stated in the Handbook of the Teacher Education Program and the Student Teaching Handbook. When students are in a school, they are expected to comply with the school’s code of behavior and rules.

The tuition for the certification semester includes a student teaching fee that pays for the cooperating teacher in the school, certification fees and administrative costs. A separate fee must be paid for each additional endorsement. Students who successfully complete all the requirements of the Stockton Education Program are recommended for certification by the Dean of Education.

EXIT INTERVIEW
Individual interviews are held after the conclusion of student teaching and following graduation, when all final grades have been entered on the official Stockton transcript. At this mandatory session, students meet with the assistant dean (Stockton’s Certification Authorizing Officer) to ensure that their applications for certification are properly prepared for submission to the New Jersey Department of Education.

After the application is approved by the School of Education and after clearance from the College to release transcripts, the recommendation for certification is submitted to the New Jersey Department of Education in Trenton. This submission requires numerous checks and balances on our part, including reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual documentation that an approved training program has been completed, and inputting all the data into the State’s computerized system.

Failure to attend an Exit Interview will cause a delay in having an individual’s licensure application forwarded to the NJDOE.

RECEIPT OF THE CERTIFICATE
Students may anticipate receiving the Certificate of Eligibility with Advanced Standing (CEAS) from the NJDOE within one month of the submission.
NEW JERSEY CERTIFICATION
A candidate must pass content area exams mandated by the New Jersey Department of Education prior to the issuance of a state certificate. Successful completion of all requirements of the Stockton Education Program entitles the student to a New Jersey Certificate of Eligibility with Advanced Standing (CEAS). The advanced standing status indicates that the certificate holder has completed a state-approved education program. The holder of this certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are currently approximately 40 states involved to some degree in certification reciprocity. After a year of successful teaching with mentoring in a New Jersey public school district, the holder of a CEAS will be eligible for a New Jersey Standard Certificate.

Because the New Jersey Department of Education makes changes in certification and teacher certification program requirements for colleges, the information contained in this section of the Bulletin is subject to significant change without prior notice. It is, therefore, essential that students with an interest in teacher certification at Stockton seek advice from a member of the Education program early in their college careers.

ESL ENDORSEMENT
Stockton is approved to offer a certification endorsement for Teacher of English as a Second Language (ESL) to individuals already holding teacher certification. Students who are pursuing initial certification at Stockton may elect to concurrently begin to pursue the ESL endorsement prior to certification and then complete the endorsement by taking additional graduate courses following certification. The endorsement requires a total of five courses. The following undergraduate courses count toward the ESL endorsement (grade of C or higher required):

EDUC 4201 Current Issues in ESL/BE
EDUC 4204 Language and Intercultural Communication
EDUC 4710 Methods of Teaching ESL/BE

BACHELOR OF ARTS IN TEACHER EDUCATION
Students who earn a bachelor’s degree at Stockton and earn 160 or more credits in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. Students who have earned a bachelor’s degree at another institution prior to entering Stockton and earn a total of 128 or more credits on their Stockton transcript in the process of completing teacher certification are eligible to be granted a Bachelor of Arts in Teacher Education. See a School of Education advisor for more details on the specific requirements for earning a second bachelor’s degree at Stockton.

PROVISIONAL TEACHER TRAINING PROGRAM
On behalf of the New Jersey Department of Education, Stockton offers the provisional teacher training program (alternate route to certification). Students interested in the alternate route must contact their county office of the State Department of Education for specific requirements, or review requirements at www.state.nj.us/education.
INFORMATION ABOUT THE PROGRAM
School of Education
The Richard Stockton College of New Jersey
PO Box 195 Pomona NJ 08240-0195
Phone: (609) 652-4688
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
SCHOOL OF GENERAL STUDIES

AFRICANA STUDIES

THE FACULTY

Donnetrice Allison
Ph.D. (Howard University), Associate Professor of Communications and Africana Studies: African rhetoric, Hip Hop culture.

Rogers G. Barlatt
Ph.D. (University of Connecticut), Professor of Chemistry: West Africa, Black contributions in science, science education.

Darrell Cleveland
Ph.D. (University of North Carolina at Chapel Hill), Assistant Professor of Education: foundations of education, diversity and social justice, sociology of education, history of education, minority issues in higher education.

Shawn Riva Donaldson
Ph.D. (Rutgers, The State University), Associate Professor of Sociology: Southern Africa, race relations, sociology of law, womanist issues.

Penelope A. Dugan
D.A. (State University of New York at Albany), Professor of Writing: African-American writers, slave narratives, African-American rhetoric.

Robert S. Gregg
Ph.D. (University of Pennsylvania), Professor of History: U.S. and African-American history, 1865-present; comparative history.

Adalaine Holton
Ph.D. (University of California, Santa Cruz), Assistant Professor of Literature: African-American literature, comparative American literature, U.S. ethnic studies, theories of race and ethnicity.

William C. Jaynes IV
M.S.W. (Temple University), Professor of Social Work and Africana Studies: social policy, urban affairs, Africana studies, gerontology, social work practice, ethnic and minority relations.

Janice O. Joseph
Ph.D. (York University, Canada), Professor of Criminal Justice; juvenile justice, criminology and deviance, blacks and crime, corrections.
Melaku Lakew  
Ph.D. (University of California, Riverside), Professor of Economics: African, global economics, monetary theory and economic development.

Michelle Craig McDonald  
Ph.D. (University of Michigan); Assistant Professor History: early American history, Atlantic history, comparative slavery and emancipation, public history.

Linda Williamson Nelson  
Ph.D. (Rutgers, The State University), Professor of Anthropology and Africana Studies: Contemporary African-American literature, African-American Vernacular English, cultural anthropology, sociolinquistics, Women’s studies, studies in Language and Power.

Anne F. Pomeroy  
Ph.D. (Fordham University), Associate Professor of Philosophy: African-American philosophy, critical race theory.

Patricia Reid-Merritt  

Allison N. Sinanan  
Ph.D. (Fordham University), Assistant Professor of Social Work: sexual abuse recurrence in minority children, oppression of children and families of color.

Sharon A. Smith  
Ph.D. (University of Pennsylvania), Associate Professor of Social Work and Field Coordinator: African-American family relationships throughout the life cycle.

Beverly J. Vaughn  
D.M.A. (Ohio State University), Professor of Music: African-Americans in music, African-Americans in society and history, African-American cultural life.
INTRODUCTION
The Africana Studies program is an interdisciplinary minor that forms an important segment of the liberal arts education for any student. It provides the opportunity for students to study, analyze and systematically evaluate the various disciplines, e.g., history, art and science, from an Africana perspective. The program continues to attract students from all ethnic, racial and cultural backgrounds as they recognize ways that this concentration provides them with a forum to examine the intellectual life, the historical experience and the cultural understanding of one of this country’s largest racial minority groups. Students electing to pursue courses in the program are entering into the current intellectual dialogue on multiculturalism in this society as they study with professors who have conducted notable research in African, Caribbean, Africana and African-American Studies within their traditional disciplines. Although students may not major in Africana Studies, they may minor in this area by completing the required core and cognate courses and meeting the grade-point-average criterion. The Africana Studies program at The Richard Stockton College of New Jersey is affiliated with the National Council for Black Studies, Inc. (NCBS) and students are eligible to apply for membership in Ankh Maat Wedjau, the National Honor Society for majors and minors in Africana Studies.

PROGRAM ORGANIZATION
A diverse selection of General Studies and program courses relevant to Africana Studies are available. Courses are divided into core and cognate categories. Core courses are further divided into three groups: arts-related, history/culture related and science-related courses. Both core and cognate courses are offered each academic year. Independent study projects with interested faculty members also are available. In addition, opportunities for study in selected African countries are possible. Group study tours are offered regularly. Students interested in studies in Africa, the Caribbean, South America or Europe should contact the coordinators of Africana Studies and Study Abroad for further details. The Africana Studies program is open to everyone regardless of race, creed, color, religion or ethnic background.

REQUIREMENTS FOR THE MINOR
Each student will be required to take a minimum of four core courses. Two of these must be GSS 2201 Africana Studies: An Introductory Perspective, GIS 4601 African-Americans: A Seminar, the capstone course. The remaining two core courses must be selected from a different group (arts-related, history/culture-related, science-related). The final course may be selected from the core and/or cognate group. Students selecting an independent study as a substitute should discuss this with the program coordinator prior to registration. Students who earn a minimum 2.0 grade point average in their required courses qualify for the minor. Students who earn a 3.5 or greater average in core courses qualify for Ankh Maat Wedjau, the National Honor Society for Africana Studies majors and minors for NCBS. Core and cognate courses are listed below. Interested students should contact the Africana Studies coordinator each term for updates.
CORE COURSES

1. Required Introduction
GSS 2201  Africana Studies: An Introductory Perspective

2. Arts-Related
GAH 1215  African-American Dance
GAH 1216  African-American Theater Workshop
GAH 1248  Music of Black Americans
GAH 2341  South African Literature and Culture
GIS 4634  Rhetoric of the African Diaspora
GSS 2451  South Africa Now
LITT 2148  Introduction to African-American Literature
LITT 3121  African-American Women Writers
LITT 3122  The Contemporary African-American Novel
LITT 3309  Literature of the Harlem Renaissance

3. History/Culture-Related
ANTH 2238  Anthropological Fieldwork
ANTH 3640  The Language and Culture of African-Americans
GAH 1360  Topics in African-American History and Culture
GAH 1650  African-American Literature and Culture
GAH 2184  Hip Hop Culture
GAH 2360  Civil Rights
GAH 3312  Black Radicalism
GIS 3190  Black Power
GIS 3635  Discover Africa
GIS 3672  The Slave Narrative Revisited
GSS 1652  African Civilizations
GSS 3795  African-American Cinema
HIST 2119  Ancient Egypt
HIST 2330  African-American Civilization to 1865
HIST 2331  African-American History since 1865
HIST 3605  Comparative Slavery and Emancipation
PHIL 2201  African-American Philosophy

4. Science-Related (Social/Natural)
GIS 3190  Black Power
GIS 3635  The African Experience
GNM 2236  Black Scientists and Inventors
GSS 2188  African-Americans and the Law
GSS 2195  Blacks and Jews: Future Hope
GSS 2610  African-American Economic Experience
GSS 3162  Africana Male/Female Relations
GSS 3195  Blacks and Jews: Problems and Promise
5. Required Capstone
GIS 4601  African-Americans: A Seminar

COGNATE COURSES
ANTH 2152  Language and Culture
COMM 2205  Intercultural Communications
CRIM 3715  Race, Class and Gender in Criminal Justice
GAH 3109  Women, Minorities and the Media
GAH 3206  Race and U.S. Culture
GSS 2191  Puerto Ricans on the Mainland
GSS 2278  Dealing with Diversity
GSS 2480  The Sixties
GSS 3104  Language and Power
GSS 3516  Intercultural Communication
HIST 2128  Atlantic History, 1492-1888
SOCY 2213  Minority-Majority Relations
SOWK 2504  Ethnic and Minority Relations

INFORMATION ABOUT THE PROGRAM
Africana Studies Coordinator
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
Phone: (609) 652-1776
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
BASIC STUDIES

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Frank A. Cerreto
Ed.D. (Rutgers, The State University), Professor of Mathematics: mathematics, curriculum development, mathematics education, technology in education.

Jack Connor
Ph.D. (University of Florida), Professor of Writing: composition, writing about nature, natural history, ornithology, and the Pine Barrens.

Judith Copeland
M.F.A. (University of Iowa), Associate Professor of Writing: creative nonfiction, memoir, travel writing, humor writing, spiritual writing, freshman seminars.

Pamela G. Kennedy Cross
M.A. (Georgetown University), Writing Center Coordinator/Developmental Education Specialist: tutor training, composition, freshman seminars, writing for the workplace, learning differences.

Emari DiGiorgio
M.F.A. (New York University), Associate Professor of Writing: creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, women’s studies, social activism.

Penelope A. Dugan
D.A. (State University of New York at Albany), Professor of Writing: composition theory, history of rhetoric, women writers, critical theory and feminism, early American literature, American literature to 1865.

Wondimagegnehu Geremew
Ph.D. (Wayne State University), Assistant Professor of Developmental Mathematics: variational analysis, optimization and applications.

Carra Leah Hood
Ph.D. (Yale University), Associate Professor of Writing: expository writing, research, digital composing, cultural studies, visual rhetoric.

G.T. Lenard
Ph.D. (Temple University), Associate Professor of Writing: American studies, 18th century literature, composition.
Heather McGovern
Ph.D. (Texas Tech University), Associate Professor of Writing: technical and professional writing, environmental discourse, composition theory, online writing, document design, rhetoric, history of rhetoric, rhetoric of science.

Betsy McShea
Ph.D. (American University), Associate Professor of Developmental Mathematics: algebraic problem solving, quantitative reasoning, methods of teaching elementary mathematics, elementary school math, numbers and patterns, sports and math, politics and math.

Francis Nzuki
Ph.D. (Syracuse University), Assistant Professor of Developmental Math: algebraic problem solving, Quantitative reasoning, elementary school math.

Luis E. Peña
M.S. (University of Illinois at Urbana-Champaign), Math Center Coordinator: mathematics, quantitative reasoning, tutor training, aerospace engineering, space science, history and policy.

John M. Quinn
Ed.D. (Pepperdine University), Assistant Professor of Developmental Mathematics: mathematics, curriculum development, mathematics education, technology in education.

Dina Yankelewitz
Ed.D (Rutgers, The State University of NJ), Assistant Professor of Mathematics: mathematics, mathematics education, mathematical reasoning and justification, task design, accounting education, teacher education

ASSOCIATED FACULTY

Alan F. Arcuri
Ph.D. (Brown University), Professor of Political Science: judicial politics, law and society, political behavior, Supreme Court politics, critical thinking.

Anne F. Pomeroy
Ph.D. (Fordham University), Associate Professor of Philosophy: social and political philosophy, Marxism, existentialism, process philosophy.
INTRODUCTION
Basic Studies (BASK) is a program within General Studies that provides freshmen with coordinated experiences in academic reading, writing and mathematics. The program serves as an introduction to college work by offering materials to build a firm base for academic achievement. The program also carefully and clearly identifies the range of freshman abilities through testing and provides a wide variety of pedagogical means for expanding these abilities in a positive and holistic learning environment.

ADMISSION TO THE PROGRAM
Newly admitted freshmen with 15 or fewer credits are subject to the BASK competency requirement. Placement into appropriate BASK courses is made on the basis of SAT/ACT scores. The courses are BASK 1101 College Writing, BASK 1102 Readings, BASK 1113 Developmental Mathematics, and BASK 1203 Quantitative Reasoning. In consultation with their preceptors, most freshmen take one or more other courses in addition to their BASK courses. Credits for BASK 1113 may not be applied to the degree. Students enrolled in BASK 1203 must also enroll in BASK 1703 Math Workshop, a non-credit tutorial. Those students whose test scores indicate a particular need for skills reinforcement are advised to use the Academic Tutoring Center, and some are assigned to non-credit tutorials. Any Stockton student may use the resources of the Academic Tutoring Center, and faculty members are encouraged to advise all students of this resource.

SKILLS COMPETENCY
All newly admitted freshmen or transfer students with 15 or fewer credits are required to fulfill the College’s competency requirement. Except as noted below for BASK 1113, this must be accomplished within two terms of matriculation, although part-time students who cannot take all their required BASK courses during the first term may be granted an extension. The requirement may be met by demonstrating competency on the placement tests, or by passing the appropriate BASK course(s)— BASK 1101, 1102 and/or 1203. Students enrolled in BASK 1113 must pass it and then pass BASK 1203 to demonstrate competency. Students who fail to meet the competency requirement in BASK 1101, 1102 or 1203 in the first semester must retake the course in the next term in order to satisfy the requirement. Those who do not meet the competency requirement at the end of the term are subject to dismissal from the College.

Students who are dismissed may not apply for readmission to the College for a period of at least one year. These students must demonstrate competency on a retest in the appropriate Basic Skills area(s) before their readmission application will be considered. Many students who are subject to BASK dismissal are also subject to general academic dismissal. These students must satisfy both sets of requirements for readmission. Students who fail BASK 1113 must retake the course in the next term and pass it before proceeding to BASK 1203. Those who fail BASK 1113 the second time are subject to dismissal from the College. Many students taking BASK courses are assigned to a BASK program preceptor. In addition, all students in the BASK program have the benefit of advice from other Basic Studies faculty members.
INFORMATION ABOUT THE PROGRAM
Basic Studies Program Coordinator
The Richard Stockton College of New Jersey
Pomona, N.J. 08240-0195
Phone: (609) 652-4441

Dean of Enrollment Management
The Richard Stockton College of New Jersey
Pomona, N.J. 08240-0195
Phone: (609) 652-4261

For current, detailed course descriptions, go to the Online Catalog.
LIBERAL STUDIES

IN THE SCHOOL OF GENERAL STUDIES

INTRODUCTION
The Bachelor of Arts in Liberal Studies (Liberal B.A. or LIBA) is an option for students whose educational or career goals or academic interests are not met by any of Stockton’s existing degree programs. The Liberal B.A. permits students to design a complete 128-credit interdisciplinary program suited to their individual needs and plans. This program thus provides extraordinary opportunities for creativity in educational planning and allows students to take advantage of a wide range of Stockton’s faculty and other resources. To become a LIBA major, a student must prepare a carefully conceived proposal for multidisciplinary study and must have that proposal approved by a committee composed of the Dean of General Studies and two or three faculty members.

Like any Stockton degree program, a Liberal B.A. program should show coherence, breadth of education and depth of study in a particular area. Like any Stockton Bachelor of Arts pro-gram, it should also reflect the College’s commitment to the liberal arts in the general education of students. Liberal Studies majors are not exempt from the General Studies requirements. Although proposals resembling an existing degree program may be approved, the LIBA major is not a means by which established programs can be diluted. Students pursuing a specific career or graduate study are advised to solicit and consider the advice of faculty in similar or related disciplines and programs. The Liberal B.A. program is not intended to be a default option for students in other majors.

Planning a Liberal B.A. takes time and commitment; considerable thought and discussion are required, since the student proposing a Liberal B.A. is, in effect, proposing that the College support an individually-tailored degree program. Planning a Liberal B.A. also requires that the student assume a large portion of the responsibility for his or her educational choices.

PROGRAM ORGANIZATION
The organization of a Liberal B.A. course of study may take several forms depending on the particular interests and needs of the student. The course of study, and the proposal describing it, must reflect a central unifying purpose or theme.

In recent years, students have pursued the following interests through the LIBA Program:

- Thematic/topical — interdisciplinary exploration of a particular theme or topic (e.g., “Freedom and Constraint” and “The World, Its People, and Their Art”);
- Expanded study in a topical program, such as gerontology, Women’s Studies, African-American studies or humanities; and
- Pre-professional interdisciplinary study intended to prepare the student either to enter a particular career field (e.g., wildlife illustration or fine arts management), or to attend graduate or professional school in a variety of areas.
COURSE REQUIREMENTS

The basic requirements for a student undertaking a Liberal B.A. are planning and thinking. Not all proposals are accepted and most require revision. The student should develop a coherent set of classroom courses, independent study projects and (if appropriate) off-campus experiences, all of which are intended to meet the particular objectives of his/her program. The student should also plan a senior project that will provide a capstone for the program and an opportunity to demonstrate what he/she has learned.

Planning for a LIBA should normally be started before a student reaches junior status. Therefore, transfer students with junior standing must act particularly quickly if they wish to pursue the LIBA option.

Final approval must be obtained prior to achievement of senior status (i.e., before the 96th credit is completed) and is normally obtained prior to the completion of 80 credits. A proposal will be considered only if it calls for a least a full year of additional course work (32 credits) subsequent to its approval.

PROCEDURES

Students interested in pursuing the Liberal B.A. should discuss their ideas with staff in the School of General Studies as early as possible and consult regularly while developing their plans. They should also obtain advice from two or more faculty members who will serve as sponsors for their programs. As LIBA programs are usually interdisciplinary, these faculty members should represent different disciplines.

The most important requirement for entering the Liberal B.A. program is the preparation of a written proposal. Detailed instructions for preparing a proposal are available from the School of General Studies. The key elements are these:

Rationale: An explanation of why the LIBA program is appropriate for meeting the student’s educational goals. This rationale should explain the overall concept and purpose of the student’s program, and the principal areas of knowledge or skills that will be included in order to achieve this purpose.

Description: A complete description of the curriculum of the proposed program. This should include a listing of all courses that already have been taken or are proposed for future terms, categorized by their function in the program, i.e., which of the areas of knowledge or skills they support.

Evaluation: Criteria and procedures by which it can be determined at graduation whether the student has met his or her educational goals. This evaluation should include the description of a proposed senior project that is suitable for demonstrating the breadth and depth of the student’s learning. It should indicate any public presentation of the student’s work that may seem appropriate.
**Resources:** Description of the College resources (faculty, courses, facilities) that are needed to complete the Liberal B.A., as well as any off-campus persons or facilities that will be involved. The purpose of this section is to demonstrate that the College is able to support a program in the student’s area of interest.

The proposal will also indicate the student’s local and permanent address, telephone number, Stockton ID number, the title of the proposed program and the names of the two faculty sponsors who are supporting the program. The student should attach copies of all Stockton and transfer transcripts.

When the proposal is in its final form, it must be submitted to the Dean of the School of General Studies. The student will then arrange to meet with the advisory committee, whose members include the dean and the two faculty sponsors. The dean may also appoint an additional member. If the committee approves the proposal, the student may then declare LIBA as his or her major. The committee may set conditions for its approval and may agree to meet subsequently to monitor the student’s progress. As previously noted, this part of the process is to be accomplished prior to achievement of senior status (i.e., prior to completion of the 96th credit).

**PROGRAM DISTINCTION**
Program distinction in Liberal Studies will be awarded to students who receive 70% A grades in their courses, including transfer courses; who maintain at least a 3.5 grade point average; who receive two recommendations from faculty other than the LIBA sponsors for the purposes of this distinction and who, in the judgment of their LIBA sponsors, complete an outstanding senior project.

**INFORMATION ABOUT THE PROGRAM**
Dean of General Studies  
The Richard Stockton College of New Jersey  
Pomona, NJ 08240-0195  
Phone: (609) 652-4542

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
Pomona, NJ 08240-0195  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](http://www.stockton.edu).
WOMEN’S, GENDER, AND SEXUALITY STUDIES

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Nancy L. Ashton
Ph.D. (University of Florida), Associate Professor of Psychology: violence against women, psychology, feminist spirituality, topics in women’s studies.

Elizabeth Calamidas
Ph.D. (Temple University), Associate Professor of Public Health: human sexuality, women’s health.

Judith Copeland
M.F.A. (University of Iowa), Associate Professor of Writing: women’s memoir and travel writing, women and the law, history of feminist activism in the United States and other cultures.

Emari DiGiorgio
M.F.A. (New York University), Associate Professor of Writing: creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, freshman seminars, women’s studies, social activism.

Shawn Riva Donaldson
Ph.D. (Rutgers, The State University), Associate Professor of Sociology: African-American women, African-American authors, male-female relationships.

Penelope Dugan
D.A. (State University of New York at Albany), Professor of Writing: women’s literature, women’s lives, women’s autobiography, critical theory and feminism.

Joshua Duntley
Ph.D. (University of Texas), Assistant Professor of Criminal Justice: forensic psychology, evolutionary psychology, homicide, stalking, sexual victimization, victim defenses, statistics.

Cheryle J. Eisele
Ed.D. (Temple University), Associate Professor of Nursing: women’s health, women and nursing, sexuality.

Diane Falk
Ph.D. (Rutgers, The State University), Professor of Social Work: human rights.

Marcia Fiedler
M.A. (New York University), Instructor in Jewish Studies: women and the Bible.
**Deborah M. Figart**
Ph.D. (The American University), Professor of Education and Economics: economics of gender and race/ethnicity, economic and financial literacy, labor-management relations, political economy and public policy, living standards.

**Arleen C. Gonzalez**
J.D. (Rutgers University School of Law), Associate Professor of Criminal Justice: sex discrimination law, Puerto Rican women.

**Laurie Greene**
Ph.D. (Tulane University), Associate Professor of Anthropology: anthropology of women and men, language and gender.

**Deborah Gussman**
Ph.D. (Rutgers, The State University), Associate Professor of Literature: women’s literature; constructions of identity - gender, race, class, sex and nation; feminist theory.

**Pamela Hendrick**
M.F.A. (Northwestern University), Professor of Theatre: performance and gender; women playwrights.

**Adalaine Holton**
Ph.D. (University of California, Santa Cruz) Assistant Professor of Literature African American literature, comparative American literature, U.S. ethnic studies, theories of race, gender, class, and sexuality

**Lisa Honaker**
Ph.D. (Rutgers, The State University), Associate Professor of Literature: 19th century women writers; gender and literature.

**Elaine Ingulli**
LL.M. (Temple University School of Law), Professor of Business Law: perspectives on women, Feminist legal studies, gender, violence in film, fiction, society.

**Kristin Jacobson**
Ph.D. (The Pennsylvania State University), Associate Professor of Literature: feminist theory and pedagogy, American women writers.

**Janice Joseph**
Ph.D. (York University, Toronto), Professor of Criminal Justice: women and criminal justice.

**Adeline Koh**
Ph.D. (University of Michigan), Assistant Professor of Literature: 20th century world and anglophone literature, postcolonialism, transnational feminism, gender and political theory.
Audrey Wolfson Latourette  
J.D. (Temple University School of Law), Professor of Business Law: women and the law, perspectives on women, women in law, history and literature.

Elinor Lerner  
Ph.D. (University of California, Berkeley), Associate Professor of Sociology: sociology of women, women in political movements, sexuality.

Margaret E. Lewis  
Ph.D. (State University of New York at Stony Brook), Associate Professor of Biology: human anatomy, biological anthropology, evolutionary biology, women's reproductive issues & health, intersection of biology and culture

Nathan Long  
M.F.A. (Virginia Commonwealth University), Assistant Professor of Creative Writing: gender studies, history of the LGBT movement, intersexuality, queer theory.

Sara Martino  
Ph.D. (Temple University), Associate Professor of Psychology: psychology of women, aggressive behavior, violence against women.

Saralyn Mathis  
Ed.D. (West Virginia University), Associate Professor of Computer Science and Information Systems: gender issues in computing.

Heather McGovern  
Ph.D. (Texas Tech University), Associate Professor of Writing, General Studies: women’s nature writing, ecofeminism, women and politics, and body image.

Sharon Musher  
Ph.D. (Columbia University), Assistant Professor of American History: history of motherhood; women and the welfare state, gender and history, U.S. women’s history, gender and the body.

Ellen Mutari  
Ph.D. (The American University), Professor of Economics: women’s employment, wages, and public policies, political economy of gender, race, ethnicity and class, U.S. women’s movements.

Linda Williamson Nelson  
Ph.D. (Rutgers, The State University), Professor of Anthropology and Africana Studies: anthropological linguistics, contemporary African-American literature, cultural anthropology, gender and culture, life narrative discourse, Black Vernacular English.

Kate Nearpass Ogden  
Ph.D. (Columbia University), Associate Professor of Art History: feminist themes in the visual arts.
Marilyn E. Vito  
M.B.A. (Monmouth College), Associate Professor of Business Studies: women in leadership.

Linda J. Wharton  
J.D. (Rutgers University School of Law- Camden), Associate Professor of Political Science: women and the Constitution, sex discrimination law, feminist legal theory, reproductive rights.

PROFESSORS EMERITI

Joanne Birdwhistell  
Ph.D. (Stanford University), Professor Emerita of Philosophy and Asian Civilization: feminist philosophies, women in philosophy.

Marcia Steinbock  
J.D. (Rutgers University School of Law), Professor Emerita of Criminal Justice: women and homelessness, Jewish women.

INTRODUCTION  
Women’s, Gender, and Sexuality Studies expands the traditional base of a liberal arts education by focusing on women’s contributions, roles and perspectives that are otherwise omitted from traditional curriculum offerings. The program takes an interdisciplinary approach to the study of women, gender, and sexuality and focuses on the diversity of human experience. Courses are offered through both General Studies and degree-granting academic programs. Participation in the program can lead to a minor in Women’s, Gender, and Sexuality Studies, which is noted on a student’s academic transcript.

PROGRAM ORGANIZATION  
All Women’s, Gender, and Sexuality Studies courses are open to any student at Stockton College. A minor in Women’s, Gender, and Sexuality Studies is awarded to those students who complete 20 credits in relevant courses accepted for the minor, including:

1. Perspectives on Women, a four-credit course offered every semester, either as GAH 2358 or GSS 2358, that serves as an introduction to the study of women’s, gender, and sexuality studies and to feminist scholarship and activism;
2. 12 credits of study (three courses), which must come from courses that are approved by the Women’s, Gender, and Sexuality Studies faculty and based in feminist theory. A list of approved courses follows.
3. Seminar in Feminist Theory, a capstone experience, (GIS 3614) a 4-credit course focusing on primary source readings in feminist theory. Course covers how humans create, interpret and evaluate knowledge claims about the world. Students in the seminar will compile an electronic portfolio of their relevant undergraduate work.

Students who are interested in pursuing a minor in Women’s, Gender, and Sexuality Studies are asked to contact the WGSS coordinator for further information, and to inform their preceptors. A “Declaration or Change of Minor” form should be signed by the WGSS coordinator.
WOMEN’S, GENDER, AND SEXUALITY STUDIES COURSES
A partial listing of Women’s, Gender, and Sexuality Studies courses is given below; an updated list is available online.

Core Courses:
GAH 2358 or GSS 2358  Perspectives on Women (4 credits)
GIS 3614  Seminar in Feminist Theory (4 credits)

Elective Courses:
ANTH 3355  Anthropology of Men and Women
CRIM 3757  Women and Criminal Justice
GAH 1044  Women and the Bible
GAH 1051  The Body Across Disciplines
GAH 2122  Women’s Lives
GAH 2280  Witches
GAH 3109  Women, Minorities and the Mass Media
GAH 3121  African-American Women Writers
GAH 3202  Gay and Lesbian Literature
GAH 3205  Queer Autobiographies
GAH 3206  Race & US Culture
GAH 3617  Meanings of Motherhood
GAH 3635  U.S. Women’s Movements
GEN 2306  Women and Health
GIS 3648  Gender and Violence in Film/Fiction and Society
GIS 3658  Women and Genocide
GIS 3672  Slave Narrative Revisited
GIS 3725  Women in Law, History and Literature
GIS 4602  Sex, Power, Conflict
GIS 4622  The Geography of Women
GNM 1031  Gender Issues in Computing
GSS 2161  Perspectives on Sexuality
GSS 2310  Sex Discrimination and the Law
GSS 2337  Gender and Aggressive Behavior
GSS 3104  Language and Power
GSS 3121  Women in Leadership
GSS 3601  Gender and Work
HIST 3618  Global Feminism Seminar
LITT 2140  Literature by Women
LITT 2145  Domestic Dramas
LITT 3311  19th Century American Women Writers
LITT 3316  Contemporary American Women Writers
POLS 3222  Women and the Law
PSYC 3602  Psychology of Gender
SOCY 2111  Women and Social Action
SOCY 2642  Homosexuality in Film
SOCY 3678  Popular Culture, Tough Women
Course descriptions for the offerings listed above appear with other courses of the same acronym online. Not all Women’s, Gender, and Sexuality Studies courses are included in the list above. Students wishing to transfer an elective should contact the coordinator or their preceptor. Students should work with their preceptor to select from the Women’s, Gender, and Sexuality Studies offerings each semester. These can be viewed on the list of courses for Interdisciplinary Minors offered each term which is posted online prior to pre-registration. In addition to the above courses, faculty offer a variety of independent studies.

CAREER OPPORTUNITIES
Career preparation for jobs in management, marketing, counseling, teaching, journalism, social work, banking, nursing, health services and government will be enhanced by a background in women’s, gender, and sexuality studies because knowledge of special concerns of women will produce more effective performance in these careers. Experience in women’s, gender, and sexuality studies also provides preparation for employment opportunities such as women’s educational, legal and political projects; work with women’s health collectives, social services and hotlines; women’s career and credit counseling and work with small businesses owned by women.

INFORMATION ABOUT THE PROGRAM
Women’s, Gender, and Sexuality Studies Coordinator
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
Phone: (609) 652-4542

Dean of Enrollment Management
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
THE WRITING PROGRAM

IN THE SCHOOL OF GENERAL STUDIES

THE FACULTY

Jack Connor
Ph.D. (University of Florida), Professor of Writing: composition, writing about nature, natural history, ornithology, and the Pine Barrens.

Judith Copeland
M.F.A. (University of Iowa), Associate Professor of Writing: creative nonfiction, memoir, travel writing, humor writing, spiritual writing, freshman seminars.

Pamela Kennedy Cross
M.A. (Georgetown University), Writing Center Coordinator/Developmental Education Specialist: tutor training, composition, freshman seminars, writing for the workplace, learning differences.

Emari DiGiorgio
M.F.A. (New York University), Associate Professor of Writing: creative writing (poetry and fiction), contemporary world poetry, why poetry matters, composition, women’s studies, social activism.

Penelope A. Dugan
D.A. (State University of New York at Albany), Professor of Writing: personal essay, memoir, African-American literature, autobiography, composition theory and history of rhetoric.

Carra Leah Hood
Ph.D. (Yale University), Associate Professor of Writing: writing, research, digital composing cultural studies, visual rhetoric.

Georgeann T. Lenard
Ph.D. (Temple University), Associate Professor of Writing: American studies, 18th century literature, composition, popular culture.

Heather McGovern
Ph.D. (Texas Tech University), Associate Professor of Writing: technical and professional writing, environmental discourse, composition theory, online writing, document design, rhetoric, history of rhetoric, rhetoric of science.
PROFESSORS EMERITI

Stephen Dunn
M.A. (Syracuse University), Distinguished Professor Emeritus of Creative Writing: creative writing (poetry and fiction), contemporary world poetry, 20th century American literature.

Mimi Schwartz
Ed.D. (Rutgers, The State University), Professor Emerita of Writing: creative nonfiction, memoir, literary journalism, literature of the Holocaust.

INTRODUCTION
The Stockton Writing Program involves the whole College community from incoming freshmen to faculty. The goal of the program is to enable students to become practiced, proficient writers who can use writing confidently in their academic, professional and personal lives. The writing program involves faculty from all schools within the College, as well as a core writing faculty located in General Studies. Writing-designated courses are offered under both General Studies and program acronyms; therefore, students can choose from a variety of offerings and fulfill distribution requirements toward graduation while they use writing as a vital part of their education. Writing-designated courses are classified as W1 or W2. W1 courses focus primarily on writing as a subject and/or upon students’ own writing (e.g., Rhetoric and Composition, Creative Nonfiction Workshop, or Editing and Design). W2 courses focus primarily on disciplinary or interdisciplinary content and use writing as a mode of learning while helping students improve their writing. W1 and W2 courses are identified online in the course schedule for each term. More specific information on W1 and W2 courses can be found elsewhere in this Bulletin.

FRESHMAN PLACEMENT
Based on their SAT scores, some freshmen are required to take BASK 1101 College Writing; all others are required to take GEN 1120 Rhetoric and Composition or another 1000- or 2000-level W1 course.

WRITING REQUIREMENT FOR GRADUATION
Stockton students write throughout their college careers and are advised to take one or more writing-designated courses each year, depending on their interest and needs. All students must fulfill the College’s writing requirement in order to graduate. They must earn a C or better in each of four writing-designated courses: one W1 course taken as a freshman, and three other writing-designated courses (W1s or W2s), at least one of which must be a 3000- or 4000-level course. Writing-designated courses that carry fewer than 4 credits or transfer courses that carry fewer than three credits do not count toward meeting the writing requirements. Transfer students must also fulfill the writing requirement. Transfer courses in composition and writing will be credited as W1 courses.
MINOR IN WRITING
The minor in writing provides students who have an interest and talent in writing with a way to structure and to document their abilities and success. Interested students should contact any member of the Writing Program or the Writing Program Coordinator.

To earn the minor a student must:

1. complete at least five W1 courses, with at least two courses at the 3000–4000 level and no more than one course (of the five) at the 1000 level;
2. complete GIS 4619: Writing Senior Seminar preferably in the fall semester of the junior year, but no later than the fall semester of the senior year;
3. maintain a minimum GPA of 3.2 in the five W1 courses counted towards his/her minor;
4. declare a Writing Minor and contact a Minor Preceptor (from among the core Writing Program) to discuss course selection and assembling the portfolio-in-progress; and
5. submit a final portfolio no later than midpoint of the semester in which he/she plans to graduate.

The awarding of a minor is dependent upon approval of the portfolio by Writing Program faculty. Interested students should contact any member of the program or the Writing Program Coordinator.

INFORMATION ABOUT THE PROGRAM
Coordinator of Writing
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
Phone: (609) 652-4441

Dean of Enrollment Management
The Richard Stockton College of New Jersey
Pomona, NJ 08240-0195
(609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
SCHOOL OF HEALTH SCIENCES

NURSING

FOUR-YEAR BSN PROGRAM

THE FACULTY

Linda Aaronson
Ed.D. (Rutgers, The State University), Associate Professor of Nursing: adult health, gerontics.

Kathleen Bradbury-Golas
D.N.P., (Case Western Reserve University), Assistant Professor of Nursing: adult health

Nancy Taggart Davis
Ph.D. (University of Pennsylvania), Professor of Pathology.

Cheryle Fisher Eisele
Ed.D. (Temple University), Associate Professor of Nursing: women’s health, pediatrics.

Joan Perks
M.S.N. (Widener University), Assistant Professor of Nursing: Burn, Emergency and Trauma

Michelle Sabatini
DNSc. (Widener University), Assistant Professor of Nursing: adult health.

Kathleen O’Rourke Vito
Ph.D. (Catholic University), Associate Professor of Nursing: maternal/child, pediatrics, community health.

Ann Walker
M.S.N. (LaSalle University), Assistant Professor of Nursing: community health, leadership and management.

Joyce Welliver
M.S.N. (Villanova University), Assistant Professor of Nursing: psycho-social, medical/surgical nursing.
INTRODUCTION
This entry-level, generic baccalaureate Nursing Program (BSN) is designed for the student who wishes to become a registered nurse (RN) while completing the Bachelor of Science in nursing degree.

The program focuses on the acquisition of the knowledge and skills necessary to practice as a professional RN. Developing an understanding of theories and concepts from the physical, social and behavioral sciences and the humanities is emphasized. Concepts such as ethics, altruism and communication are integrated throughout the curriculum. Students are encouraged to take responsibility for their learning experience with guidance from faculty preceptors. The program prepares graduates to participate in a culturally diverse and ever changing society.

The program encourages critical thinking and independent decision making. The roles of advocate, educator and healthcare provider/coordinator are emphasized. Health promotion and disease prevention within a global society is stressed in the program. The program prepares the graduate to successfully complete the NCLEX-RN and provides a base for graduate education and clinical specialization.

PURPOSES OF THE PROGRAM

• Prepare professional nurse generalists.
• Provide varied experience in general education through General Studies and liberal arts and sciences.
• Provide a foundation for graduate study.
• Encourage continuing personal and professional growth.

OBJECTIVES
Richard Stockton College’s Nursing program objectives are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing in that it is designed to produce a nurse generalist who is able to:

1. Utilize system theory and related nursing models when making decisions about professional nursing practice.

2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.

4. Perform and monitor therapeutic nursing interventions that are evidence-based.

5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.

6. Evaluate research for its applicability in defining and extending nursing practice.
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.

8. Collaborate on the interdisciplinary health team to identify and effect needed change that will improve care delivery within specific health care systems.

9. Implement the major roles of the professional nurse; caregiver, educator, advocate and activist.

10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.

**PROGRAM ORGANIZATION**

The curriculum implements the philosophy, purposes and objectives of the program. General Systems Theory is the organizing framework. Sequencing of courses allows the student to progress from basic nursing skills to the level of the professional nurse generalist. The program includes 64 credits in Nursing Science, 20 credits in applied science, 12 credits at some distance and 32 credits in general education. Students are required to complete 765 clinical hours.

**REQUIRED NURSING AND SCIENCE COURSES**

*Freshman Year*
- Chemistry I for Life Science 4 credits
- Chemistry II for Life Science 4 credits
- Anatomy and Physiology I 4 credits
- Foundations of Professional Practice 4 credits

*Sophomore Year*
- Anatomy and Physiology II 4 credits
- Nursing Assessment I 3 credits
- Pathophysiology 4 credits
- Pharmacology for Life Science 4 credits
- Nursing Assessment II 3 credits

*Junior Year*
- Microbiology for Life Science 4 credits
- Care of the Adult I 8 credits
- Psychosocial Nursing 5 credits
- Research Methods 3 credits
- Care of the Childbearing/Childrearing Family 6 credits
**Senior Year**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Professional Nursing in the Community</td>
<td>6</td>
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<tr>
<td>Care of the Adult II</td>
<td>6</td>
</tr>
<tr>
<td>Issues in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Care of the Adult III</td>
<td>8</td>
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**ADMISSION TO THE PROGRAM**

Applicants should have completed four years of English, three years of a laboratory science, two years of a foreign language, two years of mathematics, three years of history and one additional academic unit prior to enrollment. The Scholastic Aptitude Test is required. Two letters of recommendation from high school teachers or advisors must be submitted. Special attention will be given to the strength of the high school curriculum (for example, honors or advanced placement courses). Admission to the Program is highly competitive. Transfer students should have an overall GPA of 3.0 (on a scale of 4.0) and a GPA of 3.2 in all science courses. Transcripts will be evaluated on an individual basis.

**GRADUATION REQUIREMENTS**

Students must complete a total of 128 credits: 64 credits in Nursing, 20 credits in applied science, 12 credits At-Some-Distance and 32 credits in General Studies. Clinical hours required are 765. A student must pass clinical courses with a minimum grade of C; clinical courses may be repeated only once. Students must meet all general education requirements.

**GRADUATION WITH DISTINCTION**

A bachelor of science in nursing with distinction will be awarded to students whose work in senior level courses is of outstanding quality; both classroom and clinical courses will be included. Students considered for graduation with distinction must have a minimum GPA of 3.2; all decisions for distinction are made by a vote of the nursing faculty.

**SPECIAL OPPORTUNITIES**

The Mainland Division of AtlantiCare Regional Medical Center and the Bacharach Institute of Rehabilitation are located on the Stockton campus. Many other agencies in Atlantic, Cape May and Cumberland counties provide opportunities for clinical practice with both inpatient and outpatient experience. Theta Sigma Chapter of Sigma Theta Tau, International, a nursing honor society, inducts qualified students each year.

**ACCREDITATION**

The nursing program at Richard Stockton College is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and the New Jersey State Board of Nursing.

**INFORMATION ABOUT THE PROGRAM**

Nursing Program Coordinator  
The Richard Stockton College of New Jersey  
PO Box 195  
Pomona, NJ 08240-0195  
Phone: (609) 652-4501
For current, detailed course descriptions, go to the Online Catalog.
UPPER-DIVISION BSN PROGRAM

IN THE SCHOOL OF HEALTH SCIENCES

NURSING

THE FACULTY

Linda Aaronson
Ed.D. (Rutgers, The State University), Associate Professor of Nursing: adult health, gerontics.

Kathleen Bradbury-Golas
D.N.P. (Case Western Reserve University), Assistant Professor of Nursing: adult health

Nancy Taggart Davis
Ph.D. (University of Pennsylvania), Professor of Pathology.

Cheryle Fisher Eisele
Ed.D. (Temple University), Associate Professor of Nursing: women’s health, pediatrics.

Joan Perks
M.S.N. (Widener University), Assistant Professor of Nursing: Burn, Emergency and Trauma

Michelle Sabatini
DNSc. (Widener University), Assistant Professor of Nursing: adult health.

Kathleen O’Rourke Vito
Ph.D. (Catholic University), Associate Professor of Nursing: maternal/child, pediatrics, community health.

Ann Walker
M.S.N. (LaSalle University), Assistant Professor of Nursing: community health, leadership and management

Joyce Welliver
M.S.N. (Villanova University), Assistant Professor of Nursing: psycho-social, medical/surgical nursing.
INTRODUCTION
The upper-division Nursing (NURS) program is designed for registered nurses who want to continue their education by earning the degree of Bachelor of Science in nursing. The program focuses on the acquisition of knowledge and skills that enable the nurse to assist individuals, families, and communities to achieve and maintain optimum health. Emphasis is on the expansion of function to include the entire wellness-to-illness continuum throughout the life cycle within various community settings.

The program encourages self-directed learning, critical thinking and independent action. It promotes professional identity, awareness, and accountability and provides a base for graduate work in education and clinical specialization. Issues in human diversity are integrated throughout the curriculum.

PURPOSES OF THE PROGRAM:
1. Prepare professional nurse generalists.
2. Provide varied experiences in general education through General Studies and liberal arts and sciences.
3. Advance the educational level of nurses to effect improvement in community health care.
4. Encourage continuing professional and personal growth.
5. Provide a foundation for graduate study.

OBJECTIVES
Richard Stockton College Nursing Program objectives are in accordance with those of the Commission on Collegiate Nursing Education (CCNE) and the New Jersey Board of Nursing in that it is designed to produce a nurse generalist who is able to:

1. Utilize system theory and related nursing models when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.
3. Utilize the nursing process and critical thinking to assess health status and health potential; plan, implement and evaluate nursing care for individuals, families and communities.
4. Perform and monitor therapeutic nursing interventions that are evidence-based.
5. Accept responsibility and accountability within an ethical framework for nursing interventions and outcomes.
6. Evaluate research for its applicability in defining and extending nursing practice.
7. Utilize leadership skills through interaction with consumers and providers in meeting health needs and nursing goals.
8. Collaborate on the interdisciplinary health team to identify and effect needed change that will improve care delivery within specific health care systems.
9. Implement the major roles of the professional nurse: caregiver, educator, advocate and activist.
10. Incorporate concepts of human diversity when implementing and evaluating therapeutic nursing interventions.
PROGRAM ORGANIZATION

The curriculum implements the philosophy, purposes and objectives of the program and is developed within the systems framework, utilizing nurse theorists such as Roy Neuman. Nursing courses build upon nursing theory and skills acquired at the lower-division level; they are not repetitive of lower-division work. The program includes 30 program credits in upper division nursing, 8 credits in supporting subjects (cognates) and 24 credits in General Studies electives as required by the College.

REQUIRED COURSES
(UPPER DIVISION)

**Junior Year**
NURS 3331 Theory in Nursing               4 credits
NURS 3333 Health Assessment               4 credits
NURS 3334 Research Methods                3 credits
NURS 3421 Life Science                    4 credits

**Senior Year**
NURS 4901 Nursing Practicum                2 credits
NURS 4335 Professional Nursing in the Community 4 credits
NURS 4935 Community Practicum               2 credits
NURS 4336 Professional Nursing I           4 credits
NURS 4337 Professional Nursing II          2 credits
NURS 4937 Senior Project                   3 credits
NURS 4638 Issues in Nursing                2 credits
NURS 4421 Pathophysiology                  4 credits
Total Program Credits                      38 credits
Total General Studies electives            24 credits
Total                                       62 credits

ADMISSION TO THE PROGRAM

Admission to the program is open to individuals who are licensed to practice as registered nurses in New Jersey. Applicants must have established junior standing by having earned the equivalent of 66 credits as follows:

Lower Division Nursing                          29 credits
Program Courses                                 
Anatomy and Physiology                         8 credits
Chemistry                                      4 credits
Microbiology                                   4 credits
General Studies                                
English                                        6 credits
Psychology                                     3 credits
Growth and Development | 3 credits  
Social Science | 3 credits  
Statistics | 3 credits  
Elective | 3 credits  
**TOTAL** | **66 credits**

Stockton will accept transfer credit for the courses required for admission to the program provided they were taken at regionally accredited institutions and passed with a C grade or better. CLEP, TECEP and Excelsior College Exams may be taken for credit in all non-nursing courses according to the College policy.

**GRADUATION REQUIREMENTS**
After admission to the upper-division B.S.N. program as juniors, students will complete an additional 30 credits in upper-division nursing, eight credits in science, and 24 credits in General Studies electives, for a total of 80 program and 48 General Studies credits. A student must pass clinical courses with a minimum grade of C. (Clinical courses may be repeated only once.)

**GRADUATION WITH DISTINCTION**
A Bachelor of Science in nursing with distinction will be awarded to students whose work in NURS 4337 (Professional Nursing II) and NURS 4937 (Senior Project) is of outstanding quality. The award will be conferred by vote of the nursing faculty to those whose projects show initiative, creativity and ability to apply theory to nursing practice.

**SPECIAL OPPORTUNITIES**
The Mainland Division of AtlantiCare Regional Medical Center and the Bacharach Institute of Rehabilitation are located on the Stockton campus. Many other health agencies in Atlantic and surrounding counties, both inpatient and outpatient, provide opportunities for clinical experience. All nursing courses are taught through a hybrid-online format. Students meet with the faculty in the traditional classroom setting about 50 percent of the time. Additional material and assignments are posted online. Selected clinical courses do not have an online component. Theta Sigma Chapter of Sigma Theta Tau, the international nursing honor society, inducts qualified graduating seniors and graduate students each year.

**ACCREDITATION**
The program is accredited by the New Jersey Board of Nursing and the Commission on Collegiate Nursing Education.
INFORMATION ABOUT THE PROGRAM
Nursing Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4501

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
PUBLIC HEALTH

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Elizabeth G. Calamidas
Ph.D. (Temple University), Associate Professor of Public Health: community health, health education, health behavior, human sexuality, aging and health.

Ronald L. Caplan
Ph.D. (University of Massachusetts), Associate Professor of Public Health: health economics, health policy.

Tara Crowell
Ph.D. (University of Oklahoma), Associate Professor of Public Health; Public Health Internship Coordinator health communication, social marketing, quantitative research methods.

Maritza Jauregui
Ph.D. (University of California, Irvine), Associate Professor of Public Health: environmental health, environmental justice, occupational health.

Brenda Stevenson-Marshall,
Ph.D. (University of Michigan, Ann Arbor), Professor of Public Health; health management, health economics.

PROFESSOR EMERITUS

Bruce DeLussa
M.P.H. (University of Michigan), Professor Emeritus of Public Health.

INTRODUCTION

The Public Health (PUBH) degree is designed to make available to students the skills and knowledge necessary to attain employment in health related fields within the public and private sector. It is also a pre-professional degree that may be used to pursue graduate study in a variety of allied health fields. Students may choose from three highly structured curricular tracks within the program. Majors may specialize in Community Health Education, Environmental Health, or Health Administration.

All Public Health students will take 32 credits of Public Health Core courses and additional Public Health courses specific to their respective tracks. In addition, students pursuing the Community Health Education track will take courses in the natural and behavioral sciences. Those pursuing the Health Administration track will take additional business-related courses. Environmental Health students will take additional courses in the natural and applied sciences.
The combination of core and track requirements results in 80 credits of required courses. Track electives permit public health majors to focus on sub-concentrations in other Stockton programs such as gerontology, social work, environmental studies, economics, marketing, management and public health law. Students are required to do an internship to obtain field experience in Public Health. Most students choose to participate in an internship sponsored by the Public Health Program. However, other internship programs such as the Washington Internship Program and programs in international studies are also available.

Public Health graduates will be eligible for entry-level positions within a variety of health related organizations, including state or local health departments, federal health agencies, voluntary health agencies, public utilities, private industry, consulting firms, hospitals, nursing homes, community health centers, health insurance companies, health maintenance organizations and preferred provider organizations.

ADMISSION TO THE PROGRAM

Public Health tracks are open to Stockton students in good academic standing. Students are advised to declare their majors by the beginning of the sophomore year to provide sufficient time to meet all program requirements for graduation by the end of their senior year. Credit for transfer students will be considered on an individual basis. An interview by appointment with the coordinator is strongly recommended prior to declaration of the major.

PROGRAM ORGANIZATION

The tracks within the Public Health Program are: Community Health Education, Environmental Health and Health Administration.

GRADUATION REQUIREMENTS

Successful completion of the following Public Health program requirements leads to the Bachelor of Science degree:
*Health Core 32 credits
*Track courses 48 credits
**General Studies G-acronym 32 credits
Liberal Studies 16 credits
Total 128 credits

*A C average or better is required across all PUBH courses (or their equivalents) to be eligible for graduation.
**Spanish or another modern language is recommended for Public Health majors.
GRADUATION WITH DISTINCTION

Students who earn a 3.5 GPA in all program and cognate courses will be awarded a Bachelor of Science degree in public health with distinction.

MINOR IN PUBLIC HEALTH

This minor is intended to expose students in other majors to some of the fundamental concepts in public health. It consists of 20 credit hours or five courses. The minor is 20 credits and two options are available. Students must complete the requirements for either Option A or Option B to earn a Minor in Public Health. An average grade of C or better in these five courses is required. Two courses (up to 8 credits) can be transferred into the minor with the approval of the Program Coordinator.

OPTION A (20 credits) – Emphasis on General Public Health Principles
PUBH 1100 Intro to Community Health 4
PUBH 3420 Epidemiology 4
PUBH 2530 Basic Environmental Health
OR PUBH 2605 Environmental Justice 4
PUBH 2402 Health Policies and Issues OR PUBH 3225 Health Insurance 4
PUBH 2315 Health Communication
OR PUBH 2415 Public Health & Marketing OR PUBH 2330 Research Methods & Statistics 4

OPTION B (20 credits)-Emphasis on Basic Environmental Health Principles
PUBH 1100 Intro to Community Health 4
PUBH 3420 Epidemiology 4
PUBH 2530 Basic Environmental Health 4
PUBH Environmental Health courses* 8
* chosen with the approval of the Program or PUBH Minor Coordinator

PUBLIC HEALTH CORE -32 credits
PUBH 1100 Introduction to Community Health 4
HLTH 2221 Functional Human Anatomy 4
PUBH 2330 Research Methods and Statistics 4
PUBH 2450 Public Health and Marketing 4
PUBH 2530 Basic Environmental Health 4
PUBH 3415 Writing for Health Professionals 4
PUBH 3420 Epidemiology 4
PUBH 4950 Public Health Internship and Fieldwork 4
PUBLIC HEALTH TRACKS
Community Health Education Track
BIOL 1200 Cells and molecules 4
BIOL 1201 Cells and Molecules Lab 1
CHEM 2110 Chemistry I—General Principles 4
CHEM 2115 Chemistry I Lab 1
EDUC 3510 Program Planning/School Health Education 4
PSYC 1100 Introduction to Psychology 4
PSYC 2212 Health Psychology 4
PUBH 2432 Contemporary Health Issues 4
PUBH 3102 Community Health Education Theory and Practice 4
PUBH 4113 Patient Education 4
PUBH 4810 Topics in Public Health –Community Health education 4
Electives* 10
Total Track Credits 48

*Suggested electives; others with prior approval of preceptor:
ANTH 2136 World Perspectives on Health
GERO 1100 Introduction to Gerontology**
GERO 2107 Aging and Health
GNM 2146 Survey of Human Nutrition
GNM 3105 Psychopharmacology
GSS 2161 Perspectives on Sexuality
GSS 3160 Stress and Anxiety
PUBH 2315 Health Communications
PUBH 2415 Health Information Technology
PUBH 2421 Computers for Health Professionals
PUBH 2435 Fires, Flood, and Famine: Communities in Crisis
PUBH 2605 Environmental Justice
PUBH 4110 Public Health Administration and Law
SOWK 3303 Interviewing/Counseling Skills

**Students interested in earning a Gerontology minor should consult with the Gerontology Coordinator.
### Environmental Health Track

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 1200</td>
<td>Cells and Molecules</td>
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<tr>
<td>BIOL 1205</td>
<td>Cells and Molecules Lab</td>
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</tr>
<tr>
<td>CHEM 2110</td>
<td>Chemistry I General Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2115</td>
<td>Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 2120</td>
<td>Chemistry II Organic Structures</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2125</td>
<td>Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 2605</td>
<td>Environmental Justice</td>
<td>4</td>
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<tr>
<td>PUBH 3620</td>
<td>Occupational Health</td>
<td>4</td>
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<tr>
<td>PUBH 3640</td>
<td>Environmental Risk Assessment</td>
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*Choose one of the following:*

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<td>PUBH 3111</td>
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<tr>
<td>ENVL 3432</td>
<td>Soil Science 4</td>
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<tr>
<td>ENVL 3302</td>
<td>Geographic Information Systems</td>
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*Choose one of the following:*

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<td>ENVL 2640</td>
<td>Environmental Toxicology</td>
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<tr>
<td>ENVL 3241</td>
<td>Environmental Pollution &amp; Regulation</td>
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</table>

Electives* 13

Total Track Credits 48

*Electives will be chosen with preceptor

### Health Administration Track

<table>
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<td>ACCT 2120</td>
<td>Managerial Accounting</td>
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<tr>
<td>ECON/PUBH 2104</td>
<td>Health Care Economics</td>
<td>4</td>
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<tr>
<td>MGMT3110</td>
<td>Introduction to Management</td>
<td>4</td>
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<tr>
<td>MGMT3111</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 3110</td>
<td>Marketing Principles</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 2402</td>
<td>Health Policies and Issues</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 3225</td>
<td>Health Insurance</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 4401</td>
<td>Health Management</td>
<td>4</td>
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</tbody>
</table>

Electives* 12

Total Track Credits 48

*Suggested electives; others with prior approval of preceptor:

- ANTH 2136 World Perspectives on Health
- ECON 1200 Introduction to Macroeconomics
- GERO 1100 Introduction to Gerontology**
- GERO 2107 Aging and Health
- GNM 1026 Alternative Health Care
  or
- GNM 2144 Alternative Health Care
- GSS 1044 Diversity Issues
  or
- GSS 2128 Diversity Issues
MGMT3124 Organizational Behavior  
PLAW 2120 Business Law I  
PLAW 3110 Legal and Social Environment of Business  
PLAW 3120 Business Law II  
POLS 2180 Introduction to Public Administration  
POLS 2209 State and Local Government  
POLS 2280 Administrative Law  
PUBH 2315 Health Communications  
PUBH 2415 Health Information Technology  
PUBH 2421 Computers for Health Professionals  
PUBH 2605 Environmental Justice  
PUBH 3102 Community Health Education Theory and Practice  
PUBH 3620 Occupational Health  
PUBH 4110 Public Health Administration and Law  
PUBH 4115 Health Planning  

**Students interested in earning a Gerontology minor should consult with the Gerontology coordinator.**

**INFORMATION ABOUT THE PROGRAM**

Public Health Program Coordinator  
The Richard Stockton College of New Jersey  
PO Box 195  
Pomona NJ 08240-0195  
Phone: (609) 652-4501

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
PO Box 195  
Pomona NJ 08240-0195  
Phone: (609) 652-4261  
[www.stockton.edu](http://www.stockton.edu)

For current, detailed course descriptions, go to the [Online Catalog](http://www.stockton.edu).
SPEECH PATHOLOGY AND AUDIOLOGY

IN THE FACULTY OF HEALTH SCIENCES

THE FACULTY

Richard Berry
Ph.D. (University of Illinois), Associate Professor of Speech Pathology and Audiology.

Amy Hadley Ed.D. (University of Central Florida), Associate Professor of Speech Pathology and Audiology

Stacey DeNafo
M.A. (University of Cincinnati), Supervisor, Speech Pathology and Audiology Clinic.

INTRODUCTION

The Speech Pathology and Audiology (SPAD) program is pre-professional; it is designed to prepare the student to pursue graduate study leading to national certification as a speech-language pathologist or audiologist. Coursework includes those areas that have been identified as unique and necessary to the understanding of human communication and associated disorders. The program presents both strong theoretical and clinical foundations.

Students are encouraged to choose as electives courses that deal with human behavior, communication sciences, normal and/or abnormal human development, assessment or therapeutic techniques, or the implications of exceptionality. Students should also complete course work in the biological and physical sciences.

PROGRAM ORGANIZATION

Speech Pathology and Audiology is one of the Health Sciences programs offered at Richard Stockton College. The SPAD clinical component includes three clinical courses (minimum grade of C required). Each student is expected to complete approximately 25 clock hours of observation and additional hours of therapeutic and diagnostic experience under the close supervision of a certified member of the American Speech-Language-Hearing Association (ASHA). The distribution of clinical hours is adherent to the clinical practicum requirements for certification by the American Speech-Language-Hearing Association. The ASHA requirement is 400 hours of therapeutic clinical practicum (including 25 hours of observation) by the time students achieve the master’s degree. The hours of practicum will be obtained as follows:
Clinical Practicum I: The student usually registers for this course during the junior year. The course introduces students to speech-language therapy through guided observational experiences and orientation to clinical practices. Direct supervision is provided by ASHA certified faculty and staff. It requires observation in the College clinic and at two offsite locations.

Clinical Practicum II: Usually taken during the junior or senior year, the student is responsible for providing therapeutic intervention to clients of various ages and disorders. Direct supervision is provided.

Clinical Practicum III: Usually taken during the senior year, the student is assigned diagnostic evaluations to perform at an off-campus facility. Supervision by an ASHA-certified speech pathologist is required.

ADMISSION TO THE PROGRAM
The Speech Pathology and Audiology program is open to Stockton students in good academic standing. Students are advised to declare their majors by the beginning of the sophomore year to provide sufficient time to meet all program requirements for graduation by the end of their senior year. Credit for transfer students will be considered on an individual basis.

GRADUATION REQUIREMENTS
The Speech Pathology and Audiology program leads to the Bachelor of Science degree.

Core Courses 12 credits
Program and Cognate courses 68 credits
General Studies G-acronym 32 credits
Liberal Studies (ASD/At-Some-Distance) 16 credits
Total 128 credits

CORE COURSES
HLTH 2221 Functional Human Anatomy 4 credits
CSIS 1180 Microcomputers, Applications 4 credits or PUBH 2145 Health Information Technology 4 credits
SPAD 2305 Statistics for Health Professions 4 credits
Total 12 credits
**PROGRAM/COGNATE COURSES**

PSYC 3322 Developmental Psychology  
SPAD 1101 Phonetics  
SPAD 1102 Speech Science I  
SPAD 1103 Speech Science II  
SPAD 2115 Language Acquisition  
SPAD 2119 Introduction to Communication Disorders  
SPAD 2120 Introduction to Audiology  
SPAD 2125 Methods and Materials in Speech Pathology  
SPAD 3120 Phonology  
SPAD 3121 Aural Rehabilitation  
SPAD 3123 Language Disorders  
SPAD 3422 Diagnostic Methods—Speech Pathology  
SPAD 3611 Seminar in Speech Pathology and Audiology  
SPAD 3715 Clinical Practicum I  
SPAD 3716 Clinical Practicum II  
SPAD 3717 Clinical Practicum III  
Electives  
68

The College’s General Studies requirements are fully described in the *Bulletin*; the student is responsible for meeting those requirements as well as the requirements of the Speech Pathology and Audiology program.

The following is a *recommended* course sequence of program and cognate courses for entering freshmen. It should be noted that all program courses must be completed with a grade of C or better.

**Fall 1**  
CSIS 1180/PUBH 2145  
PSYC 1100 (cognate)  

**Spring 2**  
SPAD 2119  
HLTH 2221

**Fall 3**  
SPAD 1101  
SPAD 1102  
SPAD 2115  

**Spring 4**  
SPAD 2125  
SPAD 1103

**Fall 5**  
SPAD 2305  
SPAD 3120  
PSYC 3323  

**Spring 6**  
SPAD 3715  
SPAD 3123  
SPAD 3422

**Fall 7**  
SPAD 3716  
SPAD 3121  
SPAD cognate  

**Spring 8**  
SPAD 3717  
SPAD 2120  
SPAD 3611
GRADUATION WITH DISTINCTION

A Bachelor of Science degree with distinction in each health sciences program will be awarded to students who achieve 70% A (or equivalent) grades in program and cognate course work and who have a distinctive and outstanding record of participation in and contribution to the offerings of the allied health sciences.

INFORMATION ABOUT THE PROGRAM
Speech Pathology and Audiology Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4501

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

BIOCHEMISTRY/ MOLECULAR BIOLOGY

THE FACULTY

Kelly Keenan
Ph.D. (University of California, Los Angeles), Associate Professor of Chemistry: biochemistry, proteomics, metabolomics.

William A. Rosche
Ph.D. (Texas A&M University), Assistant Professor of Biology: microbiology, molecular genetics, bioremediation, microbial ecology.

Brian Rogerson
Ph.D. (University of Pittsburgh), Associate Professor of Chemistry: biochemistry, molecular immunology, B-lymphocyte immune response during aging, mycobacterial gene expression.

Peter Straub
Ph.D. (University of Delaware), Professor of Biology: plant physiology, plant molecular biology, plant population genetics, environmental stress, beach and salt marsh plants.

Karen York
Ph.D. (University of Pennsylvania), Associate Professor of Biology: genetics, molecular genetics and microbiology.

ASSOCIATED FACULTY

Ada Casares
Ph.D. (National University of Mexico), Assistant Professor of Chemistry: organic synthesis and methodology, stereochemistry.

Tara Harmer Luke
Ph.D. (Johns Hopkins University), Associate Professor of Biology: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

Matthew Landau
Ph.D. (Florida Institute of Technology), Professor of Marine Science: aquaculture, fisheries management, crustacean biology, general evolutionary theory, comparative physiology and toxicology, biometry, biochemistry.

Elizabeth C. Pollock
Ph.D. (Yale University), Assistant Professor of Chemistry: biochemistry, nuclear magnetic resonance, environmental science.
**Shanthi Rajaraman**  
Ph.D. (Rutgers, The State University), Assistant Professor of Chemistry: organic chemistry, organic reaction mechanisms, synthetic organic chemistry, heterocyclic chemistry, natural products, medicinal chemistry.

**PROFESSORS EMERITI**

**Richard Colby**  
Ph.D. (University of California, Berkeley), Professor Emeritus of Cell Biology: cell and molecular biology, microscopy, tissue culture, biochemistry, immunobiology, mechanisms of movement in muscle and ameoboid cells, differentiation of cells in culture, lipid metabolism.

**Jonathan Griffiths**  
Ph.D. (Duke University), Professor Emeritus of Chemistry: synthetic organic chemistry involving carbanions, spectroscopic methods in organic chemistry, “experiential” chemistry, chemical education.

**Rosalind Herlands**  
Ph.D. (University of California, Irvine), Professor Emerita of Biology: developmental biology, cell biology, embryology, immunology; histology, molecular biology studies on diamondback terrapins, bioethics, women’s studies

**INTRODUCTION**

Biochemistry/Molecular Biology (BCMB) represents a rapidly growing discipline that bridges the chemical and biological sciences. It focuses on how cells solve various biological problems and the role of the chemical components. The rapid development of this field has been due to advancement of laboratory techniques that involve the use of protein and nucleic acids such as DNA. Knowledge of this field was always necessary for those interested in medical science and it has become increasingly important for those interested in the pharmaceutical and forensics fields. The program offerings as well as the faculty expertise reflect the combined chemical and biological basis for this field. Introductory courses in both biology and chemistry are required. Upper level courses tend to combine both fields as the chemistry of living organisms is examined. Since it is such an experimental science, the program emphasizes laboratory skills and use of instruments and equipment to prepare students for employment or for study toward a variety of advanced degrees. In addition, an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers University allows students the opportunity to earn an advanced degree in pharmacy combined with a baccalaureate degree from Stockton.
ADMISSION TO THE PROGRAM
There are no formal prerequisites for admission to the Biochemistry/Molecular Biology major, and all interested students are welcome. Students are encouraged to take at least three years of high school mathematics as well as college preparatory science including chemistry and physics. The development of oral and written communication skills is also encouraged. The student whose background in these areas requires strengthening will be advised individually and may be required to take basic skills courses. It is advisable to be assigned to a biochemistry/molecular biology (BCMB) preceptor early. There is a selective admissions process with specified requirements for those students accepted in the articulated program with the Ernest Mario School of Pharmacy at Rutgers, The State University. Certain requirements must be met in order to apply and become accepted. Students apply in their senior year of high school for this program.

GRADUATION REQUIREMENTS
In addition to the College’s general education requirements, students must meet the graduation requirements for a B.S. in Biochemistry/Molecular Biology. The curriculum includes introductory courses in biology, chemistry, physics and mathematics as well as intermediate and advanced courses in biochemistry, biology and chemistry. The culmination is the senior project or internship. In some cases this may require more than one semester to complete and students are encouraged to begin planning early and allow ample time for completion. All students will make an oral presentation of the senior project or internship at the senior symposium, which is held every semester. There are two requirements for graduation.

1. An overall grade point average of C or better is required for all core, cognate and elective courses;
2. A grade of C or better is required for all core courses that are listed.

The core courses are:
BIOL 1200 Cells and Molecules and 1205 Laboratory
BIOL1400 Biodiversity and Evolution and 1405 Laboratory
CHEM 2110 Chemistry I and 2115 Laboratory
CHEM 2120 Chemistry II and 2125 Laboratory
CHEM 2130 Chemistry III and 2135 Laboratory
CHEM 2140 Chemistry IV and 2145 Laboratory
BIOL/CHEM 3250 Biochemistry
BIOL/CHEM 3550 Biochemical Laboratory Methods
BIOL/CHEM/BCMB 4800 Senior project or
BIOL/CHEM/BCMB 4900 Senior internship

The curriculum is listed below and is divided into introductory and advanced courses.

INTRODUCTORY LEVEL
BIOL 1200 Cells and Molecules and 1205 Laboratory
BIOL1400 Biodiversity and Evolution and 1405 Laboratory
BIOL 2110 Genetics and 2115 Laboratory
CHEM 2110 Chemistry I: General Principles and 2115 Laboratory
CHEM 2120 Chemistry II: Organic Structure and 2125 Laboratory
CHEM 2130 Chemistry III: Organic Reactions and 2135 Laboratory
CHEM 2140 Chemistry IV: General Principles and 2145 Laboratory
MATH 2215 Calculus I
Either
PHYS 2110 Physics for Life Sciences I and 2115 Laboratory
PHYS 2120 Physics for Life Sciences II and 2125 Laboratory
Or PHYS 2220 Physics I and 2225 Laboratory and
PHYS 2230 Physics II and 2235 Laboratory

ADVANCED LEVEL
BIOL/CHEM 3250 Biochemistry
BIOL/CHEM 3350 Biochemistry Laboratory Methods
Either
BIOL 4210 Molecular Genetics or
BIOL 4215 Biotechnology or
BIOL 4211 Molecular Evolution
Either
BCMB 4800 Biochemistry Research Project or
BCMB 4900 Biochemistry Internship

Two of the following six:
CHEM 3035 Survey of Instrumentation
CHEM 3310 Laboratory Methods
BIOL/CHEM 3550 Advanced Biochemistry
CHEM 3410 Physical Chemistry I
CHEM 3520 Advanced Organic Chemistry
CHEM 3770 Biophysical Chemistry

Two of the following or other approved courses:
BIOL 3100 Cell Biology Laboratory Methods
BIOL 3110 Animal Behavior
BIOL 3132 Invertebrate Physiology
BIOL 3141 Vertebrate Development
BIOL 3160 Developmental Biology
BIOL 3170 Microbiology
BIOL 3180 Plant Physiology
BIOL 3190 Intermediate Cell Biology
BIOL 3433 Freshwater Wetlands
BIOL 3435 Evolutionary Mammology
BIOL 4100 Principles of Evolution
BIOL 4155 Environmental Physiology
BIOL 4160 Reproductive Physiology
BIOL 4200 Immunology
BIOL 4210 Molecular Genetics
BIOL 4211 Molecular Systematic
BIOL 4215 Biotechnology
BIOL 4220 Endocrinology
Some students may find that 128 credits are not sufficient to satisfy their needs in college. They are encouraged to regard the 128 credits as a minimum and supplement them with additional courses of interest.

SAMPLE CURRICULUM
A sample curriculum is shown. It includes only program and cognate courses required for the major; general education requirements are not shown. It is essential in this major that students complete the lower level courses in chemistry, biology and mathematics in a timely fashion. Chemistry I through Chemistry IV, a year of introductory biology, Genetics and Calculus I should be completed in the first two years. All of these courses are offered every semester and there is some flexibility in the order of chemistry courses. Consult the chemistry program description for more information. The curriculum allows much more flexibility in the junior and senior years.

GRADUATION WITH DISTINCTION
A Bachelor of Science degree with distinction in biochemistry/molecular biology will be awarded to students who meet the College criteria and whose course work and senior project or internships are of outstanding quality. The award will be conferred by the Biochemistry/Molecular Biology program faculty on those whose scholarly and scientific achievements are judged to be of unusual merit.

SPECIAL OPPORTUNITIES
For the senior research project, students have the opportunity to carry out research on campus in the laboratory of a faculty member. This might result in publication of work as well as presentation at a conference. There are several sources of financial support for students to attend conferences. For the senior internship, students may choose to perform off-campus work in government, university or industrial laboratories. Examples of these have included regional internships at the Federal Aviation Administration Technical Center and State Police Crime Lab as well as research projects carried out by students through the National Science Foundation Research Experience for Undergraduates program. Students can apply for this program and be paid a stipend to carry out a research project at a university. In addition, Stockton’s Washington Internship program offers opportunities for placement in institutions such as National Institutes of Health, National Science Foundation and Walter Reed Army Medical Hospital. Academic credit will be granted for such experience, provided it contributes significantly to the student’s intellectual development. An outstanding opportunity is participation in Stockton’s International Education experience. Stockton also has an articulation agreement with the Ernest Mario School of Pharmacy at Rutgers, so that students can complete courses in the BCMB major for two or three years and then transfer to Rutgers. Students apply and are accepted into this program directly from high school and earn a B.S. degree in BCMB from Stockton and a Doctor of Pharmacy degree from Rutgers.
SAMPLE CURRICULUM

Freshman year

First semester (Fall)
Chemistry I (CHEM 2110)
Chemistry I lab (CHEM 2115)
Cells and Molecules (BIOL 1200)
Cells and Molecules lab (BIOL 1205)
Calculus I (MATH 2215)

Second semester (Spring)
Chemistry II (CHEM 2120)
Chemistry II lab (CHEM 2125)

Sophomore year

First semester (Fall)
Chemistry III (CHEM 2130)
Chemistry III lab (CHEM 2135)
Physics for Life Sciences I (PHYS 2110)
Physics for Life Sciences lab (PHYS 2115)
Genetics (BIOL 2110)
Genetics Lab (BIOL 2115)

Second semester (Spring)
Chemistry IV (CHEM 2140)
Chemistry IV lab (CHEM 2145)
Physics for Life Sciences II (PHYS 2120)
Physics for Life Sciences II lab (PHYS 2125)
Plant Physiology or other advanced Biology course

Junior year

First semester (Fall)
Biochemistry (BIOL/CHEM 3250)
Biophysical Chemistry (CHEM 3410)
Advanced Biochemistry (BIOL/CHEM 3430)
Second semester (Spring)
Biochemistry Lab Methods (BIOL/CHEM 3550)

Senior Year

First semester (Fall)
Advanced Biology course
Senior project/Internship

Second semester (Spring)
Molecular Genetics

CAREER OPPORTUNITIES

Students who earn degrees in this field have a variety of options for employment or higher education. They can pursue careers in the pharmaceutical, forensics, or biotechnology industries. Other graduates have also gone on to become teachers. Students with a degree in this field could also pursue advanced study in medicine, dentistry, veterinary medicine or complete graduate degrees in microbiology, cellular biology, biochemistry or molecular biology.

INFORMATION ABOUT THE PROGRAM
Biochemistry/Molecular Biology
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Dean of Enrollment Management
The Richard Stockton College of New Jersey
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Phone: (609) 652-4261

For additional, current information, visit the BCMB Web site under Undergraduate Programs at www.stockton.edu.

For current, detailed course descriptions, go to the Online Catalog.
BIOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

David W. Burleigh
Ph.D. (Old Dominion University and Eastern Virginia Medical School), Associate Professor of Biology: reproductive biology, placental biology.

Tara Harmer Luke
Ph.D. (Johns Hopkins University), Associate Professor of Biology: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

Daniel Hernandez
Ph.D. (Rutgers, The State University), Associate Professor of Biology: conservation biology, ornithology, biology of horseshoe crabs, terrapins, wildlife management.

Ron S. Hutchison
Ph.D. (University of Illinois), Associate Professor of Biology: cell and molecular biology, photosynthesis, plant biology, biochemistry, algal responses to cold environments, polar biology.

Tim A. Haresign
Ph.D. (University of Connecticut at Storrs), Associate Professor of Biology: neuroscience, animal behavior, bioacoustics, evolutionary psychology, cognitive science, issues of diversity.

Michael R. Lague
Ph.D. (The State University of New York at Stony Brook) Associate Professor of Biology: human evolution, skeletal biology, morphometrics, size and scaling, paleontology.

Margaret E. Lewis
Ph.D. (State University of New York At Stony Brook), Associate Professor of Biology: paleontology, vertebrate anatomy, anthropology, paleoecology, evolutionary biology, forensics.

William A. Rosche
Ph.D. (Texas A&M University), Assistant Professor of Biology: microbiology, molecular genetics, bioremediation, microbial ecology.

Ekaterina G. Sedia
Ph.D. (Rutgers, the State University of New Jersey), Associate Professor of Biology: community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, population and human behavioral genetics.
Linda Smith  
Ph.D. (Rutgers University), Associate Professor of Biology: conservation biology, sustainable agriculture, ecological physiology, behavioral ecology.

Peter F. Straub  
Ph.D. (University of Delaware), Professor of Biology: biotechnology, gene regulation, environmental physiology of estuarine and marine organisms, scientific diving.

Ralph E. Werner  
V.M.D. (University of Pennsylvania), Associate Professor of Biology: physiology, pathology, pathophysiology, anatomy, parasitology, medicine, human health, alternative medicine.

Roger C. Wood  
Ph.D. (Harvard University), Professor of Zoology: conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

Karen York  
Ph.D. (University of Pennsylvania), Associate Professor of Biology: genetics, molecular genetics and microbiology.

ASSOCIATED FACULTY

Eva Baranowski  
M.S. (University of Massachusetts, Amherst), Biology Professional Services Specialist.

John J. Connor  
Ph.D. (University of Florida), Professor of Writing: biology of birds, composition, journalism, science journalism, natural history.

William J. Cromartie, Jr.  
Ph.D. (Cornell University), Associate Professor of Environmental Science: general ecology, entomology, population biology, aquatic ecology.

Michael D. Geller  
Ph.D. (State University of New York at Binghamton), Associate Professor of Environmental Science: mammalian ecology, population ecology, wetlands analysis, pine barrens botany, population regulation in mammals, ecology of reproduction, ecology of disease.

Richard P. Hager  
Ph.D. (University of New Hampshire), Associate Professor of Marine Science: marine ecology, general and population ecology, invertebrate zoology, biology of amphipod crustaceans, ecology of beaches.

Kelly A. Keenan  
Ph.D. (University of California, Los Angeles), Associate Professor of Chemistry: biochemistry, proteomics and metabolomics.
Matthew Landau  
Ph.D. (Florida Institute of Technology), Professor of Marine Science: aquaculture, crustacean biology, general evolutionary theory, comparative physiology and toxicology, biometry, tropical marine biology, science education.

Brian Rogerson  
Ph.D. (University of Pittsburgh), Associate Professor of Chemistry: biochemistry, molecular immunology, B-lymphocyte immune response during aging.

Mark Sullivan  
Ph.D. (University of Miami), Associate Professor of Marine Science: marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

George Zimmermann  
Ph.D. (Rutgers, The State University), Professor of Environmental Science: forest ecology, forest management, quantitative methods in ecology.

PROFESSORS EMERITI

Rudolf G. Arndt  
Ph.D. (Cornell University), Professor Emeritus of Marine Science: ichthyology, estuarine ecology, blue crab biology, vertebrate zoology, ecology, behavior, herpetology, nature photography.

Sandra Hartzog Bierbrauer  
Ph.D. (University of Massachusetts at Amherst), Professor Emerita of Genetics: human, plant and population genetics; evolution; plant systematic and ecology.

Richard H. Colby  
Ph.D. (University of California at Berkeley), Professor Emeritus of Cell Biology: cell and molecular biology, microscopy, tissue culture, biochemistry, immunobiology, mechanisms of movement in muscle and ameboid cells, differentiation of cells in culture, lipid metabolism.

Rosalind L. Herlands  
Ph.D. (University of California at Irvine), Professor Emerita of Biology: developmental biology, cell biology, embryology, immunology, histology, turtle biology, bioethics, women’s studies.
INTRODUCTION

The Biology (BIOL) program offers Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees and a Biology minor in order to (1) prepare students for a variety of careers in biological science; (2) provide a background of skills, attitudes and knowledge needed for further study in professional and graduate schools; and (3) promote enjoyment and appreciation of the organisms that populate our planet. Biology courses emphasize the diversity of life-forms that have evolved and the wide range of levels at which they can be studied: molecular to ecosystem. Many courses have laboratory and/or field components, and seminar, tutorial or independent project modes of instruction are also utilized. The program takes advantage of the College’s 1,600-acre setting in the New Jersey Pine Barrens close to the Atlantic Ocean. It is an area rich with diverse terrestrial, estuarine and marine habitats. Nearby are the Forsythe National Wildlife Refuge and many other federal, state, county and private wildlife preserves, in addition to research facilities on campus. The College has its own marine station. The laboratory complex includes a greenhouse, animal rooms, environmental growth chambers, computer apparatus for physiological studies, light microscopes of many descriptions, plant and animal tissue culture facilities, and modern biological instrumentation including centrifuges, thermocyclers, and instrumentation for automated DNA sequencing.

ADMISSION TO THE PROGRAM

The Biology program welcomes all interested Stockton students. Early declaration of a Biology major is advisable. To be assigned a biology preceptor, students should see the Center for Academic Advising or the desired preceptor and file the declaration of major (or minor) and preceptor form available from the Center for Academic Advising. High school students preparing for a career in biology should take at least three years of college-preparatory mathematics, three years of college-preparatory science (especially chemistry), and four years of college-preparatory English. Word processing and computer skills are helpful. A foreign language is also recommended. Beginning science students who lack adequate backgrounds may find it necessary to take basic skills courses before starting the core biology and chemistry sequences. Such students may have to complete more than the 128 required credits and study for more than four years to meet the Biology program’s degree requirements.

GRADUATION REQUIREMENTS

For a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) Degree, 128 total credits.

REQUIREMENTS FOR BOTH B.A. AND B.S. DEGREES

Required Program Courses (BIOL Core)
BIOL 1200 and 1205 (Cells and Molecules, Lab)
BIOL 1400 and 1405 (Biodiversity and Evolution, Lab)
BIOL 2110 and 2115 (Genetics, Lab)
The pass/fail option for grading is not acceptable for the above core courses; a minimum letter grade of C, or better, must be earned in order to continue. A grade of C- is not acceptable.
BIOL 3600 (Preparation for Research) Recommended in the sophomore year.
BIOL 4600 (Biology Seminar)
At least one plant course. The required plant course could include any of the following:
BIOL 2120 (Botany),
BIOL 3180 (Plant Physiology),
BIOL 3365 (Economic Botany),
BIOL 3370 (Medical Botany)
BIOL/ENVL 3414 (Plant Ecology),
BIOL 3417/ENVL 3416 (Dendrology),
MARS 3335 (Marine Botany),
MARS 3336 (Marine Plant Ecology),
BIOL/MARS 3416 (Tropical Marine Biology) by request.
BIOL 3467 (Tide March Ecology)

Elective Program Courses
Upper Level Electives:
At least three 4-credit courses at 3000-4000 level (not including BIOL 4800/4900). The pass/fail option for grading is not acceptable for the above courses; they must be taken for a letter grade. (Independent studies and Internships do not fulfill the Upper Level Elective requirement).

Additional Biology (and related life science) courses for a total of 32 Biology credits (B.A.), or 40 Biology credits (B.S.). A senior project or internship (BIOL 4800 or 4900) is recommended, but is required only for those students wishing to be considered for graduation with Program Distinction.

Required Cognate Courses (Cognate Core)
CHEM 2110 and 2115 (Chemistry I Gen. Principles, Lab)
CHEM 2120 and 2125 (Chemistry II Organic Structure, Lab)

The pass/fail option for grading is not acceptable for the above courses; they must be taken for a letter grade.

Required chemistry should be taken concurrently with Introductory Biology sequence.

Elective Cognate Courses
MATH 1100 or 2215 (Precalculus or Calculus I)

Math should be taken as early in the program as possible since it is a key tool for any scientific program and a prerequisite for BIOL 2110 (Genetics). Students pursuing a Math sequence are encouraged to complete the sequence in a timely manner to avoid erosion of skills. Students with poor Math preparation will be expected to complete BASK Math or select an appropriate lower level math with their preceptor before attempting Precalculus. Students with good high school preparation are encouraged to begin with Calculus.

Physics, additional Chemistry, additional Mathematics (especially statistics), CSIS 1206, ENVL 2400, PSYC 2241 or BIOL 3105, Geology and other appropriate science courses for a total of 32 cognate credits (B.A.) or 40 cognate credits (B.S.)
For College General Studies ("G-course") distribution requirement, see General Studies section of this Bulletin for full details (total of 32 credits).

Additional General Studies courses or program courses “at some distance” from biology (foreign language is particularly recommended) should total 32 credits (B.A.) or 16 credits (B.S.).

College writing and quantitative reasoning requirements are included in all of the above courses.

A grade of C or better is required in each core Biology course. A grade point average of 2.0 or higher is required in Biology and cognate courses. Biology and cognate courses should be selected carefully with the help of a preceptor. Many ENVL and MARS courses are also BIOL courses and some social science and professional studies courses can be used as cognates, on a case-by-case basis. Some BIOL courses are offered as a service to students in other degree programs and are not acceptable towards the degree in Biology (e.g. BIOL 1180, Functional Human Anatomy).

Biology is a broader discipline than most other sciences, leading to many elective courses in the curriculum. Therefore a preceptor’s guidance is important for bringing coherence to the selection of courses.

**STUDENTS GRADUATING WITH A B.S. IN BIOLOGY MUST TAKE AT LEAST THREE COURSES FROM THE FOLLOWING LIST:**

1) CHEM 2130/2135 Chemistry III—Organic Reactions and Lab
2) CHEM 2140/2145 Chemistry IV—Theory and Application and Lab
3) CHEM 3250 Biochemistry
4) PHYS 2110/2115 Physics for Life Sciences I and Lab or PHYS 2220/2225 Physics I and Lab
5) PHYS 2120/2125 Physics for Life Sciences II and Lab or PHYS 2230/2235 Physics II and Lab

**SAMPLE CURRICULUM**

**Freshman Year**

*First Semester (Fall)*

BIOL 1200 and 1205 (Cells and Molecules, Lab)
CHEM 2110 and 2115 (Chemistry I, Lab)
GAH, GEN, GNM or GSS
MATH 1100 (Precalculus Mathematics)
or MATH 2215 (Calculus I)
Second Semester (Spring)
BIOL 1400 and 1405 (Biodiversity and Evolution, Lab)
CHEM 2120 and 2125 (Chemistry II, Lab)
Freshman Seminar:
General Studies elective: GAH, GEN, GNM or GSS
MATH 2215 (Calculus I) or
MATH 2216 (Calculus II) or a Statistics course

Sophomore Year
First Semester (Fall)
BIOL 2110 and 2115 (Genetics, Lab)
CHEM 2130 and 2135 (Chemistry III, Lab)
General Studies elective or at-some-distance course
PHYS 2110 and 2115 (Physics for Life Sciences I, Lab) or
PHYS 2220 and 2225 (Physics I, Lab)

Second Semester (Spring)
four courses from:
BIOL 2100 (Ecology)
BIOL 2120 (Botany),
BIOL 2130 (Vertebrate Zoology),
BIOL 2150 (Physiology, Lab) or
BIOL 3140 (Vertebrate Embryology),
CHEM 2140 and 2145 (Chemistry IV, Lab) and
General Studies or elective or at-some-distance course
PHYS 2120 and 2125 (Physics for Life Sciences II, Lab) or
PHYS 2230 and 2235 (Physics II, Lab)

Junior and Senior Years
The specific courses taken will depend on the student’s interests in biology and on the degree desired (B.A. or B.S.). Advice from a Biology program preceptor is strongly urged.

BIOL 3600 (Preparation for Research) should be taken in the junior year. This course is not generally available in the fall term. Students intending an internship or independent study should plan and prepare well before the start of the senior year, again with guidance from a faculty member.
TRACKS
Track structures are informal and intended only for general guidance in selecting a coherent set of recommended courses that supplement the general requirements above. At the time a track is selected, students may wish to switch preceptors to someone best able to provide guidance.

1. Pre-professional Track
Includes prerequisites for most medical, veterinary, dental, optometry, and podiatric schools: BIOL and cognate elective recommendations include BIOL 3170 (Microbiology), BIOL 3250 (Biochemistry), BIOL 4800/4900, a full year of General and Organic Chemistry, MATH 2215 (Calculus I), a statistics course, and a year of Physics.

2. Pre-physical Therapy Track
For students intending to apply for the graduate degree program in Physical Therapy in the sophomore year: BIOL and cognate electives must include BIOL 2150/2151 (Physiology, Lab), BIOL 2180/2185 (Human Anatomy, Lab), PSYC 1100 (Introduction to Psychology), and a year of Physics (either Life Science version or the Calculus version).

3. Graduate Degree in Physical Therapy Track
For students accepted into the Physical Therapy Graduate program, who will also obtain a B.S. in Biology: BIOL and cognate electives must include pre-physical Therapy courses listed above plus BIOL 4150 (Advanced Physiology), BIOL 4230/4231 (Neuroscience, Lab) PHTH 4200 (Human Gross Anatomy, Lab), PHTH 4300 (Pathology), and a statistics course.

4. Biotechnology Track
For students desiring laboratory careers in the pharmaceutical industry or perhaps graduate study in molecular biology BIOL and cognate electives might include: BIOL 3160 (Developmental Biology), BIOL 3170 (Microbiology), BIOL 3180 (Plant Physiology), BIOL 3190 (Intermediate Cell Biology), BIOL 3250 (Biochemistry), BIOL/CHM 3350 (Biochemical Lab Methods), BIOL 4110 (Bioinformatics), BIOL 4200 (Immunology), BIOL 4210 (Molecular Genetics), BIOL 4211 (Molecular Evolution), and BIOL 4215 (Biotechnology).

5. General/Integrative Track
Students wishing to be “generally” prepared in biology might select courses in Ecology, Evolutionary Biology (e.g. Paleontology), Conservation Biology and various other courses about particular groups of organisms.

6. The Education (EDUC) Program
Students seeking primary or secondary school teaching certification in Biology should consult the Director of Teacher Education for specific course requirements in Biology, General Studies and Education.
7. Medical Technology Track
For students entering a special dual degree program to earn a B.S. in Biology from RSC and a B.S. in Medical Technology from University of Delaware. Biology electives must include BIOL 2150 (Principles of Physiology), BIOL 3170 (Microbiology). In this track, 31 credits of MEDT coursework (with a grade of C or higher) earned at University of Delaware will be accepted to complete the Biology degree. Students in this track need to complete all General Studies and General Education Outcome requirements within their first three years at Stockton.

RELATED PROGRAMS AND TRACKS
The Chemistry program offers a Biochemistry/ Molecular Biology major. Students interested in invertebrate animals, algae and other marine organisms might want to consider a Marine Science degree. Students interested in life at the ecosystem level of organization might pursue degrees in Environmental Science or Marine Science. Students preparing for medicine or other health careers should read the guide to premedical and related studies in the Bulletin.

TRANSFER STUDENTS
It is crucial to talk immediately with a program faculty member so that decisions can be made as to the transferability of courses taken elsewhere. Transfer students may need more than 128 credits to complete program requirements.

MINOR IN BIOLOGY
Course Requirements—20-22 credits

Introductory core:
One year of general biology, including laboratory exercises. BIOL 1200/1205, 1400/1405 or equivalent (8-10 credits)

Co requisites:
One semester each of inorganic and organic chemistry. CHEM 2110/2115, 2120/2125 or equivalent (credits do not count toward minor)

Intermediate core:
Genetics, including laboratory BIOL 2110/2115 (4 credits)

Biology Seminar:
BIOL 4600 (0 credits)

Intermediate/advanced electives:
Any two BIOL 4-credit courses at 3000 or 4000 level other than BIOL 4800/4900 (8 credits). The core course requirement contributes breadth and the elective component contributes depth in biology. The minor might be of interest to almost any student curious about the living world. Students for whom the minor would fit most easily include those majoring in BCMB, CHEM, ENVL, MARS, PSYC, and PUBH. The introductory core courses must be passed with C grades or better. Additionally, at least the Seminar and the two elective courses must be taken at Stockton.
GRADUATION WITH DISTINCTION
Distinction is bestowed upon students who meet College criteria; who have completed senior projects or internships displaying initiative, critical thinking and methodological skill; and who have presented their project either at the Biology Seminar or have prepared and displayed a poster suitable for a professional meeting.

SPECIAL OPPORTUNITIES
1. Local internships: Mentoring is available at wildlife refuges and other public and private facilities for monitoring, rehabilitating and otherwise studying local wildlife, zoos, museums, aquariums, botanical gardens, hospitals and other healthcare practices and laboratories, nursing homes, the State Police forensic laboratory, the Federal Aviation Authority Technical Center, pharmaceutical companies, environmental testing laboratories, etc.

2. Washington, D.C. Internship: The College participates in a program open to all majors. Biology students have been assigned to the Walter Reed Hospital and Research Center, the Food and Drug Administration, National Institutes of Health laboratories, etc. See Washington Internship Program in the Bulletin.

3. Semester abroad: There is a semester- or year-abroad program, in which Biology majors have enjoyed taking classes at universities in Britain, Ireland, Australia, etc. See International Education in the Bulletin.

4. Research: Most Stockton faculty maintains research programs involving students.

5. Teaching Certificate: Students who combine a Biology degree with preparation for a teaching career have developed projects to introduce new teaching or laboratory instructional units as part of their practice teaching in a local school.

6. Independent study: Students are invited to approach faculty with ideas for learning topics not included in the regular curriculum, which are then pursued by independent study or tutorial modes of instruction.

7. Minor: The opportunity to combine a Biology degree with a minor in Chemistry, Biochemistry/Molecular Biology, Mathematics, Language, Performing Arts, Economics, etc., is particularly valuable.

8. Certificate Programs: Certificates may be earned in Energy, Forensic Science, Gerontology and Holocaust-Genocide Studies. Certificates indicate that students have successfully completed coursework in theses interdisciplinary subjects beyond those completed as part of the Biology degree.
ARTICULATION PROGRAMS
Articulation agreements with medical and dental schools provide options for selected students intending careers in medicine or dentistry. For further information, contact the College Health Professions Advisor.

CAREER OPPORTUNITIES
Biology program alumni report that the largest employment niche for graduates has been the research and development laboratories of pharmaceutical companies and other industries, university research labs and clinics. Graduates also find employment in other industrial and commercial niches (such as pharmaceutical sales) and in the public sector as teachers or as technicians in federal, state, or county laboratories and agencies. Other Biology graduates go on to professional or graduate school, and several are now faculty members at major universities. Virtually all graduates report the need for frequent use of their writing and computer skills, suggesting that future graduates should take full advantage of Stockton’s writing program and opportunity for minors. Many graduates develop careers by combining their preparation in biology with expertise in computer science, library science, drawing, journalistic or creative or technical writing, environmental law, accounting, marketing, management, psychology, etc.

INFORMATION ABOUT THE PROGRAM
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For additional, current information, visit the Biology Web site under Undergraduate Programs at www.stockton.edu.

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CHEMISTRY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Rogers G. Barlatt  
Ph.D. (University of Connecticut), Professor of Chemistry: synthesis and characterization of solid state inorganic materials, electrochemical analysis, solar-hydrogen energy systems, physical science education.

Ada Casares  
Ph.D. (National University of Mexico), Assistant Professor of Chemistry: organic synthesis and methodology; stereochemistry.

Kristen Hallock-Waters  
Ph.D. (University of Maryland at College Park), Assistant Professor of Chemistry: environmental chemistry, photochemistry, spectroscopic methods for determination of trace pollutants, statistical analysis of long-term pollution data.

Bruce N. Hietbrink  
Ph.D. (University of California at Los Angeles), Assistant Professor of Chemistry: organic chemistry, computational chemistry, organometallics, physical organic.

Kelly A. Keenan  
Ph.D. (University of California at Los Angeles), Associate Professor of Chemistry: biochemistry, proteomics, metabolomics.

Elizabeth C. Pollock  
Ph.D. (Yale University), Assistant Professor of Chemistry: biochemistry, nuclear magnetic resonance, environmental science.

Shanthi Rajaraman  
Ph.D. (Rutgers, The State University), Assistant Professor of Chemistry: organic chemistry, organic reaction mechanisms, synthetic organic chemistry, heterocyclic chemistry, natural products, medicinal chemistry.

Marc L. Richard  
Sc.D. (Massachusetts Institute of Technology), Assistant Professor of Chemistry: materials sciences, metallurgy, physical chemistry, phase transformations, archaeometallurgy, diffraction and structure.

Brian Rogerson  
Ph.D. (University of Pittsburgh), Associate Professor of Chemistry: biochemistry, molecular immunology, B-lymphocyte immune response during aging, mycobacterial gene expression.
Louise S. Sowers  
Ph.D. (Drexel University), Associate Professor of Chemistry: chemical impact of energy systems on the environment, pollution analysis, trace analysis instrumental techniques.

ASSOCIATED FACULTY

Tait Chirenje  
Ph.D. (University of Florida), Associate Professor of Environmental Science: urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

Claude M. Epstein  
Ph.D. (Brown University), Professor of Environmental Science: hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

Robert J. Olsen  
Ph.D. (Brandeis University), Assistant Professor of Computational Science: physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

PROFESSORS EMERITI

Jonathan S. Griffiths  
Ph.D. (Duke University), Professor Emeritus of Chemistry: synthetic organic chemistry involving carbanions, investigation of chronic phenomena, “experiential” chemistry, chemical education.

Edward Paul  
Ph.D. (University of Oregon), Professor Emeritus of Chemistry: physical chemistry, chemical physics, thermodynamics, phase diagrams, chemical mechanical polishing, mathematical modeling, scientific models and structures

INTRODUCTION

The Chemistry (CHEM) program offerings are designed for students who want to become chemists, for those who would like to use chemistry to understand the behavior of living systems, and for those who wish to apply chemistry to problems in physics, geology, environmental science or marine science. It is also an appropriate degree program for students pursuing careers in engineering, medicine, dentistry, veterinary medicine or science teaching at the secondary level. The program seeks to provide students an opportunity to acquire a sound foundation in chemistry, and to see its broader applications. Students are encouraged and expected to develop a comprehensive view of their subject as more than a simple sequence of courses. This requires attention to questions of methodology and intellectual style. Course offerings, laboratory experiments, seminars and independent study in the program are tailored to the background and goals of the individual student as much as possible. As the student progresses, emphasis shifts from relatively structured classroom and laboratory experiences to activities that require increasing independence and initiative on the student’s part.
Undergraduate research is an integral part of the typical experience in the laboratory for juniors and seniors.

PROGRAM ORGANIZATION

Students with a reasonable knowledge of high school algebra (high school chemistry is helpful but not essential) should begin the Chemistry program with CHEM 2110 Chemistry I—General Principles. Students with a weak high school algebra background should begin with MATH 1100 Precalculus Mathematics and continue with CHEM 2110 Chemistry I. The CHEM 2110-2140 General and Organic Chemistry I-IV sequence is recommended for all students. Many students in the life sciences who are taking chemistry as a supporting program will find the recommended sequence of CHEM 2110 Chemistry I—General Principles and CHEM 2120 Chemistry II—Organic Structure to be sufficient for their needs. Others might find that CHEM 2140 should be taken AFTER Chemistry I to obtain the equivalent experience of a traditional year-long general chemistry course. The sophomore or junior who transfers to Stockton with a year’s course in general chemistry should register for CHEM 2120 Chemistry II—Organic Structure followed by CHEM 2130 Chemistry III—Organic Reactions. All courses in the Chemistry I-IV sequence have associated laboratories. CHEM 3025 Organic Techniques Laboratory, designed to supplement Chemistry III, provides additional experience with organic synthesis and instrumentation. Intermediate-level courses in inorganic chemistry, laboratory methods and physical chemistry are required of all CHEM majors and are appropriate for a variety of other science majors.

Courses such as Environmental Chemistry, Biochemistry and advanced courses in organic Chemistry and biochemistry are offered on a regular basis. A senior project or research-based internship is required of all CHEM majors for graduation. In addition to regularly scheduled courses, the CHEM 4700 Topics series offers students the chance to work on special focus areas, laboratory projects and independent studies by arrangement with and permission of a faculty member. For more information on faculty specialties and interests, see The Faculty.

DEGREE OPTIONS

Studies toward a degree in chemistry are organized into five degree options or concentrations:

1. **B.A. degree**, appropriate as a general introduction to the physical sciences and for employment in chemistry.

2. **B.S. degree**, suitable for employment or graduate study in chemistry and for professional programs in health-related fields.

3. **B.S. degree with American Chemical Society (ACS) Certification**, for those wishing a traditional, intensive background in chemistry. This curriculum of the Chemistry program meets the undergraduate criteria established by the American Chemical Society (ACS) and is included in the ACS list of approved programs. Students who complete the ACS requirements will be certified to the Society upon graduation.

4. **B.S. degree: Environmental Chemistry Concentration**, suitable for those interested in combining training in traditional chemistry with the ability to apply that knowledge to environmental problems. This concentration prepares students for employment or graduate study in this field.
5. **B.S. and B.S.E.** Dual-Degree in Chemistry and Engineering, for those interested in chemical engineering. Stockton has established five-year dual-degree programs in liberal arts/engineering with the New Jersey Institute of Technology (NJIT) and Rutgers University. Under this option, chemistry majors will spend their first three years at Stockton and last two years at NJIT or Rutgers. The dual-degree program is described in more detail in the Engineering program guide.

**RELATED PROGRAMS**
The field of Biochemistry/Molecular Biology is the interface of Chemistry and Biology. Students interested in this area can study it from either of these basic starting points. A description of graduation requirements for the Biochemistry/Molecular Biology major (BCMB) is included in a separate chapter in the *Bulletin*.

**ADMISSION TO THE PROGRAM**
There are no formal prerequisites for admission to the Chemistry program. Chemistry is based in large measure on physics and mathematics. These subjects are very much a part of the chemist’s thinking. The student with more than a casual interest in chemistry is, therefore, encouraged to develop, in high school, a solid background in the physical sciences and mathematics. The development of oral and written communication skills is also encouraged. The student whose background in these areas requires strengthening will be advised individually in the design of a program tailored to his/her needs.

**GRADUATION REQUIREMENTS**
Although requirements are adjusted to suit the background and goals of each individual, the typical student in the program will choose to follow one of the specific program concentrations. In addition to the college’s general education requirements, as described in the *Bulletin*, CHEM majors are expected to complete the following courses:

1. 40 credits in Chemistry, including the core chemistry courses consisting of General and Organic Chemistry I-IV with labs, Organic Techniques Laboratory, Inorganic Chemistry, Lab Methods I and II, and Physical Chemistry I and II. A GPA of 2.00 or better is required in all chemistry courses beyond Chemistry I and II with no grade lower than a C- in any of these courses. For those students in the ENVL/CHEM concentration, a 2.00 or better GPA is required in all Chemistry courses beyond Chemistry I and II and Environmental Science courses, with no grade lower than C- in any of these courses:

   - CHEM 2110/ Chemistry I—General 2115 Principles and Lab
   - CHEM 2120/ Chemistry II—Organic 2125 Structure and Lab
   - CHEM 2130/ Chemistry III—Organic 2135 Reactions and Lab
   - CHEM 2140/ Chemistry IV—Theory and Applications 2145 and Lab
   - CHEM 3025 Organic Techniques Lab
   - CHEM 3110 Inorganic Chemistry
   - CHEM 3310 Lab Methods I—Analysis
   - CHEM 3320 Lab Methods II—Instrumental
   - CHEM 3410 Physical Chemistry I
   - CHEM 3420 Physical Chemistry II
2. A year of calculus and a year of physics, with lab.
   MATH 2215 Calculus I
   MATH 2216 Calculus II
   PHYS 2220/2225 Physics I and Lab
   PHYS 2230/2235 Physics II and Lab

3. At least one semester of CHEM 4600, Chemistry Seminar. Students are encouraged to enroll in the Chemistry Seminar well before their senior year.

4. An independent project or research-based internship that may involve original laboratory work culminating in a written and oral Senior Project Report.
   CHEM 4800 Senior Project or CHEM 4900 Internship

5. Electives associated with particular concentrations.

For the **B.A. and B.S.** options: Additional elective courses to bring the total to a minimum of 64 (for the B.A. degree) or 80 (for the B.S. degree) credits in Chemistry Or In Chemistry Related Courses From Supporting Programs Like Biology, Biochemistry/Molecular Biology, Physics, Mathematics, Geology, Marine Science, Environmental Science Or Computer Science And Information Systems.

For the **American Chemical Society (ACS) certified B.S. concentration:** elective courses must include: BIOL 1200/1205 Cells and Molecules with Laboratory, CHEM 3250 Biochemistry, and a research-intensive Senior Project or Internship. A total of 44 credits in CHEM courses are required for the B.S. degree with ACS certification.

For the **B.S. Degree, Environmental Chemistry concentration:** A Chemistry Core (consisting of General Chemistry I-IV with labs, Lab Methods I and II, Environmental Chemistry, and Atmospheric Chemistry plus a Senior Project or Internship related to Environmental Chemistry), an Environmental Science Core (consisting of Environmental Issues, Soil Science, Pollution Systems and Solutions, and Hydrology or Groundwater Hydrology), Calculus I and Physics for Life Sciences I and II, plus additional elective courses chosen from an approved list to bring the total to at least 80 credits of science related program courses.

For the **B.S. and B.S.E.** dual-degree, certain additional courses are specified, including Calculus III and Differential Equations, which may be taken instead of Chemistry II and Chemistry III, while Modern Physics may replace Physical Chemistry II. Additional courses in basic engineering are also required. Students may complete Inorganic Chemistry and Laboratory Methods II at either Stockton or at NJIT or Rutgers. Work in the Engineering program at NJIT or Rutgers will fulfill other CHEM requirements including the Senior Project.
CURRICULUM FOR THE B.S. DEGREE IN CHEMISTRY
The B.S. degree requires 80 credits in program and cognate (supporting) courses. At a minimum, a student must take 64 science credits for the B.A. degree. There are several variations possible in the selection and sequence of courses in the junior and senior years. Since flexibility is based on preparation, it is very important to complete the calculus sequence as early as possible. In many cases, the student and the program preceptor can construct a curriculum to meet special skills and goals.

**Freshman**
*Fall*
Calculus I  
Chemistry I  
General Studies (16 credits)  
*Spring*
Calculus II  
Chemistry II  

**Sophomore**
*Fall*
Chemistry III  
Physics I  
General Studies (12 credits)  
*Spring*
Chemistry IV  
Organic Techniques Lab  
Physics II  
Chemistry Seminar  

**Junior**
*Fall*
Physical Chemistry I  
Lab Methods I  
Program/Cognate Electives (4 credits)  
General Studies (12 credits)  
Chemistry Seminar  
*Spring*
Physical  
Chemistry II  
Lab Methods II  

**Senior**
*Fall*
Inorganic Chemistry  
Program/Cognate Electives (10 credits)  
Chemistry Seminar (If not previously taken)  
General Studies (8 credits)  
*Spring*
Senior Project
MINOR IN CHEMISTRY

In order to encourage students to pursue depth in their studies, the program faculty offers certification of a minor in chemistry to students, who complete 26 credits with the following requirements:

The Chemistry Minor is not available to Chemistry or Biochemistry/Molecular Biology majors.

**Introductory Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2110/2115</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2120/2125</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2130/2135</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 2140/2145</td>
<td>4</td>
</tr>
</tbody>
</table>

**Intermediate Core**

One of the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3035</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3110</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3310</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3350</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 3520</td>
<td>4</td>
</tr>
</tbody>
</table>

*Advanced Organic Chemistry with Organic Techniques*

Laboratory CHEM 3025

(both CHEM 3520 and CHEM 3025 must be taken to meet the Intermediate core requirement)

**Intermediate/Advanced Elective** 4

One additional 4-credit CHEM course at the 3000 or 4000 level.

Appropriate elective courses for the CHEM minor include Inorganic, Physical, Environmental, Advanced Organic Chemistry or Biochemistry, Laboratory Methods II, and Topics in Chemistry or Independent Study offerings.

A GPA of 2.00 or better is required in these courses, with no grade lower than a C-.

Transfer students must complete the credits beyond the introductory core at Stockton.

**GRADUATION WITH DISTINCTION**

A Bachelor of Science degree with distinction in Chemistry will be awarded to students who meet college criteria and whose course work and senior projects are judged by the Chemistry program faculty to be of outstanding quality. The award will be conferred by the Chemistry program faculty on those whose scholarly and scientific achievements are judged to be of unusual merit.
SPECIAL OPPORTUNITIES
Many Chemistry students choose to perform off campus work in a government, university or industrial laboratory, often as part of the National Science Foundation Research Experience for Undergraduates (NSF-REU) program. In addition, Stockton’s active Washington Internship Program offers particular opportunities for placements in institutions like the National Academy of Sciences, the National Institutes of Health, or the National Institutes of Standards and Technology, located in the Washington, D.C. area. Academic credit will be granted for such experience, provided it contributes significantly to the student’s intellectual development. Credit will generally be contingent on a comprehensive report submitted after the experience is over. Students may choose to do some or all of their independent projects off campus.

CAREER OPPORTUNITIES
Successful completion of a degree program in Chemistry may be considered the initial step toward employment in industrial- or public-sector positions, including chemical and pharmaceutical manufacturing, sales, testing and evaluation, regulation and basic or applied research. It can also serve as a foundation for advanced study in science, human or veterinary medicine or dentistry, and for teaching at the secondary school or college level. Graduates of Stockton’s Chemistry program have, in fact, been successful in all of these areas.

INFORMATION ABOUT THE PROGRAM
Chemistry Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
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Pomona NJ 08240-0195
Phone: (609) 652-4261

For additional, current information, visit the Chemistry Web site.

For current, detailed course descriptions, go to the Online Catalog.
COMPUTATIONAL SCIENCE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

John Russell Manson
Ph.D. (University of Glasgow), Associate Professor of Computational Science: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Robert J. Olsen
Ph.D. (Brandeis University), Assistant Professor of Computational Science: physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

Monir H. Sharobeam
Ph.D. (University of Tennessee), Professor of Computational Science: mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.

ASSOCIATED FACULTY

Vincent Cicirello
Ph.D. (Carnegie Mellon University), Associate Professor of Computer Science: artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering.

Tara Harmer Luke
Ph.D. (Johns Hopkins University), Associate Professor of Biology: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

Ron S. Hutchison
Ph.D. (University of Illinois), Associate Professor of Biology: cell and molecular biology, photosynthesis, plant biology, biochemistry, algal responses to cold environments, polar biology.

Michael Lague
Ph.D. (State University of New York at Stony Brook), Associate Professor of Biology: biological anthropology, anatomy and physiology, evolutionary biology, vertebrate paleontology, morphometrics.

Douglas Lessie
Ph.D. (University of Pittsburgh), Professor of Physics: solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.
Saralyn Mathis  
Ed.D. (West Virginia University), Associate Professor of Computer Science and Information Systems: database modeling; design, implementation, and application development; operations research theories and computational techniques.

Suzanne Nezzar  
Ph.D. (University of California at Los Angeles), Associate Professor of Mathematics: image processing, radial basis functions, spectral methods, radon transform.

Michael Olan  
D.A. (Idaho State University), Professor of Computer Science and Information Systems: networking technologies, object-oriented design, software development for Internet applications, computer security.

Sipra Pal  
Ph.D. (Georgetown University), Associate Professor of Physics: solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

Brandy Lynn Rapatski  
Ph.D. (University of Maryland), Associate Professor of Mathematics: mathematical epidemiology, mathematical biology, differential equations.

Juan Tolosa  
Ph.D. (Patrice Lumumba University, USSR), Professor of Mathematics: local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of intervals, chaos.

Judith Vogel  
Ph.D. (Temple University), Associate Professor of Mathematics: numerical analysis, numerical linear algebra, iterative methods.

Chia-Lin Wu  
Ph.D. (University of California, Irvine), Associate Professor of Mathematics: probability and statistics, queuing networks, ATM networks performance and evaluation, optimization.

George Zimmermann  
Ph.D. (Rutgers, The State University), Professor of Environmental Science: forest ecology, forest management, quantitative methods in ecology.

**PROFESSOR EMERITUS**

Murray R. Kirch  
Ph.D. (Lehigh University), Professor Emeritus of Computer Science and Mathematics: information assurance and security, software engineering, computational science and numerical analysis, theory of computation, computer algorithms, artificial intelligence, mathematics of risk.
INTRODUCTION

The use of computers to acquire insight into scientific problems has grown steadily since the creation of the first general-purpose computing machine. The scope of applications has increased as a direct result of the increase in both computational power and the availability of computational resources. It can now be said that computation stands alongside experiment and theory as a third pillar of science. Presently, the majority of scientists and engineers have received limited formal computational training during their undergraduate education. In many cases, this training does not include any exposure to specialized topics such as numerical analysis or numerical methods in the sciences. Steady progress in science depends strongly on a more systematic approach to training future scientists and engineers in the effective use of computers in scientific and engineering applications. Computational science provides the framework for such an approach by applying techniques from mathematics and computer science to the sciences and offering them to the student in an organized curriculum.

Demand for engineers and scientists with computational skills are growing in many corporations. Employment prospects for computational scientists can be estimated using the data contained in the *Monthly Labor Review*, which is published by the U.S. Department of Labor Bureau of Labor Statistics (BLS). Overall employment categories in this journal describing occupations closest to computational scientist are “Computer and mathematical science occupations,” “life scientists,” and “physical scientists.” The first category includes both traditional computer scientists and computational scientists, while the latter two categories include computational scientists and more traditional scientists who do not use computational analysis to the same extent as true computational scientists. The *Monthly Labor Review* for November of 2007 projects that between 2006 and 2016 employment for “computer and mathematical science occupations” will grow the fastest among all professional and related occupations with an expected increase of 24.8%. The same publication projects that employment for “life scientists” and “physical scientists” will grow by 12.8% and employment for “physical scientists” will grow by 15.7%.

New Jersey is home to a number of potential employers for computational science graduates. Many companies in the local area employ technical professionals who must be skilled in the software systems and techniques of computational science. The New Jersey employment projections for the three employment categories mentioned above are published by the New Jersey Department of Labor, Division of Labor Market and Demographic Research. These three occupations are considered high growth occupations in the state of New Jersey.

PROGRAM ORGANIZATION

The Computational Science (CPLS) Program at Stockton is both an interdisciplinary five-year B.S./M.S. dual-degree program and an interdisciplinary four-year B.S. program. A student entering the program will acquire substantial knowledge in the sciences of his or her interest by taking courses offered in existing School of Natural Sciences and Mathematics (NAMS) programs: Biochemistry/Molecular Biology, Biology, Chemistry, Environmental Science, Geology, Mathematics, Marine Science and Physics. This knowledge will be augmented by an introduction to sophisticated computational software and programming tools whose mastery will allow the student to explore problems in the sciences whose intractability has placed them outside the scope of existing courses. Students will also develop skills in data analysis, presentation, and visualization skills that will permit them to visualize results and compare them...
with actual laboratory measurements. The course work will be supplemented by special projects and/or internships with local industry to provide a capstone experience for our students in both programs. Both programs include concentrations in various science areas and mathematics. The undergraduate curriculum contains a strong balance of courses in science, mathematics, computer science and computational science with emphasis on research in the fourth year. Year five of the dual-degree program is designed to enhance the research experience by providing continuity with the undergraduate research project, as well as adding a new professional dimension to the student’s learning experience in computational science.

To earn a Bachelor’s degree in Computational Science, students must complete a minimum of 128 credits. To earn a Bachelor’s and Master’s degree in Computational Science, students must complete a minimum of 153 credits including 30 at the graduate level. Six of the graduate credits will be completed in the fourth year of the dual-degree program and the other 24 will be completed in the fifth year.

THE CURRICULUM
The First Four Years

I- Basic Core Requirements (35 credits)
CPLS 2110 Introduction to Computational Science 4 credits
CPLS 2120 Introduction to Computational Modeling 4 credits
CSIS 2101 Programming and Problem Solving I 4 credits
CSIS 2102 Programming and Problem Solving II 4 credits
MATH 2215 Calculus I 5 credits
MATH 2216 Calculus II 5 credits
MATH 2216 Calculus III 5 credits
MATH 2225 Discrete Mathematics 4 credits

II- Cognate and Track Requirements (29 to 32 credits)
These include seven science/math courses outside computational science with at least two at the junior level or above. These courses are selected after consultation with the CPLS advisor.

III- General Education Courses (48 credit hours)
Students are required to complete 48 credit hours in general education (see the General Studies requirements in the bulletin).

IV- Advanced Core Requirements:
The Four-year B.S. Program (13–16 credits):
CPLS 3410 Computational Nonlinear Systems 4 credits
MATH4461 Numerical Analysis 4 credits
CPLS 4210 Computational Linear Systems 4 credits
CPLS 4800/4900 Research Project/Internship 1-4 credits
The Dual-degree B.S/M.S. Program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 3410</td>
<td>Computational Nonlinear Systems</td>
<td>4 credits</td>
</tr>
<tr>
<td>MATH4461</td>
<td>Numerical Analysis</td>
<td>4 credits</td>
</tr>
<tr>
<td>CPLS 4800/4900</td>
<td>Research Project/Internship (fall semester)</td>
<td>0-2 credit</td>
</tr>
<tr>
<td>CPLS 5800/5900</td>
<td>Research Project/Internship (spring semester)</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5210</td>
<td>Advanced Computational Linear Systems</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

The B.S. in Computational Science is awarded upon the completion of the fourth year of the program. Qualified students in the dual-degree program advance to the fifth year of the program.

The Fifth Year of the Dual-degree Program 24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 5200</td>
<td>Scientific Visualization</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5110</td>
<td>Computer Science for Modeling and Simulation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5440</td>
<td>Advanced Parallel Computing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5600</td>
<td>The Finite Element Method</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5410</td>
<td>Advanced Scientific Computation</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5420</td>
<td>Discrete Event Simulation &amp; Agent Based Modeling</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5800/5900</td>
<td>Research Project/Internship</td>
<td>6 credits</td>
</tr>
<tr>
<td>CPLS/MATH</td>
<td>Graduate Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Graduate Electives include, for example:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 5310</td>
<td>Numerical Analysis II</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPLS 5320</td>
<td>Partial Differential Equations</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**ELIGIBLE STUDENTS**

Students admitted to Stockton can elect an undergraduate major in Computational Science as they would any other undergraduate major at the college. Two types of students, however, may apply for admission to the accelerated dual-degree program:

1. Freshmen: High School seniors who are in the top 20% of their high school class and have overall SAT scores of 1100 with a minimum of 600 in math will be considered for early, conditional admission into the dual degree program. Interested students need to submit a separate request to join the program during their first semester at Stockton. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program. Students in the B.S./M.S. dual-degree program must maintain a cumulative GPA of 3.0 with at least a B+ average in science, mathematics, computational science and computer science courses. Students’ academic records will be reviewed at the end of the second year and every year thereafter to check their eligibility to continue in the dual-degree program. The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the Bachelor’s degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.
2. Stockton students in other programs and transfer students: Applications of Stockton students who wish to change their major to CPLS and transfer students who wish to join the CPLS program will be screened according to the above GPA criteria. Those who meet the eligibility requirements will be admitted and integrated into the dual-degree program according to their level of academic preparation.

MAINTENANCE OF ACADEMIC ELIGIBILITY OF STUDENTS IN THE DUAL-DEGREE PROGRAM

Students’ academic records will be reviewed to check their eligibility to continue in the dual degree program. In the spring semester of their junior year, each conditionally-admitted dual degree student must take the Graduate Record Exam (GRE) and have their scores sent to Stockton (code 2889). Students must also complete the essay portion of the Stockton graduate degree application at the end of the spring semester and submit it to the Office of Admissions. Upon receipt of the GRE scores, the essay and the student’s academic record at Stockton (including the completion of General Studies and At-Some-Distance courses), the CPLS Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program will continue. The results of their decisions will be communicated to the student in writing (by the Dean of Enrollment Management and/or the Dean of Graduate and Continuing Studies).

PROGRAM DISTINCTION

The Bachelor of Science degree with distinction in Computational Science will be awarded to students who meet College criteria and whose course work and senior projects are of outstanding quality. The program will consider only those with at least a cumulative GPA of 3.5 in all Computational Science courses, at least a “B” in every 3000 or above science or math course and a grade of A in the senior project for program distinction.

INFORMATION ABOUT THE PROGRAM

Director of the Computational Sciences Program
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Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
ENERGY CERTIFICATE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Nancy L. Ashton  
Ph.D. (University of Florida), Associate Professor of Psychology: environmental psychology, energy conservation behaviors and attitudes, attitudes toward nuclear war, psychological effects of nuclear war, energy issues and gender.

Rogers G. Barlatt  
Ph.D. (University of Connecticut), Professor of Chemistry: solar-hydrogen energy systems.

William J. Cromartie, Jr.  
Ph.D. (Cornell University), Associate Professor of Environmental Science: environmental impact assessment, environmental policy and regulation.

Elizabeth A. Elmore  
Ph.D. (University of Notre Dame), Professor of Economics: economics of energy, economics of utility regulation.

Claude M. Epstein  
Ph.D. (Brown University), Professor of Environmental Science: hydrology, water resources, geomorphology, wetlands hydrology, geothermal energy.

Douglas Lessie  
Ph.D. (University of Pittsburgh), Professor of Physics: energy budget in buildings calculations.

Sipra Pal  
Ph.D. (Georgetown University), Associate Professor of Physics: energy technologies, energy computer modeling.

Yitzhak Y. Sharon  
Ph.D. (Princeton University), Professor of Physics and Weinstein Professor of Jewish Studies: nuclear energy.

Louise S. Sowers  
Ph.D. (Drexel University), Associate Professor of Chemistry: chemical impact of energy systems on the environment, pollution analysis.

Lynn F. Stiles  
Ph.D. (Cornell University), Professor of Physics: geothermal systems, energy management, solar energy, and environmental physics.
PROFESSORS EMERITI

Richard H. Colby
Ph.D. (University of California at Berkeley), Professor Emeritus of Cell Biology: indoor air quality, environmental chemistry, radioactivity.

Edward Paul
Ph.D. (University of Oregon), Professor Emeritus of Chemistry: thermodynamics, mathematical modeling.

INTRODUCTION

Energy Studies is an interdisciplinary program. It is designed to educate students in the multifaceted problems associated with energy use in our society and to pose methods for possible solutions to problems. Energy prices and supplies have become, and will remain for the foreseeable future, a major concern for homeowners, business people and industry. The majority of residential and commercial buildings in the United States will have their energy efficiency drastically upgraded during the next decade. The geothermal heat pump project at Stockton is serving as a national model for such upgrades. Also, the campus serves as a model for fuel cells, photovoltaic solar electric, and advanced aquifer thermal energy storage systems. There will be a demand for “house doctors” and “building doctors” that can diagnose energy inefficiencies and prescribe remedies. There will also be a need for “energy planning” to design community plans and incentive programs. As homeowners and users of energy resources, students will be faced with their own personal need to conserve energy. The energy problem is complex and involves scientific, technological, economical, and political components. Hence, the Energy Certificate program involves faculty from several programs within the College.

PROGRAM ORGANIZATION

Two different curricular plans are offered, each leading to a certificate that will be awarded at graduation: 1) the Physical Science Energy Certificate program, and 2) the Environmental Science Energy Certificate program. Each of these programs is interdisciplinary in nature. The Physical Science Energy Certificate program is generally designed for majors in Physics, Chemistry, Geology, and Mathematics. It emphasizes the application of physical laws to energy-related issues and energy technology. The Environmental Science Energy Certificate program is generally designed for majors in Environmental Science, Biology, and Marine Science. It emphasizes the relationship of energy use, energy resources, and energy technology to the environment and society. Any Stockton student, regardless of major, who can meet the requirements detailed below will be fully eligible for certification.
REQUIREMENTS FOR CERTIFICATION
The following course requirements must be met for certification:

1) The Physical Science Energy Certificate Program
PHYS 2220/25 Physics I with lab
PHYS 2230/35 Physics II with lab
MATH 2215 Calculus I
MATH 2216 Calculus II
CHEM 2110/15 Chemistry I General Principles with lab
Two of the following four (those marked with an asterisk are offered as independent study):
PHYS 3443 Energy Planning (or alternate approved by Coordinator)
PHYS 3444 Energy Management (or GNM 3321 Energy Management)
*PHYS Energy Physics
*PHYS Alternate Energy Sources

One energy-related elective, and an energy related senior project or internship, and one introductory economics course from the following:

ENVL 3454 Environmental Economics
ECON 1400 Introduction to Microeconomics
ECON 1200 Introduction to Macroeconomics
The elective can be an independent study in an energy area or a regular program or General Studies course.

2) The Environmental Science Energy Certificate Program
*PHYS 2110/2115 and 2120/2125 Physics for Life Sciences I, II with labs
or
* PHYS 2220 and 2230 with labs
CHEM 2110/2115 Chemistry I General Principles with lab
Two of the following four (those marked with an asterisk are offered as independent study):
ENVL 3443 Energy Planning
ENVL 3444 Energy Management (or GNM 3321 Energy Management)
*ENVL Energy Physics
*ENVL Alternate Energy Sources

One energy-related elective, and an energy-related senior project or internship, and one introductory economics course from the following:

ENVL 3454 Environmental Economics
ECON 1400 Introduction to Microeconomics
ECON 1200 Introduction to Macroeconomics

The elective can be an independent study in an energy area or a regular program or General Studies course. After completing these requirements, the student will receive the energy certificate following graduation.
CAREER OPPORTUNITIES
The Energy Certificate program will be of direct use to students pursuing careers in newly emerging fields, such as energy planning, energy conservation in buildings, alternative energy sources (e.g., wind and solar power) and other fields.

The Energy Certificate program is also designed to give non-specialists an enhanced appreciation of how energy issues affect their own disciplines (e.g., economics, environmental science, marine science) and even their own immediate lives. Thus, it can provide non-specialists with an understanding of energy conservation in their homes.

INFORMATION ABOUT THE PROGRAM
Coordinator of Energy Certificate Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
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Pomona, NJ 08240-0195
Phone: (609) 652-4261

For additional, current information, visit the Certificate Program in Energy Web site under Undergraduate Programs at www.stockton.edu.

For current, detailed course descriptions, go to the Online Catalog.
ENGINEERING DUAL-DEGREE PROGRAM

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION
With two major New Jersey State universities—New Jersey Institute of Technology (NJIT) and Rutgers, the State University of New Jersey—Stockton has established a five-year dual-degree program that leads to two degrees: a Baccalaureate degree from Stockton in Applied Physics, Chemistry, or Mathematics, and a Bachelor of Science degree in Engineering from NJIT or Rutgers. The dual-degree program is designed for eager and capable students who are well prepared in mathematics and science and interested in a challenging college curriculum. The program begins with three years at Stockton and concludes with two years at NJIT or Rutgers. It combines a strong foundation in science, mathematics and basic engineering and breadth in the liberal studies in the first three years at Stockton, with well-developed, in-depth technical courses in the last two years at NJIT or Rutgers.

The program provides a unique undergraduate engineering curriculum that yields a new generation of highly qualified engineers. Graduates of such a program are well-grounded in science and mathematics. Also, their broad knowledge in liberal studies allows them to integrate well with society, understand its needs and problems, and develop and apply future technology.

The dual-degree program provides solid preparation for employment and careers. The program also provides excellent opportunities for science and non-science students who are not interested in a full engineering degree, yet who would like to gain applied technical knowledge, develop some technical skills, or get hands-on experience in state-of-the-art technologies. Several technical and engineering courses that are offered in the college can meet such needs. Engineering Graphics introduces the concepts of engineering drawing and develops drafting skills in free-hand sketching, and Computer Aided Drafting (CAD). State-of-the-art CAD software is incorporated into the course. In courses such as Statics and Mechanics, students learn how to apply fundamentals of physics and mathematics to understand, formulate, and solve physical problems related to balance, equilibrium and motion of real objects—applications that they experience everyday in real life. Electronics is a lab-based course that introduces the basics of the design and application of electronics in instrumentation and minicomputers. Electrical Circuits teaches the students the concepts of electric circuits. Mechanics of Materials is concerned with the mechanical properties of materials and the bearing capacity of engineering structures.
ARTICULATION AGREEMENTS
Following is a summary of the articulation agreements for the dual-degree program between Stockton and both NJIT and Rutgers.

• The program typically begins with three years of study at Stockton and concludes with two years at NJIT or Rutgers.
• Students in the program will obtain a Bachelor of Science degree from Stockton and a Bachelor of Science in Engineering degree from NJIT or Rutgers.
• The Bachelor of Science degree from NJIT will be awarded in Electrical Engineering, Computer Engineering, Mechanical Engineering, Chemical Engineering, or Engineering Science and Mechanics. The Bachelor of Science degree from Rutgers will be awarded in Bioresources, Ceramic, Chemical, Civil, Electrical, Industrial or Mechanical Engineering.
• A student must declare his/her intention to be in the program as early as possible in the freshman year. Later declaration may make it impossible to finish the program in five years.
• Courses in which a grade of C or better has been earned and that are contained in the dual degree curricula will be accepted by the different institutions for their respective degrees.
• However, a cumulative GPA of C+ or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to NJIT, and a cumulative GPA of B or higher with at least a B average in science and mathematics in Stockton courses is required for students to be admitted to Rutgers.
• Eligible students in the program at Stockton will be automatically transferred after the third year of their study to NJIT or Rutgers. No new SAT or ACT scores and no entrance examinations are required. However, students are required to submit Stockton transcripts if they select NJIT, or Stockton transcripts and copies of their high school diploma (or GED) if they select Rutgers. Students from Atlantic Cape Community College (ACCC) holding the Associate in Science degree in Electronics, Mathematics, Science or Chemistry and a GPA of C+ or higher with at least a B average in science and mathematics also can be considered for admission to the dual-degree engineering program at Stockton. An articulation agreement between Stockton and ACCC offers such a triple-degree option for qualified ACCC students.

COURSE REQUIREMENTS FOR THE DUAL-DEGREE
Although the course requirements for each dual-degree are different depending on which degrees at Stockton and NJIT or Rutgers the student will pursue, they can generally be represented as follows:

I. Core: the following courses in Basic Engineering, Chemistry, Mathematics, and Physics are usually required for dual-degree programs.
   b) Chemistry: Chemistry I and IV— (General Principles).
   e) Physics: Physics I, II, and III.
II. Liberal Studies:
The Liberal Studies requirements are a course in English composition, an introductory course in economics, an introductory course in management, and five General Studies courses in arts and humanities, social and behavioral sciences, and general integration and synthesis.

Most of these courses will be taken in the first three years at Stockton. Students in the program should consult with the dual-degree program coordinator for the appropriate courses before registration to avoid taking courses that may not be transferred to the Engineering school.

III. Advanced Courses:
The advanced courses differ from one dual degree to another. A group of advanced courses will be taken at Stockton, and a second group will be taken at NJIT or Rutgers. Some of the advanced courses in each group will be counted for both degrees and others will be counted for one only. The Stockton group should include Discrete Mathematics and Electrical Circuits for students pursuing a degree in Electrical or Computer Engineering and Mechanics of Materials for those pursuing a degree in Mechanical, Industrial or Manufacturing Engineering. Students in the program need to consult with the coordinator of the dual-degree program and Stockton program coordinators for the lists of the required advanced courses in both groups.

Students who have been transferred to the engineering schools through this program are required to register for the Stockton Engineering seminar course (ENGN 4600) every semester until their graduation. The course carries zero credit and registration will be facilitated through the coordinator of the dual-degree engineering program.

SAMPLE CURRICULUM

I- ENGINEERING/PHYSICS

Fall
First year:
MATH 2215  Calculus I
PHYS 2220/5  Physics I/Lab
GEN 1120  Rhetoric and Composition
*GAH/ GSS course
(Freshman Seminar)
Note: The freshman seminar needs to be selected from the GAH or GSS group of courses and not the GNM or GEN group.

Spring
MATH 2216  Calculus II
PHYS 2230/5  Physics II/Lab
PHYS 2300  Statics
GEN 2180  Engineering Graphics and CAD
Second year:
Fall
MATH 2217  Calculus III
PHYS 3010  Physics III
MGMT 3110  Introduction to Management
*GSS/GAH course

Spring
MATH 3328  Differential Equations
CSIS 2101  Prog. and Prob. Solv. I (or an equivalent course on C++)
Physics/Engineering Course
*GSS/GAH course

Third year:
Fall
CHEM 2110/5 Chemistry I/Lab
Electronics or Optics
Physics/Engineering course
*GSS/GAH/GIS course (upper level)

Spring
CHEM 2140/5 Chemistry IV/Lab
3000 level Physics elective
PHYS 3220  Mechanics
*GIS course

Fourth and Fifth years: Courses at NJIT or Rutgers.
* Students must consult with the Engineering Coordinator before selecting any G course.

II- ENGINEERING/MATHEMATICS

First year:
Same as Engineering/Physics

Second year:
Fall
MATH 2217  Calculus III
MATH 3325  Linear Algebra
Foundations of Mathematics
PHYS 3010  PHYSICS III
*GSS/GAH course

Spring
MATH 3328  Differential Equations
MATH 3323  Linear Algebra
PHYS 3200  Mechanics of Materials
CSIS 2101  Prog. and Prob. Solv. I (or an equivalent course on C++)
Third Year:
Fall
CHEM 2110/5 Chemistry I/Lab 4000 level Math course
GSS/GAH (upper level)
MGMT 3110  Introduction to Management

Spring
CHEM 2140/5Chemistry IV/Lab
PHYS 3220  Mechanics
4000 level Math course
*GIS course

Fourth and Fifth years:
Courses at NJIT or Rutgers.

* Students must consult with the Engineering Coordinator before selecting any G course.

III- ENGINEERING/CHEMISTRY
Fall
First year:
CHEM 2110/5 Chemistry I/Lab
MATH 2215  Calculus I
GEN 1120  Rhetoric and Composition
*GAH/GSS course
(Freshman Seminar)
Note: The freshman seminar needs to be selected from the GAH or GSS group of courses and not the GNM or GEN group.

Spring
CHEM 2120/5 Chemistry II/Lab
MATH 2216  Calculus II
GEN 2180  Engineering Graphics and CAD
*GAH/GSS course

Second year:
Fall
MATH 2217  Calculus III
CHEM 2130/5Chemistry III/Lab
PHYS 2220/5 Physics I
*GSS/GAH course
Spring
CHEM 2140/5 Chemistry IV/Lab
PHYS 2230/5 Physics II
CSIS 2101 Prog. and Prob. Solv. I or an equivalent course on C++
MGMT 3110 Introduction to Management

Third year:
Fall
CHEM 3340 Physical Chemistry I
CHEM 3310 Lab Methods I
PHYS 3010 Physics III
*GSS/GAH/GIS course (upper level)

Spring
MATH 3328 Differential Equations
CHEM 3320 Lab Methods II
Chemistry/Engineering course
*GIS course

Fourth and Fifth years: Courses at NJIT or Rutgers.
* Students must consult with the Engineering Coordinator before selecting any G course.
The sample curriculum given above is designed to show the expected course load and scheduling for the first three years. However, students must consult with the coordinator of the dual-degree program and Stockton program coordinators to develop appropriate schedules according to each program’s course offerings and requirements. For the fourth and fifth years, NJIT or Rutgers engineering curricula will be followed with minor adjustments. In some cases, students may need to take a course or two in the summer of their third year before being admitted to NJIT or Rutgers.

CAREER OPPORTUNITIES
Engineers are in very high demand in today’s high-tech world. The Bureau of Labor Statistics forecasts an overall increase in engineering jobs of 11% between 2006 and 2016. Opportunities for engineers are available in industries, government and academia. Mechanical engineers are hired by industries concerned with the design and development of power plants, mechanical systems, vehicles, engines, machine parts, and conventional and alternate energy systems.

Positions for electrical and electronics engineers are expanding in different areas such as the design and development of electrical devices, computers, communications and control systems. Civil engineers are usually employed in areas such as design, planning and construction of new cities, highways, dams, and water and sewage systems. Positions for chemical engineers are available in pharmaceutical, food, pesticide, fertilizer and petroleum industries, and also in pollution control and treatment. Management of production processes, operation research, and analysis of technical and human factors and problems in industry are some of the positions open for industrial engineers.
INFORMATION ABOUT THE PROGRAM
Coordinator of Engineering Dual-Degree Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261

For current, detailed course descriptions, go to the Online Catalog.
ENVIRONMENTAL SCIENCE AND GEOLOGY

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Tait Chirenje
Ph.D. (University of Florida), Associate Professor of Environmental Science: urban trace metal geochemistry, environmental remediation, water chemistry, brownfields characterization.

William J. Cromartie, Jr.
Ph.D. (Cornell University), Associate Professor of Environmental Science: ecology, aquatic ecology, population biology, entomology.

Claude M. Epstein
Ph.D. (Brown University), Professor of Environmental Science: hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

Weihong Fan
Ph.D. (Colorado State University), Associate Professor of Environmental Science: geographic information systems, remote sensing, watershed management, plant ecology and ecological modeling.

Stewart C. Farrell
Ph.D. (University of Massachusetts at Amherst), Professor of Marine Science, Director, Coastal Research Center: sedimentology, stratigraphy, marine geology, coastal processes, Pleistocene geology.

Michael D. Geller
Ph.D. (State University of New York at Binghamton), Associate Professor of Environmental Science: mammalian ecology, population ecology, wetlands analysis, Pine Barrens botany, population regulation in mammals, ecology of reproduction, ecology of disease.

Michael J. Hozik
Ph.D. (University of Massachusetts at Amherst), Professor of Geology: structural geology, geophysics, environmental geology, rock mechanics.

Daniel A. Moscovici
Ph.D. (University of Pennsylvania), Assistant Professor of Environmental Science: environmental planning, energy and conflict, natural resource management, land use, study abroad pedagogy, int. sustainability.

Raymond G. Mueller
Ph.D. (University of Kansas), Professor of Environmental Science: soil science, geoarchaeology, sustainable agriculture, physical geography, geomorphology.
George Zimmermann
Ph.D. (Rutgers, The State University), Professor of Environmental Science: forest ecology, forest management, quantitative methods in ecology.

ASSOCIATED FACULTY

Jack Connor
Ph.D. (University of Florida), Professor of Writing: composition, journalism, science journalism, natural history, ornithology.

Kristen Hallock-Waters
Ph.D. (University of Maryland at College Park), Assistant Professor of Chemistry: environmental chemistry, photochemistry, spectroscopic methods for determination of trace pollutants, statistical analysis of long-term pollution data.

Ron S. Hutchison
Ph.D. (University of Illinois), Associate Professor of Biology: cell and molecular biology, photosynthesis, plant biology, biochemistry, algal responses to cold environments, polar biology.

Margaret Lewis
Ph.D. (State University of New York at Stony Brook), Associate Professor of Biology: paleontology, vertebrate anatomy, anthropology, paleoecology, evolutionary biology.

John Russell Manson
Ph.D. (University of Glasgow) Associate Professor of Computational Science: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Sipra Pal
Ph.D. (Georgetown University), Associate Professor of Physics: solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

Louise S. Sowers
Ph.D. (Drexel University), Associate Professor of Chemistry: chemical impact of energy systems on the environment, pollution analysis, traces analysis instrumental techniques.

Lynn F. Stiles, Jr.
Ph.D. (Cornell University), Professor of Physics: geothermal systems, energy management, optics, solar energy, lasers and holography, environmental physics.

Roger C. Wood
Ph.D. (Harvard University), Professor of Zoology: conservation biology, vertebrate paleontology, paleoecology, evolution, zoogeography, systematics.
PROFESSOR EMERITUS

Richard H. Colby
Ph.D. (University of California at Berkeley), Professor Emeritus of Cell Biology: cell and molecular biology, microscopy, tissue culture, biochemistry, immunobiology, mechanisms of movement in muscle and ameboid cells, differentiation of cells in culture, lipid metabolism.

ENVIRONMENTAL SCIENCE
INTRODUCTION
The Environmental Science and Geology program offers degrees in Environmental Science, Environmental Studies and Geology. The Geology Program is described below. A related degree, the Professional Science Masters is described in the Graduate Bulletin. The Professional Science Masters Program offers exceptional students the option of completing a Bachelor’s and a Master’s Degree in five years under a 4+1 Dual Degree Program.

ENVIRONMENTAL SCIENCE /ENVIRONMENTAL STUDIES
The Environmental Science Program at Stockton prepares students to deal with the complex environmental problems that confront society by providing a broad, basic understanding of how physical, biological and human components of the environment interact. Students can select courses widely from areas within Environmental Science to get a broad perspective, or they can specialize in one of several areas, or concentrations, within Environmental Science if their interests are more narrowly defined. The following is a list of our concentrations and the professors to contact for more information.

- Ecology, Forestry, and Wildlife Management: Drs. Cromartie, Geller, and Zimmermann
- Environmental Chemistry: Drs. Chirenje and Mueller, and Drs. Hallock-Waters and Sowers in the Chemistry Program
- Environmental and Regional Planning: Dr. Moscovici
- Environmental Sustainability and Policy: Dr. Chirenje, Dr. Hossay in the Political Science Program
- Geographic Information Systems (GIS) and Global Positioning Systems (GPS): Drs. Fan, Moscovici, and Zimmermann
- Pollution Remediation; Regulation; and Risk Assessment: Dr. Chirenje
- Water and Soil Resources: Drs. Epstein and Mueller

Students can also combine a degree in Environmental Science with other programs in the College. Those interested in education can augment their courses in the program with courses in Education and Psychology to prepare to teach science on the elementary, middle or high school levels, or work toward a career in environmental education centers or parks. Students can augment their work in Environmental Science with courses in the Public Health Program to prepare for a career in environmental health, or they can do the same with the Criminal Justice Program, the Marine Science Program, or the Physics Program.
One of the hallmarks of Environmental Science is flexibility. The program emphasizes a multidisciplinary approach to the study of environmental phenomena to emphasize the complexity of environmental problems. The program encourages close work between students and the full-time faculty in courses and in independent research that often involves extensive fieldwork, stressing real world applications and experience. This hands-on work helps prepare students for careers or graduate education. In many courses and projects, the program utilizes the latest technology as components of the students’ learning experience to prepare them for their professional lives. The program requires a senior project that can be an internship with government agencies, private consulting firms, natural resource industries and environmental organizations as a practical approach to learning about the field. Alternatively, the senior project can involve independent research with a faculty member to deepen the student’s experience in understanding of environmental science.

ADMISSION TO THE PROGRAM
The program is open to any student admitted to Richard Stockton College. High school course work in the sciences and mathematics is recommended. Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128-credit minimum are necessary to earn a B.S. degree. This is less likely if prospective transfers have taken college Biology, Chemistry and Math courses. Students seeking a nontraditional degree or a second bachelor’s degree are also encouraged to apply, although it will not be possible to obtain the regular degree by taking courses only in the evenings.

DEGREES OFFERED
The Bachelor of Science (B.S.) degree prepares students for scientific and technical careers. This degree requires 80 credits in program and cognate courses and 48 credits in general education. Students who want to design a college career that more strongly emphasizes their major should consider this degree. Likewise, those students interested in graduate school are advised to complete a B.S.

- Program courses are any courses with an ENVL acronym. Environmental Science courses are numbered as follows: 1000 level is introductory, 2000 level is intermediate, 3000 and 4000 levels are advanced.
- Cognate courses are those related to Environmental Science and include those in Biology, Chemistry, Computer Sciences, Geology, Marine Science, Mathematics, and Physics. Cognate courses might also include courses outside of science and mathematics such as those in Economics or Political Science if these are recommended as appropriate by the student’s preceptor.
- General education courses are those in General Studies as well as At-Some-Distance courses, that is, courses outside of the sciences and mathematics that are unrelated to the student’s major. Examples of this last category include courses taken in the History, Philosophy, Art, Literature, or Language Programs.
The Bachelor of Arts (B.A.) in Environmental Studies is offered to students whose interests center on law or criminal justice, communications, public school teaching and environmental education, political science and public administration, and other fields in which a study of the environment is combined with work in areas outside of science and mathematics. These students take 64 credits in program and cognate courses, and 64 credits in general education. Students may also create a curriculum tailored to their own special needs (e.g., environment and the arts, or environment and business) by developing a liberal studies B.A., or LIBA. Please see LIBA requirements elsewhere in this Bulletin.

The Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees require a standard core of 24 credits of Environmental Science courses at the introductory and intermediate level. Sophomores and juniors begin to take advanced courses in Environmental Science. In their senior year, students finish their advanced courses, and take Environmental Issues and an advanced level independent study or internship for four additional credits. Compared to students earning a B.A. degree, students earning a B.S. must take 16 more program and cognate credits, and they must take more courses in Chemistry and Mathematics.

REQUIREMENTS FOR THE B.S. AND B.A. DEGREES

Core ENVL courses required for both the B.S. and B.A. degrees.

All students are required to complete the core ENVL courses with a minimum grade of C with the exception of ENVL 2400, which only requires a passing grade. To graduate, students must also have a minimum GPA of 2.0 in program and cognate courses.

<table>
<thead>
<tr>
<th>ENVL Core credits</th>
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<tbody>
<tr>
<td>ENVL 1100</td>
<td>Intro. To Environmental Studies</td>
<td>4</td>
</tr>
<tr>
<td>(May be waived on a case by case basis for transfer students who have a background in the sciences.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVL 2100/2105</td>
<td>Physical Geography/ Lab</td>
<td>5</td>
</tr>
<tr>
<td>ENVL 2200/2205</td>
<td>Ecological Principles/Lab</td>
<td>5</td>
</tr>
<tr>
<td>Students must complete ENVL 2100/2105 and 2200/2205 prior to taking any ENVL courses numbered 3000 or above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVL 2400</td>
<td>Statistics and Computers</td>
<td>4</td>
</tr>
<tr>
<td>(minimum grade of C not required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVL 4600</td>
<td>ENVL Seminar</td>
<td>1</td>
</tr>
<tr>
<td>(Students are encouraged to take ENVL 4600 in their freshman year. They may take it more than once for credit.)</td>
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</table>

Plus one of the following:

| ENVL 4300/4305    | Environmental Issues/Lab                                         | 5 |
| ENVL 4800/        | Senior Project or                                                |   |
| ENVL 4900/        | Senior Internship                                                | 4 |
| Total ENVL Core Credits |                                                           | 28 |
ENVIRONMENTAL SCIENCE AND GEOLOGY

B.S. Requirements

ENVL Core (see above) 28

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1400/1405</td>
<td>Biodiversity and Evolution/Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2110/2115</td>
<td>Chemistry I/Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2120/2125</td>
<td>Chemistry II/Lab or</td>
<td></td>
</tr>
<tr>
<td>CHEM 2140/2145</td>
<td>Chemistry IV/Lab</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 2101/2105</td>
<td>Physical Geology/Lab</td>
<td></td>
</tr>
<tr>
<td>PHYS 2110/2115</td>
<td>Physics for Life Science/Lab</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Precalculus</td>
<td>4</td>
</tr>
</tbody>
</table>

(If they are qualified, students may go directly into Calculus I, or its substitute.)

MATH 2000 level Calculus I, Calculus for Life Sciences, or an appropriate substitute
(Introduction to Computational Science, CPLS 2110, is a substitute for students not contemplating graduate school.) 4-5

We strongly recommend that students finish the required courses listed above before beginning upper level ENVL courses.

Four (4) upper level ENVL courses (i.e., courses numbered 3000 or above) 16

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Additional Program Cognate Credits as needed xx

Total Credits Toward Major 80

General Studies and At-Some-Distance 48

Minimum Required for Graduation 128

B.A. REQUIREMENTS

ENVL core (see above) 28

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1400/1405</td>
<td>Biodiversity and Evolution/Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 2110/2115</td>
<td>Chemistry I/Lab</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Precalculus</td>
<td>4-5</td>
</tr>
<tr>
<td>GEOL 2101/2105, PHYS 2110.2115, or ECON 1200 or 1400</td>
<td>4-5</td>
<td></td>
</tr>
</tbody>
</table>

We strongly recommend that students finish the required courses listed above before beginning upper level ENVL courses.

Three (3) upper level ENVL courses (courses numbered 3000 or above) 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Additional Program Cognate Credits as needed xx

Total Credits Toward Major 64

General Studies and At Some Distance courses 64

Minimum Required for Graduation 128

Note: Any Program requirements may be substituted if prior, written ENVL Program approval is obtained. Students must consult their preceptor and program coordinator before making any substitution. Students are strongly urged to complete the lower level cognate courses, including the mathematics requirement prior to taking upper-level courses in Environmental Science. It is particularly important to take the mathematics sequence in rapid succession.
MINOR IN ENVIRONMENTAL SCIENCE
A minor consists of 24 credits with at least two courses at the upper level (3000 or above). Each student selects a coherent sequence of courses appropriate to his or her academic interests. The courses will be selected in consultation with an ENVL faculty member and must be approved in advance by the ENVL program. Interested students should see the program coordinator for further information and the minor approval form. To earn a minor in Environmental Science, each student must earn a G.P.A. averaging at least 2.0 in program and cognate courses and must pass any ENVL core courses with a minimum grade of C.

GRADUATION WITH DISTINCTION
A student can graduate with distinction in Environmental Science provided she/he meets criteria of the College and of the Environmental Science program. Students will be considered if their course work is of outstanding quality, demonstrating a breadth of knowledge of the fundamentals and some specialization in at least one area. The student must present the results of her/his senior project or internship as a poster in the Environmental Science Seminar (ENVL 4600) where it will be evaluated for evidence of initiative, ability to integrate ideas, and ability to apply critical intellectual skills to specific problems. Distinction will be awarded based on a majority vote of the senior faculty members.

SPECIAL EDUCATIONAL OPPORTUNITIES
The Environmental Science program is located on a college campus of 1600 acres, most of which are part of an environmental reserve. The program is housed in the Arts and Sciences Building. Its facilities include:

- Soils, hydrology, ecology and environmental chemistry laboratories
- Biological and geological collections
- Environmental field monitoring stations
- A groundwater monitoring well field
- Greenhouse and arboretum
- Geographic information systems (GIS) microcomputer laboratory containing 25 workstations each with two monitors, a flat bed printer, and another microcomputer laboratory containing an additional 21 computers.

The College is a leader in alternative energy research. It is heated and cooled with a closed loop, geothermal system containing more than 400 wells. This is the world’s second largest system, and it heats and cools most of the academic spaces on campus. The College also has photovoltaic facilities one of which covers a portion of a parking lot and others of which are located on buildings.

The College supports a vigorous field program that provides experience with field techniques in regular course work as well as special courses that have included summer field trips to the Rocky Mountains, Iceland, Newfoundland and other parts of the world.
CAREER OPPORTUNITIES
Recent surveys indicated that the majority of Stockton’s Environmental Science graduates establish careers related to their major. They work in state, federal and local governmental agencies; in schools, colleges and universities; in engineering, consulting, and resource management and exploration companies; and in a wide array of industries. Some work for nongovernmental or non-profit organizations. ENVL students have been successful at some of the nation’s leading graduate schools, where they have gone on to complete doctoral degrees. Other students have begun successful businesses in environmental consulting while yet others have risen to prominence in governmental and nongovernmental agencies.

CAREER CONCENTRATIONS AND AREAS OF INTERDISCIPLINARY INTEGRATION
The Environmental Science program offers special career and interdisciplinary concentrations for students who want more specialization above the level of the concentrations. These concentrations lead to specialized career goals or preparation for graduate school.

The Hydrogeology concentration combines work in water resources with that in geology with the aim of preparing students for the description of “hydrogeologist” in state and federal governments.

The Geographic Information Systems concentration is useful for ENVL majors as well as non-majors. Students are trained in using this powerful computer application to manipulate spatial geographic information. A certificate in Geographic Information Systems is offered (http://loki.stockton.edu/~wwwgis).

The Environmental Chemistry concentration prepares students to work in the field of environmental contamination and remediation for both governmental agencies and private firms. Students use the methods of chemistry and toxicology, working on the fate and persistence of environmental pollutants in soils, groundwater and atmospheric systems.

The Wildlife Management concentration helps prepare students to apply for certification with the Wildlife Society as an Associate Wildlife Biologist.

The Environmental Policy and Sustainability concentration combines work in the Political Science program and Environmental Science, permitting students to work for governmental and nongovernmental agencies.

Interested students may contact the Coordinator of the Environmental Science program for information on any of these concentrations.
PREPARATION FOR GRADUATE EDUCATION
Some graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience. Graduate school can increase students’ professional options, salaries and opportunities for creative work. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. These commonly include a semester or two of Calculus, two semesters of Physics, Chemistry beyond what the ENVL program routinely advises, and additional courses in Biology or Geology.

DUAL DEGREE PROGRAM
The dual BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a Bachelor’s and Master’s degree in Environmental Science. Students take enough courses to meet all requirements for the undergraduate BS (Environmental Science) and then transition into the MS program in their “senior” year, the fourth year of study. This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace. Students interested in research leading to a doctoral degree should consider more traditional programs and are advised to enroll in the BS in Environmental Science, and take basic and applied science courses that prepare them for a broad range of research opportunities typical of a conventional graduate program.

Stockton students may apply for early, conditional admission to the dual BS/PSM program as high school seniors and at the beginning of the second semester of their “junior” year.

Transfer students may apply alongside their application for admission to Stockton. Transfer students will be considered for admission on a case by case basis, depending on prerequisites met and the likelihood of completing upper level undergraduate ENVL courses by their senior year. Exceptional transfer students who do not have prerequisites may be conditionally admitted, in consultation with their advisors. These students may require more time to meet the requirements of the BS/PSM. Only students with a minimum cumulative GPA of 3.5 will be considered.

MAINTENANCE OF ACADEMIC ELIGIBILITY
To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.5 with at least a B+ average in science and mathematics courses. Students’ academic records will be reviewed at the end of the second year and every semester thereafter to check their eligibility to continue in the dual-degree program.

The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the Bachelor’s degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.

At the end of their junior year, each conditionally-admitted dual degree student must take the Graduate Record Exam (GRE), and have their scores sent to The Richard Stockton College of New Jersey (code 2889). He or she must also complete the essay portion of the Stockton
graduate degree application at the end of the fall semester and submit it to the Office of Enrollment Management.

Upon receipt of the GRE scores, the essay and the student’s academic record at Stockton, the PSM Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing (by the Dean of Enrollment Management and/or the Dean of the School of Graduate and Continuing Studies).

CURRICULUM FOR DUAL DEGREE BS/PSM STUDENTS
Students in the Dual Degree Program must have completed all their Program requirements for core courses and their ENVL 3000/4000 level courses by the end of their junior year. By that time, they also must have completed all their General Studies and At Some Distance requirements, including the subscript and writing requirements. In their fourth year, students complete Environmental Issues and Lab (4300/4305) and a Senior Project or Internship, and also complete their core requirements in the Professional Science Master’s. During their fifth year, students complete the Graduate Capstone course and remaining credits of graduate work necessary to complete their Master’s Degree.

INFORMATION ABOUT THE PROGRAM
Undergraduate
Environmental Science Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Professional Science Master’s:
Director of the Professional Science Master’s
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261

For additional, current information, visit the Environmental Science and Geology Web sites.

For current, detailed course descriptions, go to the Online Catalog.
GEOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION
Stockton’s Geology curriculum provides students with a solid foundation in the basic sub-disciplines of Geology. Beyond the basic core, students may concentrate their studies in traditional subjects such as earthquakes, volcanoes, and minerals or in applied topics such as environmental geology, coastal processes, hydrology and water resources. Geology students may also develop a concentration in hydrogeology. Flexibility within a traditional framework is a characteristic of the Geology degree.

The Geology curriculum stresses field experience, independent study projects and internships. These encourage students to develop initiative and professionalism while they provide practical experience and enhance the students’ understanding of local geology, the region and the world. The Geology degree is administered by the Environmental Science and Geology Program.

ADMISSION TO THE PROGRAM
The program is open to any student admitted to Richard Stockton College. High school course work in the sciences and mathematics is recommended.

Students transferring to Stockton in the junior year (64 credits) should consult with a program preceptor as soon as possible to determine whether credits beyond the 128 credit minimum are necessary to earn a B.S. degree. This is less likely if prospective transfers have taken college Biology, Chemistry, and Math courses.

Students seeking a non-traditional or second bachelor’s degree are encouraged to apply for a Geology degree.

Important: Please note that most intermediate and advanced courses are offered in alternate years. It will not be possible to obtain the regular degree by taking courses only in the evenings.

GEOLOGY B.S. DEGREE

SAMPLE FOUR-YEAR COURSE SEQUENCE
GEOL elective = any upper level GEOL, ENVL, MARS, or other science course approved by the student’s preceptor
G = General Studies Course
ASD = General Studies course or Program course at some distance from the GEOL program

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>FRESHMAN</td>
<td>GEOL 2101/2105</td>
<td>GEOL 2102/2106</td>
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<tr>
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<td>MATH 1100 or MATH 2215</td>
<td>MATH 2215 or MATH 2216</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>GEOL elective</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td>Year</td>
<td>Fall</td>
<td>Spring</td>
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<td>GEOL 2102/2106</td>
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<tr>
<td></td>
<td>MATH 1100 or MATH 2215</td>
<td>MATH 2215 or Statistics</td>
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<td>G/ASD</td>
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<tr>
<td></td>
<td>G or MATH 2216</td>
<td>G/ASD</td>
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<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td>Junior</td>
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<td>GEOL 3222</td>
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<tr>
<td></td>
<td>GEOL elective</td>
<td>GEOL elective</td>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td>Senior</td>
<td>GEOL 3231</td>
<td>GEOL elective</td>
</tr>
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<td></td>
<td>GEOL elective</td>
<td>G/ASD</td>
</tr>
<tr>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
</tbody>
</table>

**GEOLOGY B.A. DEGREE**

**SAMPLE FOUR-YEAR COURSE SEQUENCE**

**DEGREES OFFERED**

Stockton offers a Bachelor of Science (B.S.) degree in Geology to prepare students for scientific and technical careers. This degree requires 80 credits in program and cognate courses and 48 in General Studies.

The Bachelor of Arts (B.A.) in Geology is particularly appropriate for students who wish to major in a science combined with study in business, one of the social sciences or education. The B.A. requires 64 program/cognate credits and 64 in General Studies.

Students may create a curriculum tailored to their own special needs (e.g. geology and the arts or geology and business) by developing a liberal studies B.A., or LIBA. Please see LIBA requirements elsewhere in this *Bulletin.*
The Bachelor of Science and Bachelor of Arts degrees require a common core of 30 credits in introductory and intermediate level courses. B.A. candidates need an additional 20 credits of cognate science and 14 credits of program or cognate electives. B.S. candidates are required to take an additional 30 or 32 credits of cognate science and 18 to 20 credits of program or cognate electives. Program courses are any courses with a GEOL acronym.

Cognate courses include those in Environmental Science, Biology, Math, Chemistry, Marine Science, and Physics, as well as selected non-science courses approved by the student’s preceptor. The course numbering system is as follows:
1000 level is introductory, not intended for majors or minors
2000 level is introductory for majors
3000 level is intermediate
4000 level is advanced

**GEOLOGY COURSE INFORMATION**

**Important:** Please note that most intermediate and advanced courses are offered in alternate years.

**Core Geology courses required for both B.S. and B.A. degrees:**
(All students are required to maintain at least a 2.0 average in Core GEOL courses.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>GEOL 2101/2105</td>
<td>Physical Geology</td>
<td>5</td>
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<tr>
<td>GEOL 2102/2106</td>
<td>Historical Geology</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 3211</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3212</td>
<td>Petrology</td>
<td>4</td>
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<tr>
<td>GEOL 3221</td>
<td>Field Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3222</td>
<td>Structural Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3231</td>
<td>Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core GEOL Total:** 30

**B.S. Requirements**

Core GEOL (see above) 30
CHEM 2110/2115 (Chemistry I, Lab) 5
CHEM 2120/2125 (Chemistry II, Lab) or CHEM 2150/2155 (Chemistry V, Lab) 5
MATH 2215 (Calculus I) and MATH 2216 (Calculus II) 10
PHYS 2110 and 2120 w/labs or PHYS 2220 and 2230 w/labs 10-12

60-62
Students are strongly urged to take Calculus I and II in succession and to complete the Math requirement earlier rather than later in their academic career. Intermediate and upper level program and cognate electives

General Studies and At-Some-Distance
Grand Total

B.A. Requirements
Core GEOL (see above)
CHEM 2110/2115 (Chemistry I, Lab)
CHEM 2120/2125 (Chemistry II, Lab)
or 2150/2155 (Chemistry IV, Lab)
MATH 1100 and MATH 2215 (Precalc and Calculus I)
or MATH 2215 and MATH 2216 (Calc I and II)
or MATH 2215 and a statistics course
Total:

Students are strongly urged to take Calculus the semester after they take precalculus and NOT to wait until later semesters to finish their math requirements.
Intermediate and upper level program and cognate electives
General Studies and At-Some-Distance
Grand Total

MINOR IN GEOLOGY
To earn a minor in Geology, students are required to complete at least 22 credits from the lists of courses presented below:

Required Courses, all of the following (10 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 2101</td>
<td>Physical Geology</td>
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<tr>
<td>GEOL 2105</td>
<td>Physical Geology Lab</td>
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<td>GEOL 2102</td>
<td>Historical Geology</td>
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<tr>
<td>GEOL 2106</td>
<td>Historical Geology Lab</td>
<td>1</td>
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</table>

Electives, at least 8 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 3211</td>
<td>Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3212</td>
<td>Petrology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3221</td>
<td>Field Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3222</td>
<td>Structural Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3231</td>
<td>Sedimentology and Stratigraphy</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3241</td>
<td>Paleobiology or</td>
<td></td>
</tr>
<tr>
<td>GEOL 3242</td>
<td>Vertebrate Paleontology</td>
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</tr>
<tr>
<td>GEOL 3250</td>
<td>Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 3328</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 4371</td>
<td>Geophysics</td>
<td>4</td>
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</tbody>
</table>
Up to 6 credits from the following:

- GEOL 4391 Field Studies: Selected Area 4-6
- ENVL 3432 Soil Science 4
- ENVL 3434 Watershed Hydrology 4
- ENVL 3435 Groundwater Hydrology 4
- GEOL 2110 Marine Geology 4
- MARS 3305 Coastal Processes: Beaches 4

**Special Features:** Physical Geology (GEOL 2101) and its associated lab (GEOL 2105) are the only prerequisites for all of the other courses in the minor, except petrology.

**GRADUATION WITH DISTINCTION**
A degree with distinction in Geology will be awarded to students who meet College criteria and whose course work and senior project or internship are of outstanding quality. The student’s program must reflect breadth of background in fundamentals and advanced course work in at least one area. The student’s senior project or internship and upper-level course work will be evaluated for evidence of initiative, ability to integrate ideas and ability to apply critical intellectual skills to specific problems. In addition, students seeking Program Distinction in Geology must demonstrate a contribution to program activities. The award will be conferred by the Geology faculty.

**SPECIAL EDUCATIONAL OPPORTUNITIES**
The Arts and Sciences Building houses Environmental Science and Geology. Its facilities include a soil and hydrology lab; paleomagnetics laboratory; chemical and biological laboratories; greenhouse, rock cutting, polishing and thin sectioning lab; biological and geological collections; computer cartography room; and microcomputer laboratories.

The College supports a vigorous field program that provides experience with field techniques in regular course work as well as special courses that have included summer field trips to the Rocky Mountains, Iceland, Newfoundland and other parts of the world.

**CAREER OPPORTUNITIES**
Recent studies indicate that the majority of geology graduates establish careers related to their major. They fill positions in industry; in state, federal and local governmental agencies; in schools; and in other organizations, including engineering, insurance, consulting, and resource management and exploration companies.

**PREPARATION FOR GRADUATE EDUCATION**
Many graduates attend graduate school immediately upon finishing their undergraduate degree and often are supported by teaching and research assistantships. Others attend graduate school while working or after a period of work experience. Graduate school can increase your professional options, salary, and opportunities for creative work, and we encourage our students to pursue graduate degrees. Students interested in graduate school are advised to talk to their preceptors early in their college careers. Graduate programs are highly variable and often have different requirements. These commonly include math and science courses beyond our basic requirements.
CAREER CONCENTRATIONS AND AREAS OF INTERDISCIPLINARY INTEGRATION

The Environmental Science and Geology program offers special career and interdisciplinary concentrations for Geology students who wish to integrate their curricula with courses outside the specific disciplines in the program; these clusters lead toward specialized career goals or preparation for graduate school.

More information on the concentrations is available from the appropriate academic program.

1. The Hydrogeology Concentration combines work in water resources with that in geology with the aim of preparing students for the description of “hydrogeologist” in state and federal governments. Contact the Environmental Science and Geology program.

2. The Geographic Information Systems Concentration is useful for GEOL majors as well as non-majors. Students are trained in using this powerful computer application to manipulate spatial geographic information. A Certificate in Geographic Information Systems is currently being offered. Contact an Environmental Science preceptor or check the Web page for more information.

INFORMATION ABOUT THE PROGRAM

Geology Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261

For additional, current information, visit the Geology Web site.

For current, detailed course descriptions, go to the Online Catalog.
MARINE SCIENCE

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Stewart C. Farrell
Ph.D. (University of Massachusetts), Professor of Marine Science: estuarine hydrography and intertidal sediments, beach morphology and physical processes and storm hazard mitigation on the shoreline of New Jersey.

Gordan Grguric
Ph.D. (Florida Institute of Technology), Associate Professor of Marine Science: seawater aquarium chemistry, redox processes, interstitial water, physical and chemical modeling of closed seawater systems.

Richard P. Hager
Ph.D. (University of New Hampshire), Associate Professor of Marine Science: marine ecology, invertebrate zoology, general and population ecology, biology of amphipod crustaceans, ecology of beaches.

Matthew Landau
Ph.D. (Florida Institute of Technology), Professor of Marine Science: aquaculture, crustacean biology, general evolutionary theory, comparative physiology and toxicology, biometry, tropical marine biology, science education.

Mark Sullivan
Ph.D. (University of Miami), Associate Professor of Marine Science: marine ecology, ichthyology, early life history of fishes, fisheries oceanography, climate change, fisheries management.

ASSOCIATED FACULTY

Claude M. Epstein
Ph.D. (Brown University), Professor of Environmental Science: hydrology, water resources, geomorphology, wetland hydrology, geothermal energy, paleoecology, earth history, invertebrate paleobiology.

Tara Harmer Luke
Ph.D. (Johns Hopkins University), Associate Professor of Biology: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

Michael J. Hozik
Ph.D. (University of Massachusetts at Amherst), Professor of Geology: structural geology, geophysics, environmental geology, rock mechanics.
Yitzhak Y. Sharon  
Ph.D. (Princeton University), Professor of Physics and Weinstein Professor of Jewish Studies: theoretical low-energy nuclear physics, physics education.

Peter Straub  
Ph.D. (University of Delaware), Professor of Biology: plant physiology, plant molecular biology, plant population genetics, environmental stress, beach and salt marsh plants.

Roger C. Wood  
Ph.D. (Harvard University), Professor of Zoology: conservation biology, vertebrate paleontology, evolution, zoogeography, systematics.

PROFESSOR EMERITUS

Rudolf G. Arndt  
Ph.D. (Cornell University), Professor Emeritus of Marine Science: ichthyology, estuarine ecology, blue crab biology, vertebrate zoology, ecology, behavior, herpetology, nature photography.

INTRODUCTION

The Richard Stockton College of New Jersey is located within 10 minutes of an extensive barrier-beach back-bay estuarine system and is one of a few undergraduate institutions in the U.S. that offers a degree program in marine science. Stockton’s Marine Science (MARS) program encompasses two general areas of study: marine biology, and oceanography (including marine geology). A number of field courses, laboratory courses, seminars, independent studies and tutorials are offered, with a strong emphasis on teaching in the field. The Marine Science and Environmental Field Station is a valuable teaching and research resource for the program. The program is interdisciplinary and requires student competence in several areas of science. Upper-level students have the opportunity to design and implement their own independent study projects on local marine organisms, and physical and chemical processes. They are encouraged to study the relevant original literature, identify research problems, collect data, analyze it, synthesize the information, and interpret it in the light of previously published studies. One of the major objectives of Stockton’s Marine Science program is to demonstrate that undergraduate students can become actively involved in research and make contributions to the field.

MARINE SCIENCE PROGRAM

All students in the Marine Science program must complete the core requirements. Students must also complete the marine biology track requirements, or the oceanography track requirements. Then, in consultation with their preceptor, they select appropriate elective (cognate) courses to form a track in either marine biology, or oceanography. Students have much latitude to develop their own program of study within their track, and the listed required courses are the minimum requirements. Students should also take courses listed as electives. The electives and the course sequence for each student should be determined with the assistance of individual preceptors. Elective courses can be chosen from offerings in marine science, biology, chemistry, geology, mathematics, applied physics, environmental studies, and information and computer sciences.
The program also has occasional course offerings such as NJ Field Ichthyology and Underwater Archeology, which are taught by visiting or adjunct faculty. Students should inquire about the availability of such offerings. Students in other programs may earn a minor in Marine Science.

GRADUATION REQUIREMENTS
The minimum requirement for the Bachelor of Arts in Marine Science is 64 credits of marine science and cognate courses. The Bachelor of Science degree requires a minimum of 80 credits in marine science and cognate courses. These program credits, in combination with the College’s General Studies requirement, constitute the minimum of 128 credits necessary for a Stockton degree. In order to be able to graduate, a student must meet College criteria, which include a minimum grade point average of 2.0 overall. In addition, a student must satisfy the Marine Science Program course distribution requirements, and have a minimum grade point average of 2.0 in program and cognate courses. The transfer student who wishes to major in Marine Science should contact the program coordinator prior to first registration at Stockton. Some students may require an extra year to fulfill degree requirements, particularly if they lack a science background.

CORE REQUIREMENTS
MARS 2201 Introduction to Marine Biology
MARS 2202 Introduction to Oceanography
MARS 3371/3375 Oceanography II and Laboratory
CHEM 2110/2115 Chemistry I and Laboratory
CHEM 2120/2125 Chemistry II and Laboratory
GEOL 2110/2115 Marine Geology and Laboratory or a suitable 2000-4000 level alternative GEOL course

PHYS courses:
PHYS 2110/2115 and 2120/2125 (Physics for Life Sciences I and II and Laboratories), for Marine Biology B.S. students (B.A. students are only required to take PHYS 2110/2115) or PHYS 2220/2225 and 2230/2235 (PHYS I and II and Laboratories) for all Oceanography students.

MARINE BIOLOGY TRACK REQUIREMENTS
BIOL 1400/1405 Biodiversity and Evolution and Laboratory
any 2000-4000 level statistics class
B.S. students must also take either MATH 2210 (Calculus for Life Sciences) or MATH 2215 (Calculus I)
Students must choose at least three of the following courses:
BIOL 2100 Ecology
MARS 3335 Marine Botany
MARS 3300 Invertebrate Zoology
3340 Introduction to Ichthyology or another suitable vertebrate taxonomy course
Students must choose at least one of the following courses:
MARS 3306 Aquaculture
MARS 3307 Fisheries Science & Management
B.S. students must also take at least 4 elective MARS credits at the 3000-4000 level
*Students are strongly urged to complete the Math requirements earlier rather than later in their academic career.*

**OCEANOGRAPHY TRACK REQUIREMENTS**
CHEM 2140/2145 Chemistry IV and Laboratory
MATH 2215 Calculus I
MATH 2216 Calculus II or a statistics course at the 2000 level or above
GEOL elective course
MARS 3372 Oceanography III

B.S. students must also take at least 4 elective MARS credits at the 3000-4000 level
*Students are strongly urged to complete the MATH requirements earlier rather than later in their academic career.*

**RECOMMENDED ELECTIVE COURSES**
The following groups of recommended courses are examples of courses appropriate as track electives. These lists are not comprehensive, and students can substitute additional courses in consultation with their preceptor.

**MARINE BIOLOGY TRACK ELECTIVES**
MARS 3416 Tropical Marine Biology
MARS 3426 Freshwater Ecology
MARS 3499 Seal Biology and Behavior
MARS 3500 The NJ Seal Study
MARS 3600 Underwater Archaeology
MARS 3746 NJ Field Ichthyology
BIOL 2110/2115 Genetics and Laboratory
BIOL 2175 Scientific Diving
BIOL 3110 Animal Behavior
BIOL 3333 Biology of the Deep Sea
BIOL 3467 Tide Marsh Ecology
Chemistry III and 2135 Laboratory, or additional MARS, BIOL, ENVL, or CHEM courses

**OCEANOGRAPHY TRACK ELECTIVES**
MARS 3305 Coastal Processes: Beaches
MARS 3308/3318 Coastal Zone Management and Laboratory
MARS 3381 Marine Chemistry Laboratory
MARS 3382 Analysis of Seawater/Sediments
CHEM 3410 Physical Chemistry
CHEM 3530 Environmental Chemistry
CSIS 1180 Microcomputers and Applications
ENVL 3422 Hydrology
GEOL 3211  Mineralogy
GEOL 3212  Petrology
GEOL 3221  Field Geology
GEOL 3222  Structural Geology
GEOL 3231  Sedimentology and Stratigraphy
MATH 2217  Calculus III
MATH 3323  Linear Algebra
MATH 3328  Differential Equations
PHYS 3220  Mechanics or additional approved CHEM, MATH, PHYS, INFO, or GEOL courses

GRADUATION WITH DISTINCTION
A Bachelor of Science degree with distinction in marine science will be awarded to students who meet College criteria, who maintain at least a 3.50 grade point average, whose course work is of outstanding quality and who complete an outstanding senior project. The senior project will be reviewed for evidence of initiative and ability to apply critical intellectual skills to a particular problem. Students who expect to graduate with distinction must be sure that their proposed project is approved by the appropriate Marine Science faculty preceptor(s) and that copies of their final written report are available to all marine science faculty before they meet to consider awarding such a degree. The award will be conferred by the Marine Science program faculty.

MINOR IN MARINE SCIENCE
Students in other Programs may earn a minor in Marine Science. The requirements for such a minor are:
MARS 1100  Survey of Ocean Life or
MARS 2201  Introduction to Marine Biology
(Student cannot take both)
MARS 2202  Introduction to Oceanography

At least 12 more elective MARS course credits, eight of which must be at the 3000- or 4000-levels.

Students must complete all prerequisites for any MARS courses selected as electives.

Selection of a suite of electives that correspond to the interests of the student should be made with the help of the preceptor and/or a MARS program faculty member.
SPECIAL OPPORTUNITIES
There are many opportunities to carry out research at the undergraduate level at Stockton. Many marine habitats are available for field projects: sandy beaches, pilings, and breakwaters with varying degrees of exposure; eroding peat deposits; sheltered bays with mud and shell bottoms; salt marsh ponds, creeks and grass flats; and low-salinity creeks and rivers that are at the upper reaches of local estuaries. The Marine Science and Environmental Field Station is located on an eight-acre waterfront site in the Jacques Cousteau National Estuarine Research Reserve and is just 10 minutes from the Stockton campus. A chemical and biological laboratory provides a well-equipped teaching area, five faculty research areas, computer facilities, and the main aquarium-wet laboratory. The aquarium-wet laboratory provides seawater facilities for maintaining live organisms for research and teaching.

The Coastal Research Center building is also located at the Field Station; researchers here are involved in beach and estuary dynamic studies. Extensive field and laboratory equipment, as well as five 21- to 28-foot research vessels, allows faculty to conduct research and instructional exercises utilizing the latest technology. The Field Station also provides part-time work and volunteer opportunities for MARS students. Students may propose their own field, laboratory, or library research projects to prospective faculty sponsors, and/or work on suitable internships. Student interns have been placed locally in field/laboratory positions, including at Adventure Aquarium (formerly the New Jersey State Aquarium) in Camden, Rutgers University marine laboratories in Tuckerton and Port Norris, and the Brigantine Marine Mammal Stranding Center. Through the Washington Internship program, MARS majors have been placed at the National Aquarium, the National Oceanographic and Atmospheric Administration, the National Academy of Sciences and the Smithsonian Institute/Natural History Museum.

For research projects that necessitate the processing of larger quantities of numerical data, students can make use of the College Computer Center, which is tied into the statewide Educational Computer Network. Stockton is a member of the New Jersey Marine Sciences Consortium and has access to Consortium marine stations, boats, and equipment. Stockton students can take, with the approval of the MARS program, summer courses at the NJMSC facilities at Sandy Hook.

CAREER OPPORTUNITIES
Graduates of the Marine Science program seek employment directly with their B.A. or B.S. degrees, or go on to graduate school to work for M.S. or Ph.D. degrees. There are a number of employment opportunities in this field, both in the private and public sectors.

MARINE BIOLOGY
Stockton graduates in Marine Biology have been very successful in obtaining entry-level positions in their field with local, state, and federal agencies. Such positions have involved laboratory work, fieldwork on marine habitats, data analysis and law enforcement. Some have gone on to consulting jobs with private firms, and some have entered postgraduate study and have attended major universities. Examples of student studies are: marine plant ecology, tropical fish ecology, marine parasitology, heavy metal pollution of mud flat habitats, micro-nutrient analysis of open ocean communities, fish population biology and chemical defenses of marine algae.
OCEANOGRAPHY

The pending energy shortage will necessitate an increased search for petroleum deposits on the continental shelf, additional offshore ports, and an increased need for coastal sites for power plants. This will mean employment opportunities for a number of marine engineers and marine geologists on offshore oil surveys and marine construction projects. At the same time, many of these energy-related activities can be expected to disturb the natural balances of beaches, estuaries, and shallow coastal waters by thermal pollution from power plants, oil spills from offshore drilling operations or accidents during the unloading of super-tankers, and disruption of the bottom by dredging and the disposal of dredge spoils. These, in addition to problems caused by sludge from coastal sewage outfalls, chemical pollutants from various industrial processes, pesticides from agricultural run-off, and even photochemical smog purged from the atmosphere by rain, will, when coupled with more stringent water quality control standards imposed by the federal government, mean jobs for water chemists, physical oceanographers, and marine biologists with consulting firms to prepare environmental impact statements and with state and federal agencies to monitor sources of pollution.

INFORMATION ABOUT THE PROGRAM

Marine Science Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
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Phone: (609) 652-4261

For additional, current information, visit the Marine Science Web site. For current, detailed course descriptions, go to the Online Catalog.
MATHEMATICS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Bradley Forrest
Ph.D. (Cornell University) Assistant Professor of Mathematics: geometric group theory, topology.

Renganathan G. Iyer
Ph.D. (Massachusetts Institute of Technology), Associate Professor of Mathematics: representation theory of finite and infinite dimensional Lie algebras, commutative algebra, curriculum development and mathematics education.

Pamela Kosick
M.S. (University of Delaware), Instructor of Mathematics: finite fields, polynomials, commutative semifields, commutative algebras.

Suzanne Nezzar
Ph.D. (University of California, Los Angeles), Associate Professor of Mathematics: image processing, radial basis functions, spectral methods, radon transform.

Simon R. Quint
Ph.D. (University of California at Berkeley), Associate Professor of Mathematics: representations of Lie groups, mathematical inner connections.

Brandy Lynn Rapatski
Ph.D. (University of Maryland), Associate Professor of Mathematics: mathematical epidemiology, mathematical biology, differential equations.

Yujin Shen
Ph.D. (University of Delaware), Associate Professor of Mathematics: mathematical statistics, probability, actuarial science.

Juan Tolosa
Ph.D. (Patrice Lumumba University, USSR), Professor of Mathematics: local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of the interval, chaos, geometry.

Judith Vogel
Ph.D. (Temple University), Associate Professor of Mathematics: numerical analysis, numerical linear algebra, iterative methods.
Chia-Lin Wu  
Ph.D. (University of California, Irvine) Associate Professor of Mathematics: probability and statistics, queuing networks, ATM networks performance and evaluation, optimization.

ASSOCIATED FACULTY

Frank A. Cerreto  
Ed.D. (Rutgers, The State University), Professor of Mathematics: mathematics, curriculum development, mathematics education, computer literacy, computer science.

Yitzhak Y. Sharon  
Ph.D. (Princeton University), Professor of Physics and Weinstein Professor of Jewish Studies: theoretical physics, mathematical physics.

PROFESSORS EMERITI

Charles W. Herlands  
Ph.D. (University of California at Irvine), Professor Emeritus of Mathematics: algebra, category theory, homological algebra, history and philosophy of science, computer science.

Murray R. Kirch  
Ph.D. (Lehigh University), Professor Emeritus of Computer Sciences and Mathematics: software engineering, artificial intelligence, automata and computability theory, software engineering, computer science education, numerical analysis, statistics, probability, mathematics of risk.

Donald Plank  
Ph.D. (University of Rochester), Professor Emeritus of Mathematics: algebra, general topology, rings of functions, ordered algebraic systems, collective choice theory.

INTRODUCTION

The Mathematics (MATH) program is designed to meet the needs of those students who wish to acquire certain mathematical techniques for use in the physical, life, management, and social sciences, as well as those whose primary interests lie in mathematics itself. Mathematics is an appropriate degree program for students preparing themselves for careers in actuarial science, statistical analysis, operations research, computer science, engineering, or secondary education and for those who wish to pursue graduate study in mathematics or certain mathematics-related areas (e.g., computer science, computational science, statistics or economics).

PROGRAM ORGANIZATION

The Mathematics curriculum is highly sequential, so it is important that majors begin the calculus sequence in the first term of the freshman year if at all possible. It is recommended that all students complete degree requirements in Mathematics as soon as possible within their first four semesters. By the end of the sophomore year, majors should have completed the calculus sequence, MATH 3323 Linear Algebra, and MATH 3325 Foundations of Mathematics, leaving the junior and senior years open for advanced courses, independent study, tutorials and seminars.
The Mathematics program offers four specialized concentrations: Actuarial Science, Computer Science, Graduate School preparation and Secondary Education concentration. It is not necessary that mathematics majors choose one of these concentrations to graduate; the concentrations are for advisory purposes only.

Students interested in an actuarial career should elect the Actuarial Science concentration. Actuarial students are advised to begin the sequence of actuarial examinations upon completion of MATH 4451 Probability and Statistics I.

Students with an interest in the computational aspects of mathematics and the use of computers to solve mathematical problems should elect the Computer Science concentration or pursue a degree in Computational Science.

Students who intend to continue their mathematical training in graduate school should elect the Graduate School Preparation concentration. Such students are advised to take the Graduate Record Examination in their senior year. It is desirable for such students to acquire a reading knowledge of at least one foreign language (usually French, German or Russian).

Students who wish to be certified to teach mathematics in secondary school should elect the Secondary Education concentration and also should consult the Office of Teacher Education as early as possible to plan a program of study (see the section on Education requirements elsewhere in this Bulletin). Students interested in the five-year, dual degree Mathematics/Engineering program should complete the five core mathematics courses and MATH 3328 Differential Equations during the first two years. In addition, they must complete a year of Physics, a year of General Chemistry, and additional dual-degree requirements by the end of the third year before transferring to Rutgers or NJIT for the final two years or finishing the math program requirements in their fourth year.

Students who complete the dual-degree program will receive a Bachelor’s degree in Mathematics from Stockton after the fourth year and a Bachelor of Science degree in Engineering from Rutgers or NJIT after the fifth year. See the section on Engineering Dual-Degree Program elsewhere in this Bulletin.

ADMISSION TO THE PROGRAM
The Mathematics program is open to any student with an active interest in mathematics. Students who have a good working knowledge of two years of high school algebra, one year of high school geometry and trigonometry should begin with MATH 2215 Calculus I. Students who were proficient in high school calculus may wish to seek advanced standing. Students who need to review algebra and trigonometry should enroll first in MATH 1100 Precalculus Mathematics before beginning the calculus sequence. High school students considering a major in mathematics at Stockton are strongly urged to take four years of college-preparatory mathematics (through trigonometry), at least three years of college preparatory science (including physics and chemistry), and four years of college-preparatory English courses that emphasize writing. Students who lack adequate backgrounds in high school mathematics,
science or English may not be sufficiently prepared to attempt the rigorous freshman- and sophomore-level core courses in mathematics.

Community college graduates who have not completed a one-year sequence in single-variable calculus should expect to spend more than two years at Stockton to obtain a degree in mathematics. Transfer students who wish to major in mathematics should contact the coordinator of the Mathematics program before the beginning of their first term at Stockton.

GRADUATION REQUIREMENTS
Completion of the following mathematics core courses (or their equivalents) with a minimum grade of C is required of all mathematics majors:

- MATH 2215  Calculus I
- MATH 2216  Calculus II
- MATH 2217  Calculus III
- MATH 3323  Linear Algebra
- MATH 3325  Foundations of Mathematics
- Differential Equations (required for students pursuing a B.S. degree in mathematics)

Completion of the following core courses is also required:
- PHYS 2220/25  Physics I
- PHYS 2230/35  Physics II
- Programming and Problem Solving I or another course where a high level language such as Fortran or C++ is taught.

(Note: PHYS 2220/25 is offered fall term only and PHYS 2230/35 is offered spring term only.)

In addition to these courses, completion of four of the following 10 advanced courses (or their equivalents) with at least one from Group I and at least one from Group II, will be required:

**Group I**
- MATH 4431  Advanced Calculus
- MATH 4432  Complex Analysis
- MATH 4441  Algebraic Structures
- MATH 4445  Modern Geometry

**Group II**
- MATH 4451  Probability and Statistics I
- MATH 4452  Probability and Statistics II
- MATH 4461  Numerical Analysis
- MATH 4471  Computer Algorithms
- MATH 4472  Theory of Computation
- MATH 4481  Topics in Mathematics*

(Note: Most of these courses are offered once a year. MATH 4441, 4445, 4451 and 4461 are offered fall term only MATH 4431, 4432, and 4452 are offered Spring term only MATH 4471. 4472 and MATH 4481 are offered in the spring semester on a need basis.

* Depending on the course content, MATH 4481 may belong to Group I or II. Please check with the instructor before you enroll in the course regarding the Group designation.)

Students must also complete two semesters of MATH 4600, Mathematics Seminar.
In addition to the above, the B.A. and the B.S. degree candidates must satisfy the following requirements:

B.A. degree: additional courses to be taken in mathematics or in related programs for a total of 64 credits and fulfillment of the applicable College General Studies requirement.

B.S. degree: additional courses to be taken in mathematics or in related programs for a total of 80 credits and fulfillment of the applicable College General Studies requirement.

All degree candidates are required to have at least a 2.0 G.P.A. in MATH-acronym courses. For the purposes of this Program requirement, if a MATH-acronym course is taken more than once, only the highest grade earned will be used.

Students should consult with their preceptors before taking statistics courses that do not have MATH acronyms. Non-calculus-based statistics courses will not count as Program/Cognate courses toward a MATH degree.

Transfer students should note that transfer credits for non-calculus-based statistics courses, although accepted by the College, will not count as Program/Cognate credits toward a MATH degree. The specialized concentrations in mathematics follow.

Students do not have to choose a concentration to graduate; the concentrations are for advisory purposes only.

**ACTUARIAL SCIENCE CONCENTRATION**

*Primary courses:*

- GNM 3149 Mathematics of Finance
- MATH 2225 Discrete Mathematics
- MATH 4451 Probability and Statistics I
- MATH 4452 Probability and Statistics II

*Recommended courses:*

- ECON 1200 Introduction to Macroeconomics
- ECON 1400 Introduction to Microeconomics
- FINA 3110 Introduction to Financial Management
- FINA 3120 Financial Management II
- ECON 3610 Introduction to Econometrics

The above five courses have been approved by the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) to meet the Validation by Education Experience (VEE) requirement with grade B- or better.

- MATH 3328 Differential Equations
- MATH 4432 Complex Analysis
- MATH 4461 Numerical Analysis
- CSIS 2102 Programming and Problem Solving II
- CSIS 2226 Foundations of Computer Science
- CSIS 3103 Data Structure.
GRADUATE SCHOOL PREPARATION CONCENTRATION

Primary courses:
MATH 2225  Discrete Mathematics
MATH 3328  Differential Equations
MATH 4431  Advanced Calculus
MATH 4432  Complex Analysis
MATH 4441  Algebraic Structures

Additional courses (selected to meet the student’s needs and major interests):
MATH 4445  Modern Geometry
MATH 4451  Probability and Statistics I
MATH 4452  Probability and Statistics II
MATH 4461  Numerical Analysis
MATH 4471  Computer Algorithms
MATH 4472  Theory of Computation

Recommended courses:
CHEM 2110/15  Chemistry I—General Principles
CHEM 2120/25  Chemistry II—Organic Structure
CHEM 2140/45  Chemistry IV—General Principles
CSIS 2101  Programming and Problem Solving I
CSIS 2102  Programming and Problem Solving II
CSIS 3103  Data Structures
CSIS 2259  Operations Research I
CSIS 4463  Artificial Intelligence

COMPUTER SCIENCE CONCENTRATION

Primary courses:
MATH 2225  Discrete Mathematics
MATH 3328  Differential Equations
MATH 4451  Probability and Statistics I
MATH 4461  Numerical Analysis
MATH 4471  Computer Algorithms
MATH 4472  Theory of Computation
CSIS 2101  Programming and Problem Solving I
CSIS 2102  Programming and Problem Solving II
CSIS 3103  Data Structures
CSIS 2226  Foundations of Computer Science
CSIS 3250  Computer Organization and Assembly Language

At least one of the following:
CSIS 4244  Programming Language Structures
CSIS 4251  Operating Systems
CSIS 4469  Computer Architecture

Recommended courses:
MATH 4441  Algebraic Structures
MATH 4452  Probability and Statistics II

Any course from the Extended Core for the Computer Science Concentration of the CSIS Program.
SECONDARY EDUCATION CONCENTRATION

*Primary courses:*
- ECON 1200 Macroeconomics
- GNM 1261 Applied Geometry or
- MATH 4445 Modern Geometry
- GNM 2113 History of Mathematics
- MATH 2225 Discrete Mathematics
- MATH 4441 Algebraic Structures
- MATH 4451 Probability and Statistics I

*Additional courses (selected to meet the student’s needs and major interests):*
- MATH 3328 Differential Equations
- MATH 3330 Interrelations in Mathematics
- MATH 4431 Advanced Calculus
- MATH 4432 Complex Analysis
- MATH 4452 Probability and Statistics II
- MATH 4461 Numerical Analysis
- MATH 4471 Computer Algorithms
- MATH 4472 Theory of Computation

*Other Recommended courses:*
- BIOL 1100/05 Organisms and Evolution
- BIOL 2110 Genetics
- CHEM 2110/15 Chemistry I – General Principles
- CHEM 2120/25 Chemistry II - Organic Structure
- CSIS 1206 Statistics
- CSIS 2101 Programming and Problem Solving I
- MATH 3350 Mathematical Physics

*Note:* Not all science or CSIS courses are considered cognate courses for math majors. Students should consult with their preceptors or the mathematics program coordinator if they have any questions.

MINOR IN MATHEMATICS

Students may earn a minor in mathematics by completing the following courses with a grade of C or better:
- MATH 2215/ Calculus I,
- MATH 2216 Calculus II,
- MATH 2217 Calculus III and
- MATH 3323 Linear Algebra and one additional 4-credit 3000 or 4000 level MATH course.
SPECIAL OPPORTUNITIES
Some students may wish to take part in off-campus experiences where their knowledge of mathematics may be applied to “real-world” situations. Academic credit can be granted for such an experience, provided it contributes significantly to the student’s intellectual development. Credit will generally be contingent upon a comprehensive report to be submitted after the experience is completed. Seniors may wish to undertake some special project in mathematics for academic credit. This may consist of a thesis, seminar or some other project agreeable to the mathematics faculty. Specifics will be established on a case-by-case basis.

ARTICULATION PROGRAMS
A five-year dual-degree Engineering option with the New Jersey Institute of Technology (NJIT) and Rutgers, the State University is available to mathematics (and other) majors. Under this option, the mathematics major spends the first three years at Stockton and the last two years at NJIT or Rutgers. The B.S. degree in Mathematics is awarded from Stockton and the B.S.E. degree from NJIT or Rutgers. The Engineering degree for the Mathematics major could be in one of four areas—Mechanical Engineering, Industrial Engineering, Manufacturing Engineering or Engineering Science. For further information, contact the Engineering Coordinator.

GRADUATION WITH DISTINCTION
A bachelor’s degree with distinction in mathematics will be awarded to students who meet College criteria for graduation with distinction and whose course work and senior projects are of outstanding quality. The award will be conferred by the Mathematics program faculty on those who have scholarly and mathematical achievements that are judged to be of unusual merit, who have or will have completed MATH 4800, and who have given a project talk in the MATH Seminar. The student seeking the degree with distinction should consult with a mathematics faculty member regarding the design of a senior project before entering the senior year.

CAREER OPPORTUNITIES
Students who successfully complete a degree program in mathematics may continue their education at the graduate level or pursue careers in secondary education, business, industry, actuarial science or federal/state government. Professional opportunities in actuarial science are excellent since the demand by insurance companies, consulting firms, and government agencies for qualified actuaries exceeds the available supply.
INFORMATION ABOUT THE PROGRAM
Mathematics Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4546

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261

For additional, current information, visit the Math Web site.

For current, detailed course descriptions, go to the Online Catalog.
APPLIED PHYSICS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Neil Aaronson
Ph.D. (Michigan State University), Assistant Professor of Physics: psychoacoustics, audio quality perception, room acoustics, music perception.

Benjamin Agyare
M.S. (Miami University at Oxford Ohio), Instructor of Physics: quantum optics.

Douglas Lessie
Ph.D. (University of Pittsburgh), Professor of Physics: solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

Fang Liu
Ph.D. (University of Pennsylvania), Associate Professor of Physics: biomedical and health physics, positron emission tomography (PET), PET surgical probes, biomedical optics imaging, biophysics.

Sipra Pal
Ph.D. (Georgetown University), Associate Professor of Physics: solid state physics, theoretical surface physics, mathematical physics, energy studies, computational modeling.

Yitzhak Y. Sharon
Ph.D. (Princeton University), Professor of Physics and Weinstein Professor of Jewish Studies: theoretical low-energy nuclear physics, physics education.

Lynn F. Stiles
Ph.D. (Cornell University), Professor of Physics: geothermal systems, energy management, optics, solar energy, lasers and holography, environmental physics.

ASSOCIATED FACULTY

John Russell Manson
Ph.D. (University of Glasgow), Associate Professor of Computational Science: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

Robert J. Olsen
Ph.D. (Brandeis University), Assistant Professor of Computational Science: physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.
Monir H. Sharobeam  
Ph.D. (University of Tennessee), Professor of Computational Science: mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer-aided drafting and design.

INTRODUCTION

A degree in Applied Physics provides preparation for a wide range of scientific and technical careers and for secondary-school science teaching. As a fundamental science, with applications in many fields, Physics (PHYS) also strengthens the backgrounds of students whose major interests are Biology, Marine Science, Physical Therapy, Mathematics, Chemistry, Astronomy, Environmental Science, Information and Computer Sciences, Computational Science, Geology, Pre-Medical Studies And Other Health Sciences. There is much overlap between Applied Physics and Stockton’s Engineering Dual-Degree program (see Engineering elsewhere in this Bulletin). Applied Physics majors who are interested in teaching as a career can obtain New Jersey certification for teaching. Such students should inform their preceptor and should contact the Dean of Education as soon as possible after enrolling at Stockton. Additional relevant information is provided under Education in the Bulletin.

PROGRAM ORGANIZATION

Upon completion of the core Physics and cognate (related) courses, Applied Physics majors are encouraged to study the application of physics to their own individual fields of interest. This may be accomplished through courses as well as through independent study courses with the Applied Physics program faculty (see list of specialties above). An Energy Certificate option and a five-year engineering dual-degree, both related to Physics, are also offered (see Energy Certificate and Engineering listings). This curriculum accommodates a broad range of student interests. The program provides two general orientations: industrial and government, and graduate school. It is also possible for a student to obtain a Physics degree and to carry out simultaneously a concentration in a related area such as Engineering, Mathematics, Biology, Computational Science, Marine Science, Business, Computer Sciences, Environmental Science, Energy, etc.

In addition to the standard Physics curriculum, which prepares students for graduate school, the Physics program also offers applied thrusts in Energy Studies, Engineering Physics, Computational physics, Biomedical Physics and Astronomy.

The introductory course sequence, PHYS 2220 Physics I, PHYS 2230 Physics II, and PHYS 3010 Physics III, is offered yearly (starting only in the fall semester). This is the preferred course sequence for Applied Physics majors. Another parallel course sequence, Physics for Life Sciences (PHYS 2110 and PHYS 2120), starts only in the fall, and subsequently can be followed by Physics III (PHYS 3010).
Also offered are more advanced topical courses. Except for Computational Mechanics (PHYS 3220) which is offered annually, all these courses are offered in alternate years. Applied Physics students and faculty meet regularly for a zero-credit colloquium to discuss topics of current interest in Physics, Engineering and related areas, visit various facilities, and meet with guest speakers from within and outside the Stockton community. This Physics and Engineering Colloquium (PHYS 2600) is required each semester for all Physics and Physics Engineering majors. All Physics majors are expected to sign up for the Physics and Engineering Colloquium every semester.

The Applied Physics program also sponsors special projects, as well as industrial, governmental and teaching internships for interested students. During their last year at Stockton, Applied Physics majors gain valuable technical experience by completing a required credit bearing senior research project, which they are expected to begin during their junior year. At the end of the junior year, they are required to submit a research proposal to the Physics faculty for review.

ADMISSION TO THE PROGRAM
The program is open to all interested students. High school students who intend to major in Physics can prepare by building a solid foundation in Mathematics and the physical sciences. Students who are planning a career in teaching Physics are advised to complete a senior project related to teaching.

Students pursuing scientific or technical careers should consider beginning the PHYS 2220/2225-PHYS 2230/2235 courses in the fall term, preferably, of their freshman year. Students majoring in Physics who have not completed these courses and the co-requisite Calculus I and II courses by the end of their sophomore year may need to spend additional time at Stockton to meet graduation requirements.

ARTICULATION PROGRAMS
A five-year dual-degree engineering option with Rutgers University or with the New Jersey Institute of Technology (NJIT) is available to Physics (and other) majors. Under this option, the Physics major normally spends the first three years at Stockton and the last two years at NJIT or Rutgers. The B.S. degree in Applied Physics from Stockton is awarded after the fourth year and the B.S.E. degree from Rutgers or NJIT a year later. The Engineering degree for the Physics major could be in one of the following areas: Electrical Engineering, Mechanical Engineering, Computer Engineering, Industrial Engineering, Manufacturing Engineering, Bioenvironmental Engineering, Biomedical Engineering or Engineering Science. Graduates of the dual-degree engineering program will have acquired not only a thorough training in engineering but also a very strong background in Physics and liberal arts. This should provide good preparation for careers in the 21st century.

Students interested in the five-year, dual degree option in Engineering should contact the coordinator of the dual-degree program at (609) 652-4546. (See the section on the Engineering Dual-Degree Program elsewhere in this Bulletin). Articulation agreements with medical, dental and pharmaceutical schools provide options for selected students intending careers in medicine or dentistry. For further information, contact the program coordinator or the Health Professions Advisor.
GRADUATION REQUIREMENTS
A minimum of 128 credits is required for graduation from Stockton. Most students, however, exceed the required 128-credit minimum in the course of preparing for advanced study and careers. The Applied Physics program offers the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees. Students pursuing the B.S. degree are required to complete 80 credits in PHYS and cognate courses. B.A. degree candidates must complete 64 credits in PHYS and cognate courses. In addition, an overall grade point average of C or better is required for program courses. The B.A. degree adequately prepares the students for the job market. The B.S. degree may be interdisciplinary in nature, in which case students have the freedom of choosing (with careful advising) several Physics or cognate courses that best meet their career goals.

The College is not only committed to providing students with a strong specialization in a major, but also seeks to expand the intellectual and cultural horizons of students by requiring courses in general education. Students pursuing a B.A. degree, in addition to 64 credits in PHYS and cognates, are required to complete 64 credits in General Studies; students pursuing a B.S., in addition to 80 credits in PHYS and cognates, are required to complete 48 credits in General Studies. The General Studies program includes courses designated by a G-acronym (of which 32 credits are required for graduation) and Program Studies courses in fields not related to Physics and Mathematics. (See General Studies requirements in the Bulletin.)

REQUIRED AND ELECTIVE COURSES FOR THE B.A. AND B.S. DEGREES
Required Physics Core Courses for All Physics Majors (B.A. or B.S. Degrees)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th># of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2220/2225</td>
<td>Physics I /Lab</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 2230/2235</td>
<td>Physics II /Lab</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 3010</td>
<td>Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2600</td>
<td>Physics and Engineering Colloquium **</td>
<td>0</td>
</tr>
<tr>
<td>PHYS 3110</td>
<td>Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3220</td>
<td>Computational Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3340</td>
<td>Optics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3352</td>
<td>Nonlinear Systems***</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3370</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3380</td>
<td>Thermal Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3390</td>
<td>Introduction to Quantum Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4620</td>
<td>Research Methods</td>
<td>0</td>
</tr>
<tr>
<td>PHYS 4800</td>
<td>Senior Project Variable</td>
<td>2-3</td>
</tr>
</tbody>
</table>

** PHYS 2600 is offered each semester. Students should enroll in this seminar course each semester.

*** MATH 3323 Linear Algebra may replace this course

Required Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th># of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2217</td>
<td>Calculus III</td>
<td>5</td>
</tr>
</tbody>
</table>
Four additional elective Physics or cognate courses are required for the B.S. degree. These four elective courses can be chosen in Physics, Mathematics, Computer Science, Computational Science, Chemistry, or other cognate areas or as independent study. Note, too, that a wide variety of independent study courses are available and encouraged, representing the interests of the Physics faculty and students. With careful advising these courses may be selected to obtain a concentration in Biomedical Physics, Computational Physics or Physics teaching. B.A. students may take appropriate courses to obtain strength in Law, Management, Business Studies, Economics or other areas.

**SAMPLE CURRICULUM LEADING TO THE B.S. DEGREE (128+ CREDITS)** *

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
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<tbody>
<tr>
<td><strong>Freshman</strong></td>
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<tr>
<td>Physics I and Lab</td>
<td>(6)</td>
<td>Physics II and Lab</td>
</tr>
<tr>
<td>Calculus I</td>
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<td>General Studies</td>
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<td>Physics and Eng Colloquium**</td>
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<td>(5)</td>
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<tr>
<td>Electronics or Optics</td>
<td>(4)</td>
<td>General Studies</td>
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<td>General Studies</td>
<td>(4)</td>
<td>Differential Equations</td>
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<tr>
<td>Optics or Electronics</td>
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<td>Non Linear Systems or Thermal Physics</td>
</tr>
<tr>
<td>Electricity and Magnetism or Quantum Mechanics</td>
<td>(4)</td>
<td>Physics Elective</td>
</tr>
<tr>
<td>Research Methods</td>
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<tr>
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<td>(8)</td>
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<tr>
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<td>Thermal Physics or Non Linear Systems</td>
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<tr>
<td>Quantum or Electricity &amp; Magnetism</td>
<td>(4)</td>
<td>Physics Elective</td>
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<td>Research Methods</td>
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<tr>
<td>General Studies/ASD</td>
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<td>General Studies/ASD</td>
</tr>
</tbody>
</table>

*This typical four year sample curriculum applies to students who are Applied Physics majors. The Applied Physics program has a curriculum that is aimed at the diverse career goals of its students. (See Career Opportunities section below.) For example, B.S. students who will seek immediate postgraduate employment with industry or government will take different elective courses than those students who will carry out graduate study in Physics or related areas.
Consequently, the sample curriculum provides only overall guidance. Each student is expected to discuss his/her individual program and career plans with a Physics program faculty member on a regular basis.

**MINOR IN APPLIED PHYSICS**

The minor in Applied Physics meets a need for students who wish to go beyond the introductory level in understanding the physics that applies to their chosen major field.

*Core Requirements*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 2220/2225</td>
<td>Physics I/Lab</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>PHYS 2110/2115</td>
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</tr>
<tr>
<td>PHYS 2230/2235</td>
<td>Physics II/Lab</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>PHYS 2120/2125</td>
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</tr>
<tr>
<td>PHYS 3010</td>
<td>Physics III</td>
<td>4</td>
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</table>

*Additional Requirements*

Any two 3000-level Physics courses (8 credits) from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 3030</td>
<td>Biomedical Physics</td>
</tr>
<tr>
<td>PHYS 3110</td>
<td>Electronics</td>
</tr>
<tr>
<td>PHYS 3120</td>
<td>Electrical Circuits</td>
</tr>
<tr>
<td>PHYS 3200</td>
<td>Mechanics of Materials</td>
</tr>
<tr>
<td>PHYS 3220</td>
<td>Computational Mechanics</td>
</tr>
<tr>
<td>PHYS 3230</td>
<td>Survey of Computational Science</td>
</tr>
<tr>
<td>PHYS 3340</td>
<td>Optics</td>
</tr>
<tr>
<td>PHYS 3350</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>PHYS 3352</td>
<td>Nonlinear Systems</td>
</tr>
<tr>
<td>PHYS 3370</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>PHYS 3380</td>
<td>Thermal Physics</td>
</tr>
<tr>
<td>PHYS 3390</td>
<td>Introduction to Quantum Mechanics</td>
</tr>
<tr>
<td>PHYS 3443</td>
<td>Energy Planning</td>
</tr>
<tr>
<td>PHYS 3444</td>
<td>Energy Management</td>
</tr>
<tr>
<td>PHYS 4100</td>
<td>Advanced Laboratory</td>
</tr>
</tbody>
</table>
Sample Selections by Major Program
To satisfy the two-course additional requirement, possible PHYS course choices for students in various majors are listed below. Majors and course choices other than those listed are, of course, also acceptable.

BIOL: PHYS 3030, 3110, 3340
CHEM: PHYS 3110, 3380, 3390, 3340
CSIS: PHYS 3110, 3120, 3230
ENVL: PHYS 3340, 3380, 3443, 3444
MARS: PHYS 3110, 3220, 3380, 4100
MATH: PHYS 3120, 3350, 3352, 3370
PUBH: PHYS 3030, 3340, 3444

GRADUATION WITH DISTINCTION
The Bachelor of Science or Bachelor of Arts degree with distinction in Applied Physics will be awarded to students who meet College criteria and whose course work and senior projects are of outstanding quality. In addition, scholarly performance, adherence to the campus conduct code, and service contributions to the field of Physics and the Physics Program will be considered. The level and the number of advanced courses taken will also play a significant role in the decision process for program distinction.

SPECIAL OPPORTUNITIES
In selecting elective courses, Applied Physics majors may take advantage of research opportunities in the Geothermal Project on campus or in an internship with an outside organization. Such opportunities provide valuable practical training and make the Applied Physics curriculum directly relevant to postgraduate employment or to graduate studies. Students have held internships with the nearby Federal Aviation Administration Technical Center (FAATC) as well as with nationally recognized laboratories such as Argonne, Oak Ridge, Brookhaven, the Princeton Plasma Laboratory, the Goddard Space Center and the Space Telescope Sciences Institute. Students have also participated in REU Summer programs at other universities. Additional internships can be arranged by students and faculty with other governmental or industrial firms. These may be made into a cooperative work-study arrangement for qualified students. Applied Physics students are encouraged to become actively involved in various aspects of the program. Advanced students can gain teaching experience as Student Assistants for laboratory sections. Students are expected to become involved in one of the ongoing research programs. These include energy studies, Stockton’s geothermal heating and cooling system (the longest closed loop system in the United States), observational astronomy, nuclear physics, computational physics, nonlinear dynamics, reliability of semiconductor components, biomedical physics or physics education. In Stockton’s energy program students apply their physics knowledge to technical topics such as solar heating, wind power, fuel cells, energy conservation and heat pumps. The Physics program has developed significant strengths in the field of energy in buildings and continues to obtain special equipment for its study.

The Applied Physics program emphasizes computer computation in its courses from the very start of the first year. More advanced work, both in theoretical modeling and on computer interfacing to laboratory instrumentation in the laboratory, is part of the program curriculum.
CAREER OPPORTUNITIES
Graduates of Applied Physics are prepared for positions in industry, government and education, as well as for graduate work in graduate school. Among the career opportunities are positions in expanding technological areas such as alternative and conventional energy production; energy conservation; scientific computer programming and computational science; radiation safety; medical and health physics; microelectronics; communication and transportation analysis; engineering; advanced optical and optoelectronical technological applications; and astronomical scientific applications.

INFORMATION ABOUT THE PROGRAM
Applied Physics Program Coordinator
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Dean of Enrollment Management
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PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4261

For additional, current information, visit the Physics Web site.

For current, detailed course descriptions, go to the Online Catalog.
PREPARATION FOR THE HEALTH PROFESSIONS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION
Applications to professional schools have risen steadily in recent years, resulting in keen competition for available seats. In addition to hard work and thorough preparation in the sciences, prospective applicants must demonstrate a well rounded background with a variety of interests.

Stockton graduates have been accepted to some of the finest medical, dental, veterinary and other graduate professional schools in the country. The list of such schools includes Stanford, Georgetown, Case-Western Reserve, Tufts, University of Pennsylvania, University of Chicago, New York University, and all of the schools within the University of Medicine and Dentistry of New Jersey. Stockton graduates have generally reported that the College prepared them well enough to compete with students from any college or university in the country.

The publication *Medical School Admission Requirements*, prepared by the Association of American Medical Colleges, indicates that the largest single percentage of applicants to medical schools have majored in biology, with the next most common major being chemistry. It is possible to major in music, history, philosophy or other disciplines and still gain admission to a professional school, provided that the student does well in all of his/her courses, plans ahead carefully and meets the specific science requirements of the chosen professional school.

Professional schools are concerned with the overall quality and scope of a student’s undergraduate work. Careful planning is the key. As soon as students identify an interest in a profession, they should consult the Health Professions Advisor and a current edition of a relevant publication such as *Medical School Admissions Requirements*, *Dental School Admissions Requirements* or *Veterinary Medical School Admissions Requirements*.

What follows in this guide applies to a wide range of students interested in a number of medically related fields. The student who is already set on being a physician, dentist or veterinarian may find it valuable to keep an open mind about other available options such as podiatry, pharmacy, physician assistant, optometry and biomedical graduate studies. Catalogs from appropriate graduate/professional schools should be consulted as early as possible. The Office of Career Services can provide informative pamphlets and catalogs to assist students in narrowing their selection.
PREPARATION
Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major, but there is more to the health professions than just science. The undergraduate years at Stockton provide an opportunity for the in-depth pursuit of non-science subjects of interest, and for developing a well-rounded liberal arts and sciences background. Some students (especially transfer students) may even wish to plan carefully a B.A. in Liberal Studies. This degree allows the students, working in close consultation with the College Health Professions Advisor and a Liberal Studies advisory committee, to develop an individually tailored interdisciplinary degree program that best prepares them for professional school. Students interested in this option should consult the appropriate section of the *Bulletin* and the Dean of General Studies for further information.

Since competition is intense, students must strive to excel in every area that professional schools consider in an application. Most professional schools provide information on average GPAs, entrance test scores, number of applicants applied/accepted and average student profiles. This information will vary somewhat between schools and professions but it can be used as a valuable guideline and career planner.

Several factors should be carefully considered when planning a pre-professional degree program of study.

One:
Required and elective courses should be started as soon as possible and completed on schedule. Many science courses are given in sequence and have prerequisites. By following a well-planned, step-wise course selection, all required subjects should be completed by spring of the junior year (the time when most students apply to professional schools).

Required courses vary among the professional schools but almost always include the following:

- **Biology** 1 year with lab
- **General Chemistry** 1 year with lab
- **Organic Chemistry** 1 year with lab
- **Genetics** 1 semester with lab
- **Mathematics** 1 year
- (Calculus and/or statistics are required by many schools.)
- (It is highly recommended that all Math requirements be completed as soon as possible following admission to Stockton)
- **Physics**
- or
- **Physics for Life Science** 1 year with lab
- **Biochemistry** 1 semester
- (required by many medical and veterinary schools)
- **English/Writing** 1 year
In addition, the following courses are strongly recommended, as they are often required by professional schools:

- Microbiology: 1 semester with lab
- Physiology: 1 semester
- Psychology or other social science: 1-2 semesters

While the above courses will meet the requirements of most professional schools, it is always best to investigate thoroughly the specific institutions being considered.

Elective courses should be chosen from among the liberal arts. The entrance examinations (MCAT, DAT, GRE, etc.) rely heavily on writing and reading comprehension skills, and electives should be selected with this in mind. A wide variety of courses will also add to the broad background preferred by most professional schools.

Two:
Selecting a major is not critical for pre-professional students. For most health professions there is no specific need to major in a science. Students who are capable of superior work both in the sciences and the nonsciences stand the best chance for admission to all professional schools regardless of major.

Three:
Course loads should not be so heavy that performance and grades suffer. It is very difficult to raise a GPA that has suffered a disastrous semester. This is especially important in the first year of college life. Good study habits and time management are the key to both undergraduate and graduate success and should begin immediately upon entering college. Science courses are particularly demanding and must be scheduled carefully to avoid an overwhelming workload. Students need to consult with their preceptors for optimal course selections.

Academic achievement is probably the biggest single predictor of performance in professional school. Therefore, schools consider college grades highly important in the selection process. In addition to the overall GPA, most professional schools also consider academic performance in the sciences. There is no minimum GPA for admittance although many schools will provide the average GPA of the incoming class. This average can be used as a gauge of the caliber of competition seeking entrance to individual colleges.

Withdrawals and incomplete grades should be avoided if at all possible. Unless there is a very good excuse (sickness, family problems, etc.), admissions committees tend to look unfavorably on transcripts with several of these grades. In addition, it is best to avoid pass/no-credit grades, especially in the required sciences.
Four: A poor academic record in the freshman year can be overcome with continued excellent improvement in the following years and will usually be considered by admissions committees. However, even a strong finishing record will not always negate a poor start and the final GPA may not be competitive. The strong message here is to avoid being placed in this situation.

Five: Experience and extracurricular activities may be deciding factors for admissions committees when selecting a new class. The professions are seeking well-rounded people who have looked into the details and workings of their chosen profession. Health-related jobs or volunteer experience can give a first-hand look at the nitty-gritty of a professional’s life. Outside interests are also important and will demonstrate that the student is not just “classroom smart.” Remember that interviewers are looking for motivation and commitment in an applicant, attributes that are not easy to fake.

Community service is an important aspect of all health professions. It should be no surprise that professional schools look for evidence of community service in a student’s file. Membership in the Society for Future Health Professionals is a great way to find information on various professions, professional schools and volunteer opportunities, as well as insight into professional life.

APPLICATION PROCESS
By the junior year, most of the required courses should have been completed or currently underway. Students may request an interview by the Stockton Health Professions Committee in the spring of their junior year or fall of their senior year. An admissions test score must be included with the request (MCAT, DAT, GRE, ETC.). A file will need to be prepared for this process and must be completed prior to the interview. The Health Professions Advisor will provide the necessary information for starting a file. The file will include three letters of recommendation, a personal statement, the academic record and admissions test scores. The granting of an interview and the writing of a letter of recommendation is entirely at the discretion of the Stockton Committee and is based on the quality of the student’s academic record, performance on the appropriate admissions exam and quality of the interview.

Professional schools depend upon letters of reference to gain information that is not found in the transcript or in the student’s application. They are particularly interested in receiving letters from faculty, including science faculty, who can comment about a student’s performance in the class, in the lab or in any research projects. These letters can provide useful information about the student’s motivation, dedication, integrity and leadership potential, as well as academic ability. Letters from health professionals commenting on a student’s work in a particular health field are also valuable to admissions committees. A recommendation letter from the Stockton Health Professions Committee is actually an endorsement of the candidate by the College and is a valuable addition to the application file.
ARTICULATION AGREEMENTS
Stockton has developed formal articulation agreements with a number of medical and other health professions schools. These agreements are designed to provide early admission decisions to outstanding students and in some cases to allow completion of a baccalaureate and professional degree in seven years. The following options are available:

1. Acceptance to medical/professional school during the senior year in high school (6 or 7-year program).
2. Acceptance to medical/professional school during the sophomore year at Stockton (7-year program).
3. Early acceptance to medical/dental school.
4. Traditional admission during the senior year at Stockton.
5. Each of these programs has specific requirements. Information on the articulation programs can be obtained from the College’s Health Professions Advisor.

Agreements are currently in place with the University of Medicine and Dentistry of New Jersey (UMDNJ) and its four schools: Robert Wood Johnson Medical School, New Jersey Medical School, School of Osteopathic Medicine and New Jersey Dental School. Other agreements are in place with the Temple University School of Podiatric Medicine, the New York College of Podiatric Medicine, the New York State College of Optometry and the Rutgers University Ernest Mario School of Pharmacy.

ADMISSIONS TESTS
There are several tests available for the various health professions and it is prudent to check each specific school for its requirements.

- The Medical College Admission Test (MCAT) is required by all medical schools. It is also required by colleges of osteopathic medicine and podiatric medicine.
- The Dental Admission Test (DAT) is required by all dental schools.
- The Optometry Admission Test (OAT) is required for all optometry applicants.
- The Graduate Record Exam (GRE) or MCAT is required by most schools of veterinary medicine.
- The Veterinary College Admissions Test (VCAT) is no longer given.
- The GRE is sometimes required by podiatric colleges in lieu of the MCAT.
- The Pharmaceutical College Admissions Test (PCAT) is required by many pharmacy schools.
- In addition, the Test of English as a Foreign Language (TOEFL) may be required of some applicants.

Application packets are available for each exam by request. The address can be obtained from the Health Professions Advisor or from the Internet. Careful planning ahead of time is necessary to allow for thorough preparation. Additionally, preparation courses are available commercially and sometimes in the form of a local study group. Regardless of the study method pursued, students should take the exam only once, and when they are maximally prepared. While the tests may be taken more than once, all scores are reported. Admissions committees will note this and may give the edge to an equally qualified candidate who took the exam only one time and did well. Do not take an admissions test for practice!
INFORMATION ON THE HEALTH PROFESSIONS
Association of American Medical Colleges
One Dupont Circle N.W., Suite 200
Washington, DC 20036

American Association of Colleges of Osteopathic Medicine
4720 Montgomery Lane, Suite 609
Washington, DC 20114

American Association of Dental Schools
1625 Massachusetts Avenue, N.W.
Washington, DC 20036

Association of American Veterinary Medical Colleges
Betz Publishing Company
351 West Camden Street
Baltimore, MD 21201

American Optometric Association
243 Lindbergh Avenue
St. Louis, MO 63141

American Association of Colleges of Podiatric Medicine and the American Podiatry Association
20 Chevy Chase Circle, N.W.
Washington, DC 20015

American Chiropractic Association
1701 Clarendon Blvd.
Arlington, VA 22209

American Association of Physician Assistants
950 North Washington Street
Alexandria, VA 22314

American Association of Colleges of Pharmacy
1730 “M” Street, N.W.
Washington, DC 20015
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www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

BEHAVIORAL NEUROSCIENCE

THE FACULTY

Mark Berg
M.S. (Brigham Young University), Assistant Professor of Psychology: perceptual category learning, experimental analysis of behavior, history of psychology, motivation, industrial/organizational psychology.

Vincent Cicirello
Ph.D. (Carnegie Mellon University), Assistant Professor of Computer Science and Information Systems: artificial intelligence, multi-agent systems, operations research, machine learning, software engineering, information assurance, biologically-inspired computing techniques.

Joshua Duntley
Ph.D. (University of Texas), Assistant Professor of Criminal Justice: evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

Jessica Fleck
Ph.D. (Temple University), Assistant Professor of Psychology: brain, behavior and cognition, research in problem-solving, creativity, working memory, schizophrenia.

Tim A. Haresign
Ph.D. (University of Connecticut at Storrs), Associate Professor of Biology: neuroscience, animal behavior, bioacoustics, evolutionary psychology, cognitive science, issues of diversity.

Carra Leah Hood
Ph.D. (Yale University), Assistant Professor of Writing: writing and rhetoric (particularly as it pertains to the genres of nonfiction, documentary and nonfiction), documentary and autobiography, pedagogy, interdisciplinary studies of culture, traditional/new media, race and gender, biomedicine.

Ronald S. Hutchinson
Ph.D. (University of Illinois), Assistant Professor of Biology: cell and molecular biology, photosynthesis, plant physiology, biochemistry, algal responses to cold environments.

Rodger L. Jackson
Ph.D. (Michigan State University), Associate Professor of Philosophy: Ethical theory, applied ethics, pragmatism, history of philosophy.

Fang Liu
Ph.D. (University of Pennsylvania), Assistant Professor of Physics: biomedical and health physics, positron emission tomography (PET), surgical probe, biophysics.
**Jennifer Lyke**  
Ph.D. (Temple University), Associate Professor of Psychology: counseling psychology, research methods, abnormal psychology, eating disorders, advanced statistics, states of consciousness.

**Ekaterina G. Sedia**  
Ph.D. (Rutgers, The State University), Associate Professor of Biology: community and ecosystem ecology, ecological role of non-vascular plants and lichens, environmental philosophy, population and human behavioral genetics.

**Elizabeth Shobe**  
Ph.D. (University of Toledo), Associate Professor of Psychology: cognition, learning theories, experimental psychology, statistical methods, evolution and behavior.

**Julia Sluzenski**  
Ph.D. (Temple University), Assistant Professor of Psychology: spatial and episodic memory, memory across the lifespan, developmental psychology.

**Marcello Spinella**  
Ph.D. (City University of New York), Associate Professor of Psychology: physiological psychology, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction, aging and mental health.

**Joyce Welliver**  
M.S.N. (Villanova University), Assistant Professor of Nursing: psycho-social, medical/surgical.

**John White**  
Ph.D. (North Texas State University), Associate Professor of Criminal Justice: sex crimes, violent crimes, police psychology, forensic psychology, criminal profiling.

**INTRODUCTION**  
The Behavioral Neuroscience (BHNS) minor, housed in the School of Social and Behavioral Sciences, is an interdisciplinary minor which involves students and faculty from across the College. Neuroscience is the study of brain anatomy and physiology, as well as the relationship between the brain and overt behavior, cognitive processes, and emotional experiences, among others. Behavioral neuroscience is a sub discipline within the general field and is directed toward understanding the neural components that support human behavior, both normal and abnormal. Neuroscience generally focuses on the study of the nervous system, whereas behavioral neuroscience is concerned with how neural components result in behavior.
The minor provides an opportunity for the in-depth exploration of the field of behavioral neuroscience to better prepare students for future study and careers in the natural and social sciences. Although advanced knowledge of the structure and function of the brain would augment the coursework in many majors (e.g., speech pathology and audiology, nursing, criminal justice, and biology), it is not always possible to offer sufficient coursework within any of these majors to provide the level of training that a minor in behavioral neuroscience could provide. Thus, students with similar interests from various disciplines can collaborate on projects, broaden their perspectives, and increase their knowledge in this growing field, opening doors to careers that students would have otherwise not known about nor have been qualified to pursue.

PROGRAM ORGANIZATION
Students will be required to complete 24 credit hours, divided into three levels of study: basic principles, advanced topics and electives. This flexibility reflects the dynamic nature of the behavioral neuroscience field.

Central to the minor are basic principles and advanced topics. The courses covering basic principles are intended to provide students with a foundation in cellular and systems components of the brain. Introductory courses in related fields (i.e., biology and psychology) are required to enhance students’ understanding of behavioral neuroscience concepts. The advanced topics requirement is intended to foster additional student-faculty research and to give students an opportunity to apply the basic principles through the analysis of existing research in behavioral neuroscience and the participation in research in this exciting area. Research and practicum experiences offered by other programs (e.g., SPAD, BIOL, CRIM) can be counted toward advanced topics provided the content has a neuroscience emphasis, contingent on receiving prior approval from the BHNS coordinator. Electives are the third area of study and allow students to make the minor specific to their goals and interests. Students can merge knowledge accumulated in their disciplines with knowledge from completed behavioral neuroscience courses.

CURRICULUM OVERVIEW
Foundations
Foundation credits do not count toward the credit total for the minor but must be completed for the minor to be awarded.

a. PSYC 1100 Introduction to Psychology
b. BIOL 1200/1205 Cells and Molecules/Cells and Molecules Lab

These courses serve as prerequisites for many of the courses below.

Required Coursework (24 credits)
Basic Principles (8 credits)
a. Systems Core:
   PSYC 3331 Physiological Psychology
   OR
   GSS 3114 The Dynamic Brain
b. Cellular Core:
   PSYC 3300  Neurons and Networks
   OR
   BIOL 3360  Neurobiology

**Advanced Topics (8 credits)**
Choose two:
CSIS 2800/3800/4800 Special Project in Computer Science/Information Systems
CRIM/PSYC 3634 The Criminal Brain
PSYC 3641 Seminar in Cognitive Neuroscience
PSYC 3636 Human Memory
PSYC 3707 Research in Neuroscience
PSYC 3708 Research on Creativity
PSYC 4800 Special Project in Cognitive Neuroscience/Neuropsychology
PSYC 4820 Project for Program Distinction

**Electives * (8 credits)**
Choose two:
BIOL/PHYS 3030 Biomedical Physics
BIOL 3110 Animal Behavior
CSIS 4463 Artificial Intelligence
CSIS 4510 Topics in Computer Science
GIS 3633 States of Consciousness
GIS 4614 Human Behavioral Genetics
GNM 2209 Intelligent Machines/Human Beings
GNM 2216 Medical Technology
GNM 2248 Artificial Intelligence in Society
GNM 3105 Psychopharmacology
GNM 3386 Medical Narrative
GSS 2351 Herbal Psychopharmacology
PSYC 2215 Cognitive Psychology
PSYC 3332 Perception
PSYC 3900 Field Placement in Psychology
*Additional Advanced Topics courses may be used as electives.

**ADMISSION TO THE PROGRAM**
The Behavioral Neuroscience Minor is open to students of all majors. Interested students should inform their preceptor of their interest and be sure to complete the Declaration of Major/Minor Form, available through Academic Advising to officially declare the minor.

Because of the varied nature of the coursework, many of the above courses can be applied toward either cognate or at-some-distance requirements depending on the student’s academic major and specific course selections within the minor. Much of the minor’s coursework would be
considered as cognates for students with majors in Natural Sciences and Mathematics or Social and Behavioral Sciences, whereas most courses would be considered at-some-distance for majors in Arts and Humanities, Business, and Health Sciences. Many of the electives courses in the minor are general studies courses that can be used to meet these requirements. Students should consult with their preceptor and the minor coordinator to determine exactly how courses in the minor will be applied. The decision about where minor courses fit in a student’s academic plan is usually made by the student’s preceptor on behalf of the program in which the student majors. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional coursework beyond the 128 credits required for graduation.

**CAREER OPPORTUNITIES**
Completing a minor in Behavioral Neuroscience should increase one’s success in applying to graduate programs in medicine, neuroscience programs, as well as programs in biology, clinical neuropsychology, forensic psychology, criminal justice, law, physical therapy, and occupational therapy, among others. Specialized training in the brain would also be an asset for students entering into or completing professional programs, such as nursing and speech audiology and pathology, in which an advanced understanding of the brain’s structure and function would assist students in applying interventions aimed at rehabilitation.

In addition, training in neuroscience will help prepare students to work in applied laboratory settings that utilize neuroscience techniques and related approaches. Because neuroscience has become an integral component of many fields, the minor will serve as a complement to many undergraduate programs that prepare students to enter directly into service and applied professions, such as education, social work, and law enforcement.

**INFORMATION ABOUT THE PROGRAM**
Behavioral Neuroscience Program Coordinator
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Additional information on the program and the field of behavioral neuroscience is available at the program’s Web page listed above.

For current, detailed course descriptions, go to the [Online Catalog].
CRIMINAL JUSTICE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Jibey Asthappan
Ph.D. (American University), Assistant Professor of Criminal Justice: terrorism/counterterrorism, policy analysis, criminological theory, statistics and program evaluation.

Joshua D. Duntley
Ph.D. (University of Texas), Associate Professor of Criminal Justice: evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

Susan Fahey
Ph.D. (University of Maryland, College Park), Assistant Professor of Criminal Justice: terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, and transitional justice.

Arleen Caballero Gonzalez
J.D. (Rutgers University School of Law, Camden), Associate Professor of Criminal Justice: criminal procedure, criminal law, legal research, Fourteenth Amendment, Puerto Rican studies.

Janice O. Joseph
Ph.D. (York University, Canada), Professor of Criminal Justice: juvenile justice, criminology and deviance, minorities and crime, corrections.

Marissa P. Levy
Ph.D. (Rutgers, The State University), Associate Professor of Criminal Justice: environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

Larry E. Nutt
Ph.D. (University of Chicago), Associate Professor of Criminal Justice: police behavior, criminology, social theory, sociology of religion.

Harry M. Rhea
M.S. (Saint Joseph's University), Assistant Professor of Criminal Justice: international criminal law, international human rights law, law of war, criminal law and courts.

Rupendra Simlot
Ph.D. (University of Rajasthan), M.B.A. (University of Rhode Island), Associate Professor of Criminal Justice: forensic science, crime scene investigation, cyber-crime investigation, criminal justice administration, security management, police behavior, police management, international culture.
Amy Yingyi Situ-Liu  
Ph.D. (Indiana University of Pennsylvania), Associate Professor of Criminal Justice: environmental crime, comparative criminal justice, quantitative and qualitative research methods, criminology, crime control.

Christine Tartaro  
Ph.D. (Rutgers, The State University), Professor of Criminal Justice: corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

John H. White  
Ph.D. (North Texas State University), Associate Professor of Criminal Justice: sex crimes, violent crimes, police psychology, forensic psychology, criminal profiling.

ASSOCIATED FACULTY

Alan F. Arcuri  
Ph.D. (Brown University), Professor of Political Science: judicial politics, Supreme Court politics.

PROFESSOR EMERITA

Marcia R. Steinbock  
J.D. (Rutgers University School of Law, Camden), Professor Emerita of Criminal Justice: judicial systems, prisoners’ rights, psychology and law, Jewish women.

INTRODUCTION

The Criminal Justice (CRIM) program at The Richard Stockton College of New Jersey provides students with an understanding of the criminal justice system from the perspective of the social sciences. Its primary focus is academic — an examination of an important aspect of American society — rather than training for specific roles in the criminal justice system. The program will:

1. Have students learn different theories of crime and criminality and their applicability to criminal justice issues.
2. Have students understand principles of criminal justice research.
3. Have students understand basic statistical issues.
4. Encourage students to think critically.
5. Teach students to evaluate the quality of sources of information.
6. Provide students with a greater understanding of the courts and legal system and the issues confronting these entities. Specifically, students will learn about constitutional issues relating to criminal justice.
7. Provide students with a greater understanding of the police and the issues confronting law enforcement.
8. Provide students with a greater understanding of corrections and the issues confronting the corrections systems.
9. Teach students about the complicated relationship between diverse groups and the U.S. criminal justice system.
10. Introduce students to ethical considerations in criminal justice work.
11. Prepare students to effectively communicate orally and in writing.
12. Prepare students to continue their education at the graduate level.

PROGRAM ORGANIZATION
Students majoring in criminal justice are required to take 10 Criminal Justice courses, seven of which are the following required core courses:

CORE COURSES
CRIM 1100  Introduction to Criminal Justice*
CRIM 2114  Theories of Criminality
CRIM 2121  Police Behavior and Organization
CRIM 2130  Introduction to Corrections
CRIM 2140/41 Research Design & Methods/
Research & Evaluation in Criminal Justice
CRIM 2145  Statistics for Criminal Justice
One Law and Judicial Process core course (see list of Law and Judicial Process courses)
CRIM 36XX  Any capstone seminar

*At the introductory level, students should first take the core course CRIM 1100 Introduction to the Criminal Justice System as it is the prerequisite course for all other Criminal Justice courses.

After completing their core course requirements, students may then select courses in the area(s) of their choosing. Additional courses are offered in each of four major substantive areas: a) nature of crime; b) the police; c) law and judicial process; d) corrections. Students are also required to take a capstone seminar (any course numbered 3600-3699) in their senior year. All CRIM 36XX courses will require a student to have earned a C or higher in the following prerequisite courses before enrolling: CRIM 1100, CRIM 2114, CRIM 2140 or 2141, and CRIM 2145. Individual capstone seminars may have additional prerequisites.

Transfer students with an A.A. or A.S. in Criminal Justice are required to take six courses in Criminal Justice at Stockton. These six courses include CRIM 2140 Research Design and Methods in Criminal Justice or CRIM 2141 Research and Evaluation in Criminal Justice, which must be taken in their first year at the College, and CRIM 36XX after they have met the prerequisite course requirements noted above. If transfer students with an A.A. or A.S. degree in Criminal Justice lack transfer credits in any of the core course areas, they must select, among the six courses at Stockton, appropriate courses to meet the deficiency. Beyond these requirements, transfer students with an A.A. or A.S. in Criminal Justice may take any criminal justice offerings of their own choosing to fulfill the program’s requirement of six courses at Stockton.
The Criminal Justice program does not accept police academy work for program credit. Transfer students should be aware that their work at a police academy, even if incorporated into their Associate’s degree, will not count toward meeting Criminal Justice program or other College graduation requirements.

A. NATURE OF CRIME
CRIM 2121  Terrorism
CRIM 2212  Criminal Behavior
CRIM 2218  Organized Crime
CRIM 2219  White Collar Crime
CRIM 2246  Forensic Psychology
CRIM 2650  Environmental Crime
CRIM 3145  Sex Crimes
CRIM 3604  Discoveries in Criminal Justice
CRIM 3607  Violent Crime
CRIM 3625  Sex & Violence
CRIM 3628  Philosophy of Law
CRIM 3646  Forensic Behavior Analysis
CRIM 3710  Victimless Crime
CRIM 3757  Women and Criminal Justice
CRIM 3760  Issues in White Collar Crime

B. THE POLICE
CRIM 2626  Issues in Policing
CRIM 3622  Police Supervision
CRIM 3754  Police Misconduct

C. LAW AND JUDICIAL PROCESS
CRIM 2100  American Court System*
CRIM 2101  Criminal Procedure: Investigation*
CRIM 2102  Criminal Procedure: Adjudication*
CRIM 2301  Prisoners’ Rights
CRIM 2308  Family Law
CRIM 3104  Criminal Law*
CRIM 3123  Judicial Process*
CRIM 3134  Psychology and the Law
CRIM 3603  Advanced Criminal Procedure
CRIM 3705  Legal Research and Writing
*CORE courses
D. CORRECTIONS
CRIM 2130  Introduction to Corrections
CRIM 2335  Community-Based Corrections
CRIM 3234  Penology
CRIM 3240  Prisons and Jails
CRIM 3235  Violence in Correctional Facilities
CRIM 3614  Community-Based Corrections

ADMISSION TO THE PROGRAM
The program is open to any Stockton student with an interest in the criminal justice system. A student should declare a major before starting the junior year to ensure that all program requirements are met for graduation at the end of the fourth year.

GRADUATION REQUIREMENTS
Students in the major must earn 40 credits (10 courses) in Criminal Justice to graduate. In addition, they must complete six courses (24 credits) in cognate subjects related to criminal justice but not part of the Criminal Justice program. A student may take a variety of courses typically drawn from other social science offerings, including but not limited to psychology, social work, economics, political science and sociology. Or, a student may choose to concentrate in one of the certificate tracks discussed below.

In keeping with general College requirements for the Bachelor of Arts degree, students are expected to complete the 64-credit General Studies requirement. The faculty members of the Criminal Justice program, in their capacity as preceptors, work to ensure that students meet both the demands of the Criminal Justice program and the criteria of a general education.

Students must earn a grade of C or better in program courses.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with Distinction in Criminal Justice will be awarded to those students who achieve 70% A or A- grades and a GPA of 3.5 in all Stockton program and cognate course work, and earn at least a B grade in CRIM 4820 Honors Research Project.

CERTIFICATE PROGRAM IN FORENSIC SCIENCE
This certificate is designed to provide a focus for those students who are interested in pursuing a career in forensic science. This program is specially designed for students majoring in chemistry, biochemistry or biology or for those who have already graduated but would like to pursue a career in forensic science by taking additional courses.

CONCENTRATIONS
Criminal justice students are not required to pursue a concentration, but may choose to focus on a particular area of interest. The program offers a concentration in forensic investigation that is designed to give students an overview of crime scene investigation and the myriad career opportunities available in this growing field. A forensic psychology concentration allows students to explore the relationship between psychological and psychosocial factors in human development and the kinds of thinking that lead to criminal offending. The program also offers a concentration
in Homeland Security (taught by Criminal Justice and Political Science faculty) which includes topics such as terrorism, global awareness, and U.S. and international policy. These concentrations—or “career clusters”—consist of a group of courses (including CRIM 1100) and a capstone seminar. They are intended to augment an education in criminal justice with special knowledge and skills useful in a variety of criminal justice occupations. Students undertake a concentration as a part of meeting the normal requirements for graduation. Students who desire to pursue a concentration should meet with their preceptors as early as possible in order to design a course plan for fulfilling the concentration’s requirements in a timely fashion.

**FORENSIC INVESTIGATION CONCENTRATION**

Criminal Justice majors may enroll in the forensic investigation concentration no later than their junior year, though it is suggested they enroll earlier to avoid duplication in course work. They select a sequence of five offerings drawn from Criminal Justice program courses. The concentration is designed to give students an overview of career options in crime scene investigation and related fields, such as fingerprint examination, ballistics, questioned document examination, blood splatter examination, crime scene photography and criminal behavior. Students interested in careers in criminal justice, law enforcement and the legal profession will find this unique concentration challenging and rewarding. Specifically, criminal justice majors in this track take:

- **CRIM 2101** Criminal Procedure: Investigation
- **CRIM 2610** Introduction to Forensics
- **CRIM 3646** Forensic Behavior Analysis
- **CRIM 3770** Advanced Forensic Science Tutorial
- **CRIM 4870** Forensic Science Internship or Research

Upon successful completion of the forensic investigation track, students may seek opportunities as Forensics Investigators in law enforcement agencies on the federal, state and local levels, such as the FBI and prosecutors’ offices, as well as in various agencies ranging from insurance companies to medical examiners’ offices.

**FORENSIC PSYCHOLOGY CONCENTRATION**

Forensic psychology is a rapidly growing field within the psychology and criminal justice disciplines. Courses that comprise the concentration at The Richard Stockton College of New Jersey were selected so students will understand the relationship between psychological principles and criminal offending. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking the courses in the forensic psychology concentration, students will synthesize selected components in criminal justice and psychology that will result in a better understanding of how developmental patterns result in criminal behavior. Students will develop insight into how criminals think relative to the choices they make. These courses are also designed to allow a student to easily continue studying forensic psychology in the Master’s degree program in Criminal Justice at Stockton, to continue studying in a Psychology Master’s degree program in another institution of higher education, or to pursue a variety of career opportunities.
Criminal Justice and Psychology majors may enroll in the Forensic Psychology concentration at any time. CRIM3646 or PSYC 3646 Forensic Behavior Analysis should be taken in the student’s last semester of his/her senior year.

The following courses are required for the concentration:
CRIM 1100  Introduction to Criminal Justice
PSYC 1100  Introduction to Psychology
CRIM 2114  Theories of Criminality
PSYC 2211  Abnormal Psychology
CRIM 3145  Sex Crimes
PSYC 3302  Personality
CRIM 3646  Forensic Behavior Analysis or
PSYC 3646  Forensic Behavior Analysis

Students interested in pursuing a concentration in this area should contact their preceptor.

HOMELAND SECURITY CONCENTRATION
Homeland Security has become a salient aspect of the Criminal Justice and Political Science fields. Courses that comprise the concentration at The Richard Stockton College of New Jersey offer students a thorough understanding of a variety of topics in homeland security. The world is continually changing; therefore, it is essential for students to understand the political, economic, and legal aspects of global security. Students in the Homeland Security concentration will learn about the context of catastrophic events and will analyze related domestic and foreign policy decisions. These courses are designed to equip students who plan to continue studying Homeland Security in the Master’s degree program in Criminal Justice at Stockton, to continue studying administration of policy at another institution of higher education, or to pursue a variety of career opportunities.

Criminal Justice majors may enroll in the Homeland Security concentration at any time. The Homeland Security Policy capstone should be taken in the student’s senior year.

The following five courses are required for the concentration*:
CRIM 2121  Terrorism
CRIM 3652  Homeland Security Policy (capstone taken senior year)
POLS 2190  Introduction to Public Policy
POLS 3221  Constitutional Law
POLS 3313  The International Order

Students in this concentration may wish to take a CRIM or POLS internship in this area.

Students interested in pursuing a concentration in this area should contact their preceptor.
DUAL-DEGREE PROGRAM
The dual BA/MA degree program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes. Students have the choice of either completing the requirements for the master’s degree as a generalist student, or they may choose to take courses and write the thesis to complete the graduate Forensic Psychology or Homeland Security concentration. This is an intense program and not recommended for students who have to work many hours outside of school. Students may apply for dual-degree status by contacting the coordinator of the program. Once accepted into the program, students may decide to major in something other than Criminal Justice or graduate with a B.A. degree only by notifying the Criminal Justice program and the College in writing.

Eligible Students
Two types of students may apply for admission to the dual-degree program:

1. The first group consists of high schools seniors who apply to Stockton. Students expressing an interest in majoring in Criminal Justice, who are in the top 20% of their high school class, have a minimum 3.2 GPA, and who have good SAT scores (minimum 1100 preferred) will be considered for early, conditional admission into the dual-degree program. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program in Criminal Justice. These students will have to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the College in order to maintain their eligibility in the dual-degree program.

2. The second group is Criminal Justice students who are already enrolled at Stockton or who are transfer students. These students may apply for early, conditional admission if they have a G.P.A. of at least 3.2 from Stockton or their sending institution. These students will be expected to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the college in order to maintain their eligibility for the dual-degree program. The program will accept a maximum of 64 undergraduate transfer credits, but students with that many transfer credits will likely have to take either summer classes or an extra semester to graduate on time. (Students entering Stockton with an Associate’s Degree will have 64 credits by the end of their sophomore year, but dual-degree candidates will have completed or need to complete at least 68 credits by that time.) Current students must apply for the program as soon as they are interested. Waiting until junior year may negatively impact the student’s ability to move through the program in 5 years, and thus negate the benefits of enrolling in the dual degree program.

All students must complete their General Studies and At-Some-Distance (non-social and behavioral science) electives by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only six credits of cognates (social and behavioral science courses) remaining.
Students in the dual-degree program cannot enroll in an undergraduate concentration. They can, however, take a concentration as part of their graduate work.

**Maintenance of Academic Eligibility**
To maintain eligibility in the dual-degree program, the following standards for academic progress and requirements would be published, and early, conditional students will sign a letter of commitment in writing:

- Students must maintain a cumulative GPA of at least 3.2 while they are at Stockton to remain conditionally admitted to the accelerated dual-degree BA/MA program. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission following completion of a baccalaureate degree.
- In the fall semester of their junior year, each early, conditionally admitted student must take the Graduate Records Exam (GRE) and have their scores sent to Stockton (code 2889). Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission following completion of a baccalaureate degree.
- In the fall semester of their junior year, students must also complete the essay portion of the MACJ application and submit it to the School of Graduate and Continuing Studies. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission following completion of a baccalaureate degree.
- Students must complete all of their General Studies and At-Some-Distance courses by the end of their junior year since they will begin taking graduate courses during their fourth year, and they will have completed all of their required courses for the BA and MA degrees by the end of their fifth academic year.

Upon receipt of the GRE scores, the application, the essay, and the student’s academic record at Stockton (including the completion of General Studies and At Some Distance courses), the MACJ Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing by the Dean of Graduate and Continuing Studies.

**Curriculum**
To earn a Bachelor’s and Master’s Degree in Criminal Justice, students must complete a minimum of 128 undergraduate credits and 36 graduate credits. The coursework will consist of the following:

- 28 undergraduate criminal justice credits
- 18 undergraduate cognate credits
- 32 undergraduate general studies credits
- 32 undergraduate credits “at some distance”
- 18 graduate credits applied to the baccalaureate degree and 18 graduate credits applied to the Master’s degree.

The graduate curriculum consists of 36 graduate credits, including the 6 core courses for the Master’s degree. Eighteen graduate credits will be counted toward the Bachelor’s degree. Dual-degree students will then either take five graduate electives and write a thesis or take six graduate
courses and take a comprehensive exam.

SPECIAL OPPORTUNITIES
Students may earn up to eight credits in fieldwork. Internships broaden the students’ empirical perspectives and experiences. Placements are available at the local, state and federal levels, and represent all aspects of the criminal justice system. With the approval of the Dean of the Faculty of Social and Behavioral Sciences and of the supervising faculty member, students may develop their own internship positions. Qualified students are also encouraged to enroll for a semester in the Washington Internship program.

CAREER OPPORTUNITIES
Few areas offer as many challenging and varied career opportunities as the criminal justice system. The field is growing rapidly, and salaries are generally competitive. While private involvement has been growing in recent years, the public sector remains the largest employer. Public employment in the criminal justice system often involves successful completion of a civil service examination. Nationwide, there is a growing demand for persons with broad educational backgrounds in the criminal justice system. Students taking the Forensic Investigation or Forensic Psychology concentration will find many career opportunities available to them in agencies ranging from law enforcement and prosecutors’ offices to insurance companies. Students taking the Homeland Security concentration can anticipate careers within the Department of Homeland Security as well as local, state, and federal agencies. Students anticipating employment with specific agencies should contact those agencies as early as possible to learn their requirements and examination procedures. Program preceptors in the Criminal Justice program can provide further information about employment procedures.

INFORMATION ABOUT THE PROGRAM
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For current, detailed course descriptions, go to the Online Catalog.
ECONOMICS

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Oliver D. Cooke
Ph.D. (University of Massachusetts Amherst), Associate Professor of Economics: Urban/regional economics, economic history, political economy, macroeconomics.

Elizabeth A. Elmore
Ph.D. (University of Notre Dame), Professor of Economics: labor economics, statistics, financial gerontology, political economy of gender, gender issues in gerontology and social security.

G. Reza Ghorashi
Ph.D. (Fordham University), Professor of Economics: international trade and international finance, microeconomics, political economy.

Melaku Lakew
Ph.D. (University of California at Riverside), Professor of Economics: monetary theory, history of economic thought, comparative economic systems, economic development.

Ellen Mutari
Ph.D. (The American University), Professor of Economics: labor market and employment policies, gender, race-ethnicity and class, economic history, contemporary political economy.

Ramya Vijaya
Ph.D. (The American University), Associate Professor of Economics: Feminist political economy, labor and international trade, econometrics.

ASSOCIATED FACULTY

Ronald L. Caplan
Ph.D. (University of Massachusetts), Associate Professor of Public Health: health economics, health policy.

Deborah M. Figart
Ph.D. (The American University), Professor of Education and Economics: economics of gender and race-ethnicity, labor economics and labor-management relations, political economy and public policy, poverty and inequality, microeconomics.
INTRODUCTION
Economics is often described as the social science that studies how societies and individuals allocate scarce resources to satisfy competing and unlimited wants. From another perspective, economics deals with the individual’s relationship to the material base and the distribution of resources among social classes. In particular, economics concentrates on decisions made about the production and distribution of goods and services. By developing a diverse set of analytical tools, economics provides insight into how such decisions are made and what consequences flow from them.

The study of economics also allows students to develop a framework for analyzing and answering broad questions related to important public policy issues. How do unemployment and inflation affect the economy? Why do the ups and downs of the stock market matter? Should the Federal Reserve focus more on maintaining low inflation or promoting economic growth? What role should the government play in a market-based economy? Why have wage and income inequality increased in the United States? How will the retirement of millions of baby-boomers impact social security? What policies would help curb U.S. dependency on foreign oil? Is outsourcing a major problem for the U.S. economy? Why do many inner cities continue to experience high rates of poverty and unemployment? How should public health insurance and education policies be designed?

Stockton’s Economics Program is practical, rigorous and flexible. In addition to learning basic economics theories and how modern market-based economies work, students develop a portable set of analytical thinking and writing skills, making a major in economics the pathway to a diverse array of careers in business, banking and finance, government, law, journalism, public policy and academics.

PROGRAM ORGANIZATION
The program requires 10 courses in Economics – seven in the core curriculum and three electives. The components of the core curriculum include the following:

- ECON 1200  Introduction to Macroeconomics*
- ECON 1400  Introduction to Microeconomics
  *Note that ECON 1200 is a prerequisite course for ECON 1400.

- Two of the following three* courses:
  - ECON 3601  Intermediate Micro Theory
  - ECON 3602  Intermediate Macro Theory
  - ECON 3636  Political Economy
  *For those planning to continue with graduate courses, taking all three is recommended.

- ECON 3605  History of Economic Thought
- ECON 3610  Introduction to Econometrics
- ECON 4695  Senior Seminar
The remaining three elective program courses can be drawn from various fields of the discipline, two of which should be 3000 level courses.

The study of economics is interdisciplinary; economics courses are well supplemented by theories and concepts from such fields as political science, sociology, mathematics, history, and business studies. Economics program preceptors assist all economics majors in selecting courses from these fields to broaden the student’s understanding of the social and political implications of economics.

MINOR IN ECONOMICS
Students may obtain a minor in Economics if they pass at least five Economics program courses of which two must be ECON 1200 and ECON 1400. The other three Economics courses, at least two of which must be at the 3000 level or higher, will be decided on a case-by-case basis in consultation between the student and his/her preceptor and the Economics program.

ADMISSION TO THE PROGRAM
The program is open to all students. However, satisfactory progress in program courses is necessary for continuation as an Economics major. Each student majoring in Economics is assigned a program preceptor for regular consultation about course selection and general academic progress. Those interested in Economics are urged to seek program guidance as early as possible.

GLOBAL ECONOMICS CONCENTRATION
Offerings in the Global Economics concentration provide educational opportunities for individuals interested in careers in global network agencies, institutions and corporations. Various agencies of the United Nations, international non-profit research institutions, government agencies and multinational corporations provide employment opportunities for students. With the growing interdependence of nations, there are promising career opportunities for graduates in New York, Washington, D.C. and Philadelphia.

Course work within the concentration will make students aware of major international issues and international economic problems and demonstrate how domestic policy must go beyond the parochial or national levels to assure real progress.

In addition to the seven core courses, students selecting the Global Concentration must include two of the following three courses:

ECON 3655  International Trade
ECON 3670  International Economic Development
ECON 3675  International Money and Finance

GRADUATION REQUIREMENTS
An important goal of the Economics program at Stockton is to provide students with a recognized level of competence in the discipline. This implies an ability to establish hypotheses, in particular those concerning the economic system, and to test them in a rational and consistent manner. In addition to meeting the College’s General Studies requirements, every student is
expected to complete satisfactorily 64 program and cognate credits. Besides the seven core courses (See Program Organization, above), all students must complete at least 12 other credits in Economics. Of these, at least 8 credits must be from upper-level courses, i.e., courses currently designated at the 3000 level. Of these electives, one or more can be non-class instruction (See Career Opportunities below).

The remaining 24 credits may be selected from courses in Economics or other disciplines as appropriate to the student’s goals. Possible course selections are suggested by the “model curricula” developed by the program. However, every Economics major must consult with his/her preceptor before course selection. All majors must have a C average for Economics courses.

**GRADUATION WITH DISTINCTION**
A Bachelor of Arts degree with Distinction in Economics will be awarded to those students who achieve 70% A or A- grades in program and cognate course work completed at Richard Stockton College and maintain at least a B+ average in Economics courses. Only Stockton courses will be reviewed for this distinction. The award will be conferred by the Economics faculty on those students whose senior thesis or project is judged to be academically excellent.

**INTERNSHIPS**
Economics program internships provide students with practical knowledge of how the public and private sectors work in solving economic problems. Internships are available at the local and state levels through the economics internship coordinator and at the federal level through the Washington Internship Program.

Any internship experience must be complemented by a formal written report of the student’s activities as they relate to the content of the Economics curriculum. Students interested in this form of cooperative education should obtain a copy of Guidelines for Economics Program Internships from the Program Coordinator.

**CAREER OPPORTUNITIES**
The thought processes encouraged by the study of economics have wide application outside the discipline itself. A background in economics is useful for someone who plans a career in business or government or who wishes to teach social studies in secondary schools. It is also excellent preparation for those who intend to pursue graduate study in business administration, public administration, urban planning or any of the social sciences. It is also useful for the study of law and, of course, for pursuit of an advanced degree in economics. In fact, a graduate degree in economics may make available more options than any other single discipline because the skills developed are demanded by business, federal, state and local governments, and by colleges and universities for teaching and research. The recent employment opportunities for economists have been better than for many other majors.
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For current, detailed course descriptions, go to the Online Catalog.
GERONTOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

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Ed.D. (Rutgers, The State University), Associate Professor of Nursing: nursing, gerontology.

David C. Burdick
Ph.D. (University of Notre Dame), Professor of Psychology and Director, Stockton Center on Successful Aging (SCOSA): adult development and aging, technology and aging, intergenerational relationships, applied gerontology, mental health and aging.

William Cabin
Ph.D. (City University of New York), J.D. (New York University School of Law), Assistant Professor of Social Work: policy, research, evaluation, gerontology, health hospice, substance abuse, mental health.

Elizabeth G. Calamidas
Ph.D. (Temple University), Associate Professor of Public Health: health and aging, human sexuality and aging, mental health and counseling of the aged, community health.

Merydawilda Colón
Ph.D. (City University of New York), LSW, Associate Professor of Social Work: social work practice, grief, death and dying, HIV/AIDS, health, Latinos and community outreach, social work with oppressed groups.

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Ralph E. Werner
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ASSOCIATED FACULTY

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Ph.D. (The Pennsylvania State University), Professor of Psychology and Dean, School of Social and Behavioral Sciences: successful aging, gerontological education, program development and evaluation.

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INTRODUCTION
The Gerontology Minor (GERO) program, housed in the School of Social and Behavioral Sciences, and affiliated with the Stockton Center on Successful Aging (SCOSA), involves students and faculty from across the College and offers a variety of 4-credit undergraduate courses on aging. Matriculated students who complete the 20-credit sequence of required and elective courses noted below can earn a Gerontology Minor in conjunction with any major at the College. Non-matriculated students who do not wish to earn a degree from Stockton can receive a Certificate of Completion in Gerontology with the same 20-credit sequence. Such non-matriculated students often enroll in the program to enhance their job performance and/or credentials in this growing field. Additional continuing education workshops and seminars on aging are periodically offered by the Stockton Center on Successful Aging and the Division of Continuing Studies. Stockton does not currently offer an undergraduate major in Gerontology because faculty believe it is generally in the student’s best interest to combine the minor/certificate with credentials in a traditional discipline. It is, however, possible for matriculated students to design their own Liberal Studies curriculum with a gerontology focus. (Students wishing to pursue this option should see the Liberal Studies program description under the School of General Studies and speak to the GERO Coordinator early in their college career.)

PROGRAM ORGANIZATION
Requirements and curriculum for the minor (and certificate of completion) are consistent with standards set by the Association for Gerontology in Higher Education and are designed to provide students with a well-rounded understanding of the multidisciplinary study of aging through basic and applied course work. The Gerontology minor is awarded to matriculated students who have satisfactorily completed 20 credits (five courses) as described below. The Gerontology Certificate of Completion is conferred by the Division of Continuing Studies in the School of Graduate and Continuing Studies to non-matriculated students who have successfully completed the same set of requirements.

Students with previous extensive experience working with older adults may request from the GERO Coordinator the substitution of another Gerontology elective course in place of the Internship. Additionally, practicum experiences offered by other fields (e.g. SOWK, PSYC, PUBH, BIOL, etc.) that primarily involve work with the aged may be substituted for the GERO internship, contingent on receiving prior approval from the GERO Coordinator. Specific guidelines for such substitution are available on the Gerontology Program Web site, accessed through www.stockton.edu/sobl.

Advanced students may take advantage of independent studies or tutorials and become involved in various faculty-sponsored research and community service projects. The Stockton Center on Successful Aging also offers a variety of research, education and service activities for students, making Stockton an ideal location to advance one’s knowledge and skills related to aging.
REQUIRED COURSES (12 credits)
GERO 1100 Introduction to Gerontology OR
GERO 1090 Aging and Society
GERO 2107 Aging and Health OR
GERO 2109 Biology of Aging
GERO 3900 Gerontology Internship (or approved substitute as noted above)

ELECTIVE COURSES (8 credits) — Students must select at least two of the following courses, tutorials or independent studies. Some of these courses are cross-listed with various majors and completion of the cross-listed section will also count toward the minor or certificate. Additional elective courses are occasionally offered, so students should check the online course schedule.

GERO 2230 Aging and the Law
GERO 2282 Economics for All Ages
GERO 2292 Aging and the Family
GERO 2381 Adult Development and Aging
GERO 2620 Therapeutic Arts with Older Adults
GERO 3220 Aging and Spirituality
GERO 3616 Aging and Mental Health
GERO 3636 Human Memory
GERO 3754 Research on Aging
GERO 3760 Funding in Aging
GSS 2194 Death and Dying
GSS 2256 Exploring the Dying Process
GSS 2344 Mindfulness and End of Life Care
GSS 2403 Aging and Diversity
GSS 3645 Aging and Technology

ADMISSION TO THE PROGRAM
The program is open to all majors as well as to non-matriculated students. Matriculated students should inform their preceptor and officially declare the Gerontology Minor on the Declaration of Major and Minor Form provided by the College’s Center for Academic Advising. Gerontology courses may fit into students’ overall graduation requirements in several ways, depending on the student’s major. For example, GERO is generally a cognate to SOCY/ANTH, SOWK, PSYC, POLS, CRIM, ECON and some programs in the School of Health Sciences and the School of Business. For majors in the Arts and Humanities or Natural Sciences, most GERO courses would be considered at-some-distance; students from these areas could use GERO as a “career cluster.” The GSS courses would be counted toward students’ General Studies requirements. GERO is also a suitable minor for majors in Health Sciences or Business; students should consult with their preceptor and the GERO Coordinator for additional guidance. The decision about where GERO courses fit into a student’s academic plan is usually made by the student’s preceptor on behalf of the program in which the student majors. Planning early, particularly in programs with highly structured requirements, can help students complete the minor without taking additional courses beyond the basic 128 credit hours needed for graduation.
Non-matriculated students wishing to enroll in the program must first contact the Division of Continuing Studies in the School of Graduate and Continuing Studies. This office and the Stockton Center on Successful Aging will assist in planning and enrollment; however, non-matriculated students must be aware that Stockton’s policy gives matriculated students priority in registration, and openings in desired courses may not be available at the time of non-matriculated student registration.

CAREER OPPORTUNITIES
Gerontologists usually work in one of two general areas: direct services to the elderly or administration of service, research and education. Undergraduate course work in Gerontology coupled with the appropriate major prepares students for various entry-level positions in these areas. U.S. Labor Department statistics consistently indicate that jobs in fields related to aging will be particularly abundant for the near future as 72 million baby boomers pass age 65 during the next three decades. This will be true especially in New Jersey because of the state’s older-than-average population and even more so in southern New Jersey because of its growing popularity as a retirement destination.

Thus, the study of gerontology can enhance one’s performance and marketability as a professional in many disciplines. For example, social workers, physical and occupational therapists, psychologists, nurses, financial managers, and health care administrators all require knowledge of aging.

INFORMATION ABOUT THE PROGRAM
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The Richard Stockton College of New Jersey
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Pomona NJ 08240-0195
(609) 652-4512

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
(609) 652-4261

Director, Stockton Center on Successful Aging (SCOSA)
Phone: (609) 652-4311

Executive Director for Health Sciences and Human Services
Phone: (609) 652-4227

Additional information on the program and the field of gerontology are available at the program’s Web page under the School of Social and Behavioral Sciences (SOBL) at www.stockton.edu/sobl and at the Stockton Center on Aging (SCOSA) Web page: www.stockton.edu/scosa. For current, detailed course descriptions, go to the Online Catalog.
POLITICAL SCIENCE

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Alan F. Arcuri
Ph.D. (Brown University), Professor of Political Science: American politics, the presidency, judicial process, legislative process, College pre-law advisor.

James Mac Avery
Ph.D. (University of Kentucky), Associate Professor of Political Science: American public opinion, political behavior, methodology, race, the media.

David L. Carr
Ph.D. (State University of New York at Binghamton), Professor of Political Science and Senior Fellow, William J. Hughes Center for Public Policy: comparative politics, political development, comparative public policy, research methods and statistics.

G. Jan Colijn
Ph.D. (Temple University), Professor of Political Science and Dean of General Studies: international relations, American foreign policy, political development, genocide studies.

William T. Daly
M.A. (Princeton University), Distinguished Professor of Political Science: international politics, political development, contemporary political ideologies.

Patrick Hossay
Ph.D. (The New School for Social Research), Associate Professor of Political Science: environmental politics, sustainable development, international relations.

Lucinda S. Jassel
Ph.D. (University of California at Davis), Professor of Political Science: political philosophy.

Michael S. Rodriguez
Ph.D. (Temple University), Associate Professor of Political Science: Washington Internship Program, race and politics, American government, public policy, religion and politics.

Linda J. Wharton
J.D. (Rutgers School of Law, Camden), Associate Professor of Political Science: constitutional law, civil liberties, women and the law, gender and political action, advanced constitutional litigation, public education and the law.
PROFESSORS EMERITI

Jacqueline Pope
Ph.D. (Columbia University), Professor Emerita of Political Science: public administration, public policy, metro politics, Africana studies.

G. William Sensiba
Ph.D. (Yale University), Professor Emeritus of Political Science: methodology, political personality and behavior, political sociology, comparative politics.

INTRODUCTION
Political Science is focused on the analysis of the power relationships and decision-making patterns that shape and determine the outcomes of vital social, economic and policy issues. Therefore, much of political science involves the study of government, the arena in which public issues are raised and resolved.

The Political Science program (POLS) provides its students with three kinds of knowledge: 1) a basic factual knowledge of American government and politics, as well as some exposure to the politics of foreign cultures, international relations and organizations, and normative political values and ideologies; 2) a capacity for personal political analysis, which includes the ability to define personal goals and to understand political behavior sufficiently to select appropriate means for achieving these goals; and 3) a capacity for conducting original and systematic political research.

In addition to these specific areas of knowledge, the Political Science program is committed to constant reinforcement of broadly transferable skills such as critical thinking, writing, computer literacy and mathematics.

PROGRAM ORGANIZATION
The strength of the Political Science program at Stockton lies in the theoretical and empirical study of American government and politics. The program also offers a broad selection of courses in political theory, comparative government and international relations. Moreover, there are opportunities to investigate the politics of specific geographical areas and of specific topics. Students work with a preceptor to define a series of courses within the Political Science/cognate or at-some-distance categories of their curriculum that reflect their special academic interests and enhance their career preparation. Course work is offered in a variety of formats: lecture, seminar and tutorial. Independent studies are encouraged for students who wish to pursue particular topics, themes or problems in greater depth than would normally be available through general course offerings.
POLITICAL SCIENCE CURRICULUM OVERVIEW

American Politics
POLS 1100  Introduction to Politics
POLS 2100  Introduction to American Politics
POLS 2150  Introduction to Political Methodology
POLS 2211  Law and Legislative Process
POLS 2222  President and Congress
POLS 3605  Presidential Biography Seminar
POLS 3625  Campaigns and Elections
POLS 3630  Bill of Rights Seminar

Public Policy
POLS 2190  Introduction to Public Policy
POLS 2201  Politics of the Environment
POLS 2209  State and Local Government
POLS 2235  Religion and Politics
POLS 2245  Race and Politics
POLS 3722  Municipal Environmental Policy

Political Behavior and Analysis
POLS 2150 Introduction to Political Methodology
POLS 3250 Public Opinion
POLS 3625 Campaigns and Elections

Political Theory
POLS 2140 Introduction to Political Theory
POLS 2335 Civics: Citizen Education
POLS 3641 Modern Political Theory
POLS 3644 Classical Political Theory
POLS 3648 Topics in Political Theory

International and Comparative Politics
POLS 2160 Introduction to Comparative Politics
POLS 2170 Introduction to International Politics
POLS 3313 The International Order
POLS 3660 Comparative Politics Seminar
POLS 3665 World Politics

Law
POLS 2221 Law and Legal Process
POLS 3123 Judicial Process
POLS 3221 Constitutional Law
POLS 3222 Women and the Law
POLS 3225 Civil Liberties
POLS 3621 Advanced Constitutional Litigation
**Internships**
- POLS 3900 Political Science Internship
- WASH 3620 Washington Seminar
- WASH 3940 Washington Internship

**ADMISSION TO THE PROGRAM**
The Political Science program is open to any Stockton student with an interest in government and politics. All students must declare majors by the beginning of their junior year. Students who might be interested in the Political Science major should consider taking POLS 1100: Introduction to Politics. Offered each semester, this course is team-taught by the program faculty and provides an integrated overview of the discipline plus an exposure to the variety of approaches and teaching styles represented in the program.

**GRADUATION REQUIREMENTS**
To receive a B.A. degree in Political Science, a student is required to complete a minimum of 40 credits (10 courses) in Political Science and 24 credits (six courses) in cognate areas such as historical studies, criminal justice, economics, anthropology, psychology, social work or sociology. All Political Science majors are required to take POLS 2150 Introduction to Political Methodology. Students are also strongly encouraged to receive training in a foreign language. Students interested in going on to graduate school are advised to take language training and training in statistical analysis. Students must also complete POLS 4695 Senior Seminar. Students are strongly encouraged to take POLS 1100 Introduction to Politics or POLS 2100 Introduction to American Politics in their first term as a Political Science major.

To ensure that the interests and goals of each student are pursued through a coherent selection of courses, each Political Science major is assigned a preceptor from the program faculty. Together the student and his/her preceptor develop a sequence of courses tailored to the academic aspirations of the student within the parameters of the discipline. For general knowledge in Political Science, each student is expected to take at least four of the core courses (2100 series) representing the major areas within political science: political theory, American government, international relations, comparative government, public administration and methodology. After a student has identified individual interests, he/she is advised to take the more specialized upper-level courses appropriate to individual goals. The student is also encouraged to vary the choice of courses in format (lecture, seminar, independent study), as well as to participate in an internship. No more than 12 credits earned in internships may be applied to the total number of credits required for the Political Science major and cognates.
MINOR IN POLITICAL SCIENCE
For students in other majors who desire a background in government and politics, the program offers a minor in Political Science. It consists of a minimum of three courses at the introductory level. These courses comprise a basic core that will introduce the student to the ideas and language of political science. In addition, two upper-level courses must be completed. These courses allow the student to pursue in more depth material that has been learned in the introductory courses or to apply it in a work setting.

No more than one four-credit internship may be counted for the minor. Students interested in a minor should meet with any member of the POLS faculty to work out a coherent program tailored to their needs and interests.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with Distinction in Political Science will be awarded to those students who achieve College honors as well as a grade point average of at least 3.75 in all Political Science courses and an A in Senior Seminar.

SPECIAL OPPORTUNITIES
The Political Science program offers numerous special opportunities ranging from internships to study abroad. All students should consider taking political science internships that provide them with practical knowledge of government and politics and the personal contacts that may result in employment after graduation. Examples of such internships are those with a local public prosecutor’s or defender’s office, a non-profit organization, an advocacy group, the local staff of a State Senator, Assemblyman or Assemblywoman; or any number of politically active organizations. Students are also strongly encouraged to complete an internship in Washington, DC, with a national organization or office of the federal government.

Students interested in comparative politics and/or international relations are encouraged to spend a semester studying abroad. Students may study in dozens of countries around the world and have the course work count toward their Political Science degree.

The Political Science program supports and provides advisory assistance to the student-organized Political Science Student Association.

CAREER COUNSELING
The Political Science program has a commitment to helping students define and plan a career. Political Science preceptors provide students with information on employment opportunities in areas of interest to them and on the best educational preparation for employment in those areas. The program encourages students to develop clusters of courses designed to provide a secondary area of expertise using the cognate and at-some-distance portions of their degree requirements (these special clusters can involve career preparation, skills development or special interests). Internship programs within Political Science provide opportunities for students to gain real-life experience in areas of career interest, and the program offers three concentrations for students interested in these fields.
The Political Science program has a series “Career Conversations” throughout the school year, offering focused conversations with faculty and program alumni on career fields and professional preparation. At these events, alumni offer practical insights based on their experiences in law, government, journalism, international affairs, public service and the academic world. In addition, the program maintains an alumni directory, “The Old POLS Network,” of Political Science graduates working in various fields who have agreed to respond to career-oriented telephone and e-mail inquiries from current students.

PROGRAM CONCENTRATIONS
As a broad liberal arts major, Political Science is an excellent basis for a wide variety of careers. The Political Science faculty will help students to develop a collection of courses, internships, and graduate or professional school choices appropriate to their career aims. Students with general knowledge in Political Science often pursue careers in international organizations, business, the media, teaching, and national, state, and local government. The Political Science program also offers four concentrations for focused career preparation in pre-law, social studies education, sustainability and environmental policy, and political theory. Students wishing to complete a concentration should notify their preceptor as early in their course work as possible. Students pursuing a concentration are required to meet with their preceptor each term prior to enrolling in courses for the following term.

PRE-LAW
This concentration is designed for students who plan to attend law school. Stockton’s Political Science graduates have had extraordinary success in gaining admission to law school by taking advantage of a rich array of legal studies courses that both help them get into law school and prepare them for success once they are there. Courses in this concentration provide instruction in substantive areas of law and enhance students’ skills in analytical and critical thinking, legal reasoning, writing, and comprehending judicial opinions. The concentration is also valuable to students interested in paralegal careers.

Students seeking certification in the pre-law concentration must consult with their program preceptor once each semester and obtain approval of selected courses. To obtain the pre-law certification, students must take at least seven of the courses listed below. Among these courses, four have been designated core courses, and it is strongly recommended that students take these courses.

Core Courses
POLS 1100  Introduction to Politics
POLS 3123  Judicial Process
POLS 3221  Constitutional Law
POLS 3225  Civil Liberties
Recommended
PHIL 1204 Symbolic Logic
PLAW 2120  Business Law I
PLAW 3120  Business Law II
POLS 2100  Introduction to American Politics
POLS 2140  Introduction to Political Theory
POLS 2190  Introduction to Public Policy
POLS 3222  Women and the Law
POLS 3228  Public Education and the Law
POLS 3621  Advanced Constitutional Litigation
POLS 3900  Local Internship
POLS 4800  Independent Study (Law or the Judiciary)
WASH 3620  Washington Seminar
WASH 3940  Washington Internship

In addition to meeting the course requirements described above, students are also strongly encouraged to meet regularly with the Pre-Law Advisor and attend workshops offered by the Political Science program each semester on the law school admissions process.

SOCIAL STUDIES EDUCATION
A degree in Political Science can provide excellent preparation for a career in teaching. This concentration helps prepare students for this career, with a particular focus on social studies education. Students seeking teacher certification must meet both the requirements for graduation in Political Science and the state requirements for teacher certification through a second degree in Teacher Education with an additional 32 credits. Since several of the State requirements can be met by the same courses that are required for the Political Science major, it is highly recommended that students meet regularly with their program preceptor as well as attend one of the Education Workshops sponsored by the School of Education in their first semester at Stockton (or in the first semester they are considering an education career) to maximize strategic course selection. Political Science faculty are familiar with the content knowledge requirements of the Praxis teacher licensure and certification exam, and much of the skills and knowledge requirements of this exam are incorporated into the Political Science curriculum. In addition, the Political Science program offers students a supplementary reading list and administers a practice exam annually to help prepare its students for the Praxis in Social Studies. This concentration defines a designated set of options in Political Science and cognate courses that can help students meet both sets of requirements. Students interested in pursuing teaching certification should regularly consult the School of Education staff and/or Web site for the most up-to-date curriculum information to meet state requirements. Students pursuing the concentration in Social Studies Education are strongly encouraged to consider the following core courses:
Core Courses
POLS 1100 Introduction to Politics
POLS 2100 Introduction to American Politics
POLS 2245 Race and Politics
POLS 3228 Public Education and the Law

Citizenship, Values and Governance
POLS 2140 Introduction to Political Theory
POLS 2140 Introduction to Political Theory (with preceptor approval)
POLS 2335 Civics: Citizen Education
POLS 3641 Modern Political Theory (with preceptor approval)
Or alternate course with approval of preceptor

Economics
ECON 1200 Introduction to Macroeconomics
ECON 3636 Political Economy
POLS 3313 The International Order
Or alternate course with approval of preceptor

Early U.S. History and Society
HIST 1152 Introduction to U.S. History to 1865
HIST 2152 North American History to 1789
HIST 2153 U.S. History 1789-1865
Or alternate course with approval of preceptor

Modern U.S. History
HIST 1153 Introduction to U.S. History Since 1865
HIST 2162 U.S. History 1865-1920
HIST 2163 U.S. History Since 1920
HIST 2331 African-American History Since 1865
Or alternate course with approval of preceptor

Early Western or European History
HIST 1310 History of Early Christianity
HIST 2116 Ancient Mediterranean History
HIST 2120 Europe: 1400 to 1815
HIST 2121 Europe: 1815 to the Present
Or alternate course with approval of preceptor

Modern Western or European History
HIST 2117 Modern Germany
HIST 2118 Europe in the Twentieth Century
HIST 2122 Modern Britain: 1688 to Present
HIST 2135 Modern Russian and Soviet History
Or alternate course with approval of preceptor
African, Asian, or Latin American History  
HIST 1160 Latin American History Political Development  
HIST 1161 Latin American Social History  
HIST 1170 Asian History  
HIST 2106 Modern Middle East History  
HIST 2128 Atlantic History  
HIST 2140 History of India  
HIST 2146 Indian Ocean History  
*Or alternate course with approval of preceptor*

Geography  
POLS 2160 Comparative Politics  
ENVL 2100 Physical Geography  
*Or alternate course with approval of preceptor*

Educational Psychology  
PSYC 3391 Educational Psychology  
And choose one of the following:  
PSYC 3322 Lifespan Psychology  
PSYC 3323 Developmental Psychology: Childhood and Adolescence  

Sustainability and Environmental Policy  
The concentration in Sustainability and Environmental Policy is a collaborative initiative of the Political Science and Environmental Science programs. The curriculum offers focused course work for students planning careers in environmental policy, environmental management, law, advocacy and education. This curriculum is committed to training a new generation of environmental leaders that will help our local, national and international communities address the great environmental challenges we face and define a more sustainable future.  

The challenge of sustainability transcends professional and disciplinary borders and requires a rigorous understanding of natural systems as well as social and political institutions and behavior. As a result, this growing field demands a uniquely broad range of skills and knowledge from its practitioners. The curriculum in Sustainability and Environmental Policy trains students to take on complex challenges, understand the multifaceted interactions of human and natural systems, identify and analyze policy options, and combine rigorous scientific analysis and knowledge with a sophisticated understanding of sociopolitical issues.  

Students pursuing a concentration in Sustainability and Environmental Policy should draw from the following Political Science courses when completing their coursework:  
POLS 2190 Introduction to Public Policy  
POLS 2201 Politics of the Environment  
POLS 3221 Constitutional Law  
POLS 3313 The International Order  
POLS 3648 Topics in Political Theory
In addition, students must complete six courses in the sciences after or concurrent with the completion of POLS 2201 Politics of the Environment, including all of the following courses:

BIOL 1400/05 Biodiversity and Evolution with Lab
CHEM 2100/15 Inorganic Chemistry with Lab
ENVL 2100/05 Physical Geography with Lab
ENVL 2200 Ecological Principles (ENVL 2205 Lab optional)

And any two of the following:

BIOL 3504 Conservation Biology
ENVL 2300/05 Environmental Issues with Lab
ENVL 3121 Wildlife Management
ENVL 3241 Environmental Pollution and Regulation
ENVL 3302 Geographic Information Systems
ENVL 3413 Pollution Biology
ENVL 3419 Ecological Forest Management
ENVL 3432 Soil Science
ENVL 3434 Watershed Hydrology

Students should also complete a focused policy research project in one of the following three courses:
POLS 3722 Municipal Environmental Policy
POLS 3900 State or Local Internship
POLS 4800 Independent Research Project

**Political Theory**
The concentration in Political Theory is designed to develop skills in critical analysis, with a practical focus on examining important theories of ethics, responsibility, and the role of citizens in demanding more responsive government. The earliest questions in political theory concerned the nature of justice and the just society. These questions continue to command attention in our contemporary world and therefore are at the center of many courses in this concentration. Primary course work in political theory will be supplemented by Philosophy cognate offerings in ethics, logics, postmodern and feminist theory, and critical race and social theory. The Political Science core consists of two required courses and two electives from the core list below; the Philosophy cognates consist of one required course and two electives from the cognate list below.

**Core Courses**
POLS 3641 Modern Political Theory
POLS 3644 Classical Political Theory
And select two of the following:
POLS 2140  Introduction to Political Theory  
POLS 2235  Religion and Politics  
POLS 2245  Race and Politics  
POLS 2335  Civics: Citizen Education  
POLS 3348  Topics in Political Theory  
POLS 4800  Special Project (with approval)  

Cognates  
PHIL 2211  Social and Political Philosophy  

And select two of the following:  
PHIL 1203  Informal Logic  
PHIL 2109  Ancient Greek Philosophy  
PHIL 2212  Ethics: Theory and Practice  
PHIL 2118  Pragmatism  
PHIL 2201  African-American Philosophy  
PHIL 3100  Moral Theory  
PHIL 3202  Plato and Aristotle  
PHIL 3608  Political Philosophy  
PHIL 3613  Feminist Philosophies  
PHIL 3617  Critical Social Theory  

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For current, detailed course descriptions, go to the Online Catalog.
PSYCHOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Nancy L. Ashton
Ph.D. (University of Florida), Associate Professor of Psychology: social psychology, prosocial behavior, gender, global issues, environmental psychology, developmental psychology, research methods.

Mark E. Berg
Ph.D., University of Canterbury (New Zealand), Assistant Professor of Psychology: perceptual category learning, experimental analysis of behavior, history of psychology, motivation, industrial/organizational psychology.

David C. Burdick
Ph.D. (University of Notre Dame), Professor of Psychology and Director, Stockton Center on Successful Aging: adult development and aging, technology and aging, intergenerational relationships, applied gerontology, mental health and aging.

Christine V. Ferri
Ph.D. (Duke University), –Associate Professor of Psychology: geropsychology, abnormal psychology, psychotherapy, positive psychology, statistical methods.

Jessica Fleck
Ph.D. (Temple University), Associate Professor of Psychology: brain, behavior and cognition, research in problem-solving, creativity, working memory, schizophrenia.

Michael L. Frank
Ph.D. (State University of New York at Albany), Professor of Psychology: statistics, mathematical models, motivation, research methods, gambling and risk-taking behavior.

Sonia V. Gonsalves
Ph.D. (Temple University), Professor of Psychology: educational psychology, statistics, research methods, psychological and educational testing, experimental psychology, adolescence, learning.

Cheryl R. Kaus
Ph.D. (The Pennsylvania State University), Professor of Psychology and Dean, Social and Behavioral Sciences: successful aging, gerontological education, program development and evaluation.
David Lester
Ph.D. (Brandeis University), Ph.D. (Cambridge University), Distinguished Professor of Psychology: abnormal psychology, psychological statistics, personality, psychological testing, theories of counseling.

Jennifer A. Lyke
Ph.D. (Temple University), Associate Professor of Psychology: counseling psychology, research methods, abnormal psychology, eating disorders, advanced statistics, states of consciousness.

Sara Martino
Ph.D. (Temple University), Associate Professor of Psychology: counseling psychology, illness-related stress disorders, female aggression, gender group identity, psychology of women, marriage and family therapy.

Elizabeth Shobe
Ph.D. (University of Toledo), Associate Professor of Psychology: cognition, learning theories, experimental psychology, statistical methods, evolution and behavior.

Julia Sluzenski
Ph.D. (Temple University), Assistant Professor of Psychology: spatial and episodic memory, memory across the lifespan, developmental psychology.

Marcello Spinella
Ph.D. (City University of New York), Associate Professor of Psychology: physiological psychology, clinical neuropsychology, psychometrics, psychopharmacology, herbal medicines, executive functions, addiction, aging and mental health.

Connie M. Tang
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Keith Williams
Ph.D. (University of Minnesota), Associate Professor of Psychology: educational psychology, social psychology, educational testing and measurement, individual differences.

ASSOCIATED FACULTY

Joshua D. Duntley
Ph.D. (University of Texas), Assistant Professor of Criminal Justice: evolutionary psychology, forensic psychology, homicide, stalking, victim defenses, human mating, statistics.

Israel Posner
Ph.D. (Temple University), Executive Director, Management Development and Professional Services: learning and motivation, industrial/organizational psychology.
John H. White  
Ph.D. (North Texas State University), Associate Professor of Criminal Justice: sex crimes, violent crimes, police psychology, forensic psychology, criminal profiling.

PROFESSORS EMERITI

Jean Mercer  
Ph.D. (Brandeis University), Professor Emerita of Psychology: developmental psychology, early childhood, infancy, perception, history and systems.

William M. Miley  
Ph.D. (Temple University), Professor Emeritus of Psychology: health psychology, mind/body interactions, abnormal psychology.

INTRODUCTION

Psychology is the systematic study of the behavior and experience (such as thoughts, desires and emotions) of humans and other animals. It is a multidimensional discipline within which a variety of specialties have developed. Psychologists study the structure and function of the nervous system; basic processes such as sensation, perception and cognition; and complex phenomena such as personality dynamics, abnormal behaviors, and behaviors in social settings, the workplace and the environment. The program offers an array of courses reflecting the breadth of the field. Courses such as Physiological, Social, Cognitive, Developmental, and Abnormal Psychology from the traditional core of the discipline as these processes affect behaviors in all settings. Other courses, such as Theories of Counseling, Health Psychology, Industrial/ Organizational Psychology, Perception, Learning: Theories and Research, and Adult Development and Aging allow students to explore more specialized areas of interest. Both the Bachelor of Arts and the Bachelor of Science degrees are offered in Psychology. There is no minor offered in Psychology, but the Forensic Psychology concentration and the Behavioral Neuroscience and Gerontology minors contain heavy concentrations of Psychology courses and/or topics.

PROGRAM ORGANIZATION

Three basic courses, required of all majors, provide a foundation for the understanding of psychology: PSYC 1100 Introduction to Psychology, PSYC 2241 Statistical Methods, and PSYC 3242 Experimental Psychology. Students must also select courses from two core areas of the discipline: Natural Science Core (Group 1) and Social Science Core (Group 2). Juniors and seniors have the opportunity to work closely with faculty members in seminars, tutorials and independent studies, which require students to be active, responsible participants while examining various theoretical, empirical, and applied topics. Seminars always involve regular class meetings and discussion; research tutorials are often more flexible with less structured class time and more independent investigation and inquiry. Field placements allow students to apply what they have learned in their courses and gain experience working in educational, social services, and other professional settings.
ADMISSION TO THE PROGRAM
Any Stockton student with an interest in psychology may seek a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Psychology. All students should declare their major and obtain a Psychology faculty preceptor as early as possible, but no later than the beginning of their junior year to help ensure that they can meet all program requirements in a timely fashion.

GRADUATION REQUIREMENTS
All Psychology majors are expected to have passed PSYC 1100 Introduction to Psychology and PSYC 2241 Statistical Methods by the end of their sophomore year or no later than one year following their declaration as Psychology majors. (Statistics courses from other disciplines such as Math and Computer Science and Information Systems are generally not acceptable substitutes for the program’s statistics course; nor are 3 credit statistics courses from other colleges.) PSYC 3242 Experimental Psychology should be completed prior to the senior year since it is a prerequisite to some advanced courses in the program. Additional requirements are listed below. In addition to fulfilling requirements for either the B.A. or B.S., students must satisfy all other College-wide requirements in effect at the time of their matriculation.

REQUIREMENTS FOR BACHELOR OF ARTS DEGREE
The B.A. (Bachelor of Arts) degree in Psychology requires a minimum of 64 credits of program and cognate courses and an additional 64 credits in General Studies and courses At-Some-Distance from the major. A minimum of 40 credit hours must be in Psychology. In addition to the three foundation courses listed above, B.A. candidates must take three of the following nine courses, choosing at least one course from each group.

*Group 1: Natural Science Core*
PSYC 2215 Cognitive Psychology
PSYC 3324 Learning: Theory and Research
PSYC 3331 Physiological Psychology
PSYC 3332 Perception
PSYC 3323 Childhood and Adolescence: Developmental Science

*Group 2: Social Science Core*
PSYC 2211 Abnormal Psychology
PSYC 2301 Social Psychology
PSYC 3302 Personality
PSYC 3322 Lifespan Development

Three additional Psychology electives and at least one PSYC seminar (3600-3699 Level) or research tutorial (3700-3799 Level) complete the required course work for the B.A. degree.
Cognate Electives
The B.A. (Bachelor of Arts) in Psychology also requires 24 credits of cognate courses (or additional Psychology courses). Cognates are courses from other programs that are related to the major in some way. Those from other Social and Behavioral Sciences programs include: ANTH, CRIM, ECON, GER0, SOCY, SOWK and POLS. Disciplines outside of Social and Behavioral Sciences such as EDUC, MATH, CSIS, BIOL, CHEM, PHIL, MGMT, MKTG, PUBH and SPAD may sometimes, but not automatically, be counted as cognates. They must be selected after careful consultation with the student’s preceptor and based upon the student’s particular interests and career aspirations.

REQUIREMENTS FOR BACHELOR OF SCIENCE DEGREE
The B.S. degree in Psychology requires a minimum of 80 credits of program and cognate courses, of which at least 40 credits must be in Psychology, as well as at least 48 credit hours in fulfillment of the College’s General Studies requirements. Since the B.S. requirements are more specific and extensive than those for the B.A., it is strongly suggested that B.S. students begin planning with their preceptors by the start of the sophomore year. In addition to the three foundation courses required of all Psychology majors, B.S. students must complete four core courses, two each from the Natural Sciences Core and the Social Sciences Core, listed above under the B.A. requirements. They must also complete the following:

PSYC 3661 Psychology: History and Systems
PSYC 3641 Advanced Statistics
Any PSYC 3600-3799 course (seminar or tutorial).

Required Cognates for the B.S.
BIOL 1200/1205 Cells and Molecules OR BIOL 1400/1405 Organisms and Evolution/Lab
MATH 2215 Calculus I OR MATH 2210 Calculus for Life Sciences

Additional cognate electives are to be selected in the manner described above under B.A. requirements.

- Organisms and Evolution
  (and required co-requisite, BIOL 1105 Organisms and Evolution Lab)
- Calculus I
GRADUATION WITH DISTINCTION
Both B.A. and B.S. students may apply to graduate with Distinction in Psychology. Students who have completed at least 24 credits of PSYC course work and obtain at least a 3.2 GPA in Stockton PSYC courses are strongly encouraged to seek Distinction. In addition to meeting the grade requirements, students must conduct a senior thesis that is judged by the program faculty. During the semester prior to that in which it is completed, students must decide upon a general topic of investigation, obtain a faculty sponsor and prepare a research prospectus/proposal. The research proposal must be approved by a committee of three Psychology faculty, which the sponsor will then submit to the program faculty for approval. The student and the faculty sponsor agree upon the specific activities and requirements necessary to complete the thesis. At the conclusion of the project, which is done as a 4-credit independent study (PSYC 4820 Senior Thesis for Distinction), students submit a final paper (at least 10 days prior to the end of the semester), and orally present their thesis in a short meeting with the program faculty. The Psychology faculty confer Distinction on those students who meet the College’s criteria and whose senior theses are judged academically excellent.

SPECIAL OPPORTUNITIES
Stockton’s Psychology faculty support field placements in Psychology in a variety of settings including social service agencies, general hospitals, an on-campus rehabilitation hospital, schools, nursing homes and various businesses. A partial listing of sites is available on the program’s Web page, and through individual faculty sponsors. Psychology students also participate in the Washington Internship Program and have worked at settings including the National Institute of Mental Health, the Department of Health and Human Services and the National Council on Aging.

Psychology students are encouraged to explore various minors and concentrations in which program faculty members participate. These offerings include minors in the School of Social and Behavioral Sciences, such as the Gerontology (GERO) minor, the Behavioral Neuroscience (BHNR) minor; those in General Studies, such as the Women’s, Gender and Sexuality Studies, Jewish Studies and Africana Studies minors; and the Forensic Psychology concentration, which is open to both Psychology majors and Criminal Justice majors (described below).

The program has an active Psychology Club as well as a chapter of Psi Chi, the National Honor Society in Psychology. In collaboration with program faculty, the Psychology Club meets regularly for discussion about courses, careers, graduate school, conferences and other special opportunities for undergraduates in psychology. All majors are urged to join the conference. Psi Chi membership is open to students who have completed at least one semester of full time course work at Stockton (including 9 credit hours in psychology), registered as a Psychology major, and maintained an overall GPA of at least 3.2 and a PSYC GPA of at least 3.0 for work completed at Richard Stockton College. Each year Psi Chi and Psychology Club sponsor an undergraduate research conference showcasing student-faculty research collaborations, student independent projects, a keynote speaker, and a Distinguished Alumni Award.
Students who elect to complete a senior thesis as well as others doing research in the program are encouraged to apply for the Stockton Board of Trustees Fellowships for Distinguished Students Program. Additionally, Psychology students enrolled in the Gerontology Certificate Program, or those wishing to specialize in health-related issues of Psychology, are encouraged to apply for Southshore Foundation Scholarships in Health Education.

Students with a bachelor’s degree or higher may elect to pursue a Student Assistance Coordinator Certificate (SAC), through the School of Graduate and Continuing Studies. A SAC is a professional who works in a school setting providing substance abuse prevention, assessment and referral services for students (and occasionally for staff). This is a Master’s level certificate program, but does not offer a degree.

**FORENSIC PSYCHOLOGY CONCENTRATION**

Forensic psychology is a rapidly growing field within the psychology and criminal justice disciplines. Courses that comprise the concentration at The Richard Stockton College of New Jersey were selected so students will understand an overall relationship between psychological principles and criminal offending. The criminal offender is continually influenced by multiple systems within the psychosocial environment. By taking the courses in the forensic psychology concentration, students will synthesize selected components in criminal justice and psychology that will result in a better understanding of how developmental patterns result in criminal behavior. Students will develop insight into how criminals think relative to the choices they make. These courses are also designed to allow a student to continue easily studying forensic psychology in the Master of Arts in Criminal Justice program at Stockton, to continue studying in a psychology master’s degree program in another institution of higher education, or to pursue a variety of career opportunities.

Criminal Justice and Psychology majors may enroll in the Forensic Psychology concentration at any time. CRIM 3646 or PSYC 3646 Forensic Behavior Analysis should be taken in the student’s last semester of his/her senior year.

The following courses are required to fulfill requirements of the concentration:
- CRIM 1100  Introduction to Criminal Justice
- PSYC 1100  Introduction to Psychology
- CRIM 2114  Theories of Criminality
- PSYC 2211  Abnormal Psychology
- CRIM 3145  Sex Crimes
- PSYC 3302  Personality
- PSYC 3646  Forensic Behavior Analysis or CRIM 3646 Forensic Behavior Analysis
Students interested in pursuing a concentration in this area should contact their preceptor.

**CAREER OPPORTUNITIES**
Since the major emphasis of psychology is the study of behavior, a wide variety of career options are open to students with a baccalaureate degree in this discipline. Psychology is a useful undergraduate major for medicine, teaching, business, law and other fields involving human interaction. Psychology graduates may proceed to further study at the graduate level in psychology or related fields such as social work, counseling and guidance, marriage and family therapy, occupational therapy, drug and alcohol counseling, etc. They may also choose to work with groups that have psychological problems (e.g., persons with mental retardation, the juvenile delinquent, substance abusers), assume positions as research assistants for psychologists and related professionals, teach (if they obtain certification) or begin careers in business and corporate settings. To ensure proper planning, students interested in careers in psychology should consult with Psychology faculty, the Psychology program Web page, and the Psychology Handbook as well as the Office of Career Services. Students seeking teacher certification must meet both the requirements for graduation in Psychology and the state requirements for teacher certification through a second degree in Teacher Education with an additional 32 credits. Since several of the state requirements can be met by the same courses that are required for the Psychology major, it is highly recommended that students meet regularly with their program preceptor as well as attend one of the Education Workshops sponsored by the School of Education in their first semester at Stockton (or in the first semester they are considering an education career) to maximize strategic course selection.

**INFORMATION ABOUT THE PROGRAM**
Additional information may be obtained from The Psychology Program Web site noted below. The Psychology Handbook may be obtained from the SOBL Office (H210) or online.

Psychology Program Coordinator  
The Richard Stockton College of New Jersey  
PO Box 195, Pomona, NJ 08240-0195  
Phone: (609) 652-4512  
[www.stockton.edu/psyc](http://www.stockton.edu/psyc)

Dean of Enrollment Management  
The Richard Stockton College of New Jersey  
PO Box 195, Pomona, NJ 08240-0195  
Phone:(609) 652-4261  
[www.stockton.edu/](http://www.stockton.edu/)

For current, detailed course descriptions, go to the [Online Catalog](http://www.stockton.edu/).
SOCIOMETRY AND ANTHROPOLOGY

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Shawn Riva Donaldson
Ph.D. (Rutgers, The State University), Associate Professor of Sociology: race/class/gender, sociology of law, medical sociology, demography, South African studies.

Laurie Greene
Ph.D. (Tulane University), Associate Professor of Anthropology: language and culture, anthropology of men and women, Latin American and Caribbean cultures, culture in education, social activism.

Robert E. Helsabeck
Ph.D. (Indiana University), Professor of Sociology: social psychology, research methods, religion, conflict.

Elinor Lerner
Ph.D. (University of California at Berkeley), Associate Professor of Sociology: political sociology, sociology of women, deviance, sexuality, popular culture, human/animal relations.

Linda Williamson Nelson
Ph.D. (Rutgers, The State University), Professor of Anthropology and Africana Studies: anthropological linguistics, cultural anthropology, gender and culture, contemporary African American literature, African American vernacular English, African American culture.

Joseph Rubenstein
Ph.D. (New School for Social Research), Professor of Anthropology: religion and ritual, anthropological theory, ethnicity, Jewish culture, field methods, food and culture, anthropological photography.

Franklin O. Smith
Ed.D. (University of Massachusetts at Amherst), Professor of Sociology: family, sociology of education, sociology of sports, acting, public oratory.
ASSOCIATED FACULTY

Janice O. Joseph  
Ph.D. (York University, Canada), Professor of Criminal Justice: social problems, deviant behavior and criminology, minority/majority relations.

Margaret E. Lewis  
Ph.D. (State University of New York at Stony Brook), Associate Professor of Biology: vertebrate anatomy, anthropology, paleoecology, evolutionary biology, paleontology.

Larry E. Nutt  
Ph.D. (University of Chicago), Associate Professor of Criminal Justice: criminology, sociology of religion, sociological theory.

INTRODUCTION

The Sociology (SOCY) program focuses on the analysis of human beings as members of societies. Sociologists study phenomena of various sorts: social interaction among individuals, groups and societies; the institutions that constitute a society; and the processes that create and sustain social inequality. In addition, sociological analysis sharpens the understanding of various levels of social life, from interpersonal interaction (such as found in families, small work groups, friendships, and casual encounters); through the organization and function of social institutions (such as the family, religion, education, politics and medicine); to the structure and functioning of social systems as a whole (class structure, ethnic relations, ideology and various political processes).

The Anthropology (ANTH) program broadens this focus to the study of human cultures worldwide. People are understood in terms of their biological and behavioral variation cross-culturally and through time. Stockton’s SOCY/ANTH program emphasizes the method of research common to both sociology and anthropology—the field method—but provides work in survey, historical, and experimental methods as well. Substantively, the program is particularly concerned with the ways people are influenced by and react to dominant-subordinate relationships such as those manifested in ethnicity/race, class, gender and/or age. The dominant perspective of the program is comparative and international.

The curriculum of the SOCY/ANTH program gives students competencies that serve the goals of both disciplinary competence as well as the development of general skills necessary for a full life. Skills of analysis, critical thinking and verbal and written communication, as well as the various attributes of responsible citizens, are developed in the major. One of the overall emphases of the program is to deepen students’ understanding of life in contemporary American society. The other emphasis is to provide students with an international, interdisciplinary and historical perspective on important human issues.

PROGRAM ORGANIZATION

The SOCY/ANTH program offers a wide range of courses for majors and non-majors, and it provides considerable flexibility for majors to design their own programs of study. In consultation with program preceptors, students are encouraged to shape a program that fits their
current interests and future career plans. Students are encouraged also to take courses in computer literacy and two semesters of a foreign language. Proficiency in both computer and foreign language are considered important skills for any career. Instructional technology and computer literacy will also be integrated into many SOCY/ANTH courses.

All students in the major will be expected to develop a command of the essential substantive and methodological core of Sociology and Anthropology. Beyond the “core,” students are encouraged to build upon their special interests within the major, in cognate areas and in areas “at some distance” from the major. Also, the program sponsors internships and encourages overseas study to enable students to gain practical and professional experience and to apply the knowledge derived from their college experience.

The SOCY/ANTH program offers four career-oriented concentrations for its majors. Together with Environmental Studies the program offers a concentration in Archaeology, which prepares students for careers in areas such as contract archaeology, museum/historical archiving and cultural resource management. There is a concentration in Physical Anthropology, combining courses in the biological sciences with program offerings. This concentration prepares students for careers or further education in the allied health sciences, forensics and human engineering. Anthropology offers a career concentration in Language and Culture, requiring interdisciplinary course work from the fields of communication and linguistics. This may help prepare students for jobs in ESL, bilingual education or other language-related disciplines. Finally, the program also offers a concentration in Education to help prepare students for certification and teaching in K-8 and high school social studies. These career clusters are designed to augment an education in Sociology/Anthropology with special knowledge and skills useful in a variety of occupations. Students may complete a certificate career cluster as a part of meeting the normal program requirements for graduation, or may choose to graduate without choosing a concentration.

Many other linkages are possible between SOCY/ANTH and fields such as social work, business studies, history, nursing, literature, health care, and computer science. Cognate or non-cognate clusters or minors can be constructed, which may have career benefits for the student. Many of these clusters will prepare the student for entry into a wide variety of careers. In addition, the linkage of a professionally specific area of study with the base-building nature of the major is an excellent preparation for graduate or professional school. It is also possible for students who wish to do so to focus more on Sociology or Anthropology through those respective concentrations in the SOCY/ANTH major.

ADMISSION TO THE PROGRAM
The program is open to any Stockton student with an interest in Sociology or Anthropology. All students should declare a major by the beginning of their junior year to ensure that all program requirements are met for graduation at the end of their senior year. Transfer students are especially urged to consult with the program coordinator before enrolling in classes. When declaring a major in Sociology/
Anthropology, students should select a preceptor from the program who will assist them in making course selections and advise them on career options. Both program declaration and preceptor selection may be done by completing one form available from the Center for Academic Advising. If a student is planning to complete a minor or take advantage of one of the concentration options, he/she may declare these intentions on this same form as well.

**GRADUATION REQUIREMENTS**

In addition to the College’s 64 credit general education requirement, a B.A. degree in Sociology/Anthropology students must satisfactorily complete 64 credits in program/cognate studies for a B.A. degree in Sociology/Anthropology. Five of the required program courses should be taken in the following order:

*Freshman/Sophomore year*
- SOCY 1100  Introduction to Sociology or
- ANTH 1100  Introduction to Anthropology

*Junior Year*
- SOCY 3742 Social Research Methods Tutorial
- ANTH 3643  Anthropological Field Methods

*Senior Year*
- SOCY/ANTH 3681 Social Theory* (Fall)
- SOCY/ANTH 4685 Senior Seminar (Spring)

*Note that Social Theory is ONLY taught in the fall and Senior Seminar is ONLY taught in the spring. There will be no substitutions or equivalents for these requirements; independent study is not an option for either course. This need not negatively impact a student’s ability to graduate in summer, fall or spring, but careful planning in consultation with a program preceptor can avoid*

In addition to these courses, students are required to take five additional electives in either Anthropology or Sociology, and a statistics course. The following courses may be used toward fulfillment of the statistics requirement:

- PSYC 2241 Statistical Methods or
- CSIS 1206 Statistics or equivalent

Students should consult with program preceptors when selecting a statistics course, so that they might maximize its usefulness for their career goals. In the selection of electives, students may opt to strengthen their command of one of the two fields, maintain a dual thrust by selecting courses from both disciplines, or pursue a concentration in conjunction with cognate selections. The program offers coverage of all the major areas of Anthropology and Sociology necessary for admission to graduate school. Beyond the program requirements, it is highly recommended that students pursue proficiency in a foreign language and computer literacy.
The cognate courses (24 credits) may be additional program courses or courses chosen from the following disciplines: political science, economics, gerontology, psychology, social work, criminal justice, historical studies, philosophy/religion, biology, language arts and environmental studies. Other courses may be considered as cognates only after consultation with a preceptor or the program coordinator. For example, business and information science courses may be considered cognate courses for students with certain educational aims and “at some distance” courses for other students.

A student majoring in Sociology/Anthropology is encouraged to consider two uses of cognate courses. A student may take a variety of courses from the disciplines listed above, or may choose one of the concentrations listed below.

**THE ARCHAEOLOGY CONCENTRATION (21 credits)**
Twenty-three credits are needed to complete a concentration in archaeology. Course requirements draw from environmental sciences and geology along with anthropology. Field placement experience is also required. This may be fulfilled while taking archaeological field methods; students should consult with the program coordinator to insure this requirement is met.

- ANTH 1100 Introduction to Anthropology
- ANTH 2134 Early Civilizations
- ANTH 3831 Archaeological Field Methods
- GEOL 2101/2105 Physical Geology/Lab
- GEOL 3231 Sedimentology and Stratigraphy

**THE PHYSICAL ANTHROPOLOGY CONCENTRATION (24 credits)**

- ANTH 1100 Introduction to Anthropology
- ANTH 2136 World Perspectives on Health
- GNM 2335 Human Evolution or
- GSS 2601 Human Evolution
- BIOL 1180 Functional Human Anatomy or
- BIOL 2180 Human Anatomy

*Choose two from the following:*
- ANTH/BIOL 2200 Human Adaptation and Variation
- BIOL 1200/05 Cells and Molecules/ Lab
- BIOL 2110/15 Genetics/Lab
- BIOL 3110 Animal Behavior
- BIOL 3240 Human Evolution
- BIOL 3241 Paleobiology
- BIOL 3242 Vertebrate Paleontology
- BIOL/ENVL 3413 Population Biology
- BIOL 3435 Evolutionary Mammology
- GNM 2472 The Primates
- PUBH 3420 Epidemiology
LANGUAGE AND CULTURE CONCENTRATION (20 credits)
ANTH 2152  Language and Culture
GAH 1610 Introduction to Language
GSS 3104 Language and Power

Choose two of the following:
ANTH 2602  Language and Social Identity
ANTH 3872  Creole Language and Culture
COMM 3200  Theories of Communication
GSS 3104 Intercultural Communication

EDUCATION CONCENTRATION (28 credits)
Anthropology and Sociology afford many advantages to students wishing to pursue a post baccalaureate degree in education. For those wishing to get high school social studies certification, the major provides ample broad-based content material, and a strong emphasis on good writing and critical thinking skills. For students wishing to pursue certification in Elementary Education (K-8), Anthropology and Sociology provide content that is easily transferable to the classroom, as well as the knowledge and skills needed to teach effectively in the diverse schools of the 21st century. Students interested in pursuing teaching certification must meet both the requirements for graduation in Sociology/Anthropology and the state requirements for teacher certification through a second degree in Teacher Education with an additional 32 credits. Since several of the state requirements can be met by the same courses that are required for the Sociology/Anthropology major, it is highly recommended that students meet regularly with their program preceptor as well as attend one of the Education Workshops sponsored by the School of Education in their first semester at Stockton (or in the first semester they are considering an education career) to maximize strategic course selection. Students interested in pursuing teaching certification should regularly consult the School of Education for the most up-to-date curriculum information to meet state requirements.

Choose at least three of the following as electives in SOCY/ANTH:
ANTH 2152  Language and Culture
ANTH 2134  Early Civilizations
ANTH 3220  Ethnicity
SOCY 2213  Minority-Majority Relations
SOCY 2201  Social Psychology
SOCY 2235  Sociology of Education
SOCY 2290  Schools and Society
GSS 3104 Intercultural Communication
Take as cognates at least two of the following:
ENVL 2100 Physical Geography
ECON 1150 Current Economic Issues
ECON 1200 Introduction to Macroeconomics
ECON 1400 Introduction to Microeconomics
PSYC 1100 Introduction to Psychology*
PSYC 3323 Developmental Psychology* or PSYC 3322 Lifespan Psychology*
PSYC 3391 Educational Psychology* (junior year)

Recommended additional cognates/electives:
CSIS 1180 Microcomputers and Applications
GNM 2335 Human Evolution or GSS 2601 Human Evolution
U.S. History courses (may select from those offered in History program)
Foreign Language courses Spanish (or French) recommended

Students working toward a concentration in Education are encouraged to design their field and research projects required in SOCY 3642 (Social Research Methods) and ANTH 3643 (Anthropological Field Methods) with a focus on education or the classroom environment.

In addition, students may want to consider courses which are part of the Community Partnership Initiative, a College-wide program coordinated by the SOCY/ANTH program, to assist community schools to build and transform their neighborhoods. It is recommended that students consult with the program coordinator for up-to-date information regarding this exciting initiative. Below is a selection of current SOCY/ANTH courses, with new courses under development all the time in the program and in other majors within the School of Social and Behavioral Sciences as well as other Schools across the College.

ANTH 2301 The Community School
ANTH 2311 Community Gardens
ANTH 2313 Grant Writing
ANTH 3625 Community Partnerships
ANTH 3900 Internship in Anthropology/Sociology
SOCY 2745 Race, Poverty and Education
SOCY 3625 Community Partnerships
THE ANTHROPOLOGY CONCENTRATION
Students who wish to major in the joint degree with a concentration in Anthropology may do so by taking three or more of their program electives in Anthropology.

THE SOCIOLOGY CONCENTRATION
Students who wish to major in the joint degree with a concentration in Sociology may do so by taking three or more of their program electives in Sociology.

In order to graduate, students are also required to fulfill their 64-credit general education requirement, and complete 24 credits of course work in cognates to Sociology/Anthropology. Cognate courses are Social and Behavioral Sciences courses and others approved by a preceptor. A well-structured cognate selection should show the student’s attempt either to get breadth or to complete a concentration in his or her respective field of interest.

GRADUATION WITH DISTINCTION
A Bachelor of Arts degree with Distinction in Sociology/Anthropology will be awarded to those students who achieve 70% A or A- grades in Stockton program and cognate course work and maintain at least a B grade in all program courses completed at Richard Stockton College.

MINOR IN ANTHROPOLOGY
Students may earn a minor in Anthropology in two ways:

General Anthropology Minor:
ANTH 1100 Intro to Anthropology
ANTH 3643 Anthropological Field Methods
Three additional ANTH courses, one of which must be at the 3000 level or higher.

Or fulfillment of one of the concentrations described above (provided that at least one course must be at 3000 level or above):
Archaeology Concentration
Physical Anthropology Concentration
Language and Culture Concentration

MINOR IN SOCIOLOGY
Students may earn a minor in Sociology by completing the following requirements:

General Sociology Minor:
SOCI 1100 Intro to Sociology
SOCI 3642 Social Research Methods
Three additional SOCY courses, one of which must be at the 3000 level or higher.

SPECIAL OPPORTUNITIES
For information about special opportunities, SOCY/ANTH students should refer to the Sociology/Anthropology website at www.stockton.edu/socy or the bulletin board outside the office of the School of Social and Behavioral Sciences. The board contains postings for many of the activities described below, as well as information on graduate and professional schools. All students are encouraged to participate in internships related to their areas of interest.
SOCY/ANTH majors may intern with local family service agencies, juvenile rehabilitation centers, hospitals, and nursing homes, or in institutions through the Washington Internship Program.

Students have also participated in service projects sponsored by living history museums, the Herb and Botanical Alliance, in public schools and in community garden projects. Internships may lead to employment opportunities as well as provide hands-on work experience in your field of interest. Preceptors can provide additional information and help students get involved in an internship program.

Majors may wish to attend summer field schools in either archaeology or ethnography. These schools are run by a number of prominent universities throughout the United States. Students should consult with their preceptors or the program coordinator for details.

Research projects sponsored by program faculty provide students with the opportunity to engage in research internships. Such research experiences can serve career goals or as the basis for further work in graduate school. Students may apply for Board of Trustees Fellowships for Distinguished Students, which are made available to fund such projects.

Opportunities also exist for overseas study. An international experience is worthwhile and may act to strengthen the transcript of students pursuing a concentration in Anthropology in particular. Students may want to take advantage of study abroad to strengthen their foreign language skills through one of the many language immersion programs. Interested students should consult with their preceptor and with the coordinator of International Education at the College.

Sociology/Anthropology majors who have a B average in all of their course work and who have also maintained a B average in program courses completed at Richard Stockton College may be eligible for membership in Alpha Kappa Delta, the International Sociology Honor Society. At least four Sociology courses must be taken prior to initiation.

The program also participates in the following interdisciplinary minors, open to all majors of the College: Africana Studies, Gerontology, Jewish Studies and Women’s, Gender and Sexuality Studies. SOCY/ANTH students are encouraged to pursue their interests in these fields of study.

**CAREER OPPORTUNITIES**

In addition to the above career concentrations, a number of other career opportunities are available for graduates of the SOCY/ANTH program who effectively combine the major with some training in fields such as gerontology, business studies or health care. Program completion constitutes satisfactory preparation for students wishing to qualify for public service at the local, state or federal levels, and for positions in social service and welfare agencies. The liberal arts training that SOCY/ANTH provides is an asset to those who wish to qualify for positions in business where the knowledge of human relations and of group processes is considered important (e.g., marketing or personnel management) or in any field where analytical skills are valued. Majors may, in consultation with the School of Education and by taking appropriate EDUC program and content area courses, become certified as teachers of social studies in New Jersey. Majors can design a program, emphasizing anthropology, to prepare them for museum
work. After completing their B.A. degrees, majors may go on to complete M.A. and Ph.D. graduate work to enter college teaching, assume upper level social research positions, or enter administrative work in a variety of settings. Majors should inform their preceptors of their career plans as early as possible so that they can best advise them as to course options and postgraduate education. A sampling of career options for SOCY/ANTH majors with various degrees are listed below:

- Social services: in rehabilitation, case management, group work with youth or the elderly, recreation or administration.
- Community work: in fund raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups. Corrections: in probation, parole, or other criminal justice work.
- Business: in advertising, marketing and consumer research, insurance, real estate, personnel work, training or sales.
- College settings: in admissions, alumni relations or placement offices.
- Health services: in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions and insurance companies.
- Publishing, journalism, and public relations: in writing, research and editing.
- Government services: in federal, state, and local government jobs in such areas as transportation, housing, agriculture and labor.
- Teaching: in elementary and secondary schools, in conjunction with appropriate teacher certification.

INFORMATION ABOUT THE PROGRAM
Sociology and Anthropology Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4512
www.stockton.edu/socy

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
(609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
SOCIAL WORK

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Robert J. Barney
Ph.D. (University of Louisville), M.S.W. (University of Kentucky), Assistant Professor of Social Work: international social work, family and community development, cultural diversity in HIV/AIDS support, research practice.

William D. Cabin
Ph.D. (The City University of New York), J.D. (New York University), M.S.W., Assistant Professor of Social Work: non-profit and government management, hospice and home care, program and policy evaluation and auditing in programs dealing with child welfare, home care and hospice, formerly-incarcerated persons, and Medicaid nursing homes.

Merydawilda Colón
Ph.D. (The City University of New York), L.S.W., Associate Professor of Social Work: social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with oppressed groups.

Lisa E. Cox
Ph.D. (Virginia Commonwealth University), L.C.S.W., Associate Professor of Social Work: clinical social work practice, cultural neuroscience, health care, HIV/AIDS, gerontology, research methods, Tourette Syndrome.

Diane S. Falk
Ph.D. (Rutgers University), L.C.S.W., Professor of Social Work: Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work, computer technology in social work.

Maya A. Gibbons
M.S.W., University of Kentucky, Assistant Professor of Social Work: human behavior, research methods, social work practice with individuals, groups, and communities, adolescent mental health, minority health, health disparities, cultural competence.

Patricia Reid-Merritt
D.S.W. (University of Pennsylvania), Professor of Social Work and Africana Studies: social work practice, social policy, social work with ethnic/ minority groups, Africana organizations and leadership practices, African-Centered social work practice.

William W. Reynolds
Ph.D. (Bryn Mawr College), Assistant Professor of Social Work: ethics of pediatric medical research and clinical care.
Allison N. Sinanan
Ph.D. (Fordham University), Assistant Professor of Social Work: sexual abuse recurrence in minority children, oppression of children and families of color.

Sharon A. Smith
Ph.D. (University of Pennsylvania), Associate Professor of Social Work: Social work practice, aging, grandparents raising grandchildren, middle-aged daughters as caregivers, end of life care decision making in multicultural families.

Mei-Kit (Maggie) Tang
Ph.D. (University of Alabama), Assistant Professor of Social Work: cultural values, informal support, and caregiving outcomes among Chinese American caregivers, gerontology, family issues among ethnic and racial minority populations, end-of-life care.

PROFESSOR EMERITUS

John W. Searight
M.S.W. (University of Pennsylvania), Professor Emeritus of Social Work: social work practice, child welfare (protective services).

INTRODUCTION
The social work profession promotes social change and empowers people to enhance their well-being. Social work is based on a set of values and ethical principles, such as respect for human dignity, that are articulated in its Code of Ethics. Since its beginnings more than one hundred years ago, social work has developed a body of knowledge and skills that focuses on meeting human needs, especially the needs of vulnerable and oppressed populations. Social workers intervene with systems of all sizes—individuals, families, groups and communities. Principles of social justice, human rights and cultural competence are fundamental to social work.

MISSION AND GOALS
The Richard Stockton College Social Work program’s mission is to prepare undergraduate Social Work majors for generalist social work practice with individuals, families, groups, organizations, and communities by providing a broad-based, professional education that rests on a solid liberal arts foundation. The program also seeks to serve the larger College community through Social Work and General Studies course offerings that have universal appeal to those seeking a better understanding of the human condition. The Program’s central focus is on producing graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social and economic justice in their professional and personal lives.
GOALS AND CORE COMPETENCIES

Goal I: To prepare graduates to practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage, assess, intervene, and evaluate with individuals, families, groups, and organizations

Goal II: To provide comprehensive content about generalist social work practice.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Goal III: Provide content about the social contexts of social work practice.

Graduates of the Stockton Social Work program will have mastered the following core competencies:

- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice

Goal IV: Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

Graduates of the Stockton Social Work program will have mastered the following core competency:

- Apply social work ethical principles to guide professional practice
Goal V: Prepare graduates to be conscientious lifelong learners.

Graduates of the Stockton Social Work program will have mastered the following core competency:
- Identify as a professional social worker and conduct oneself accordingly

Goal VI: Prepare graduates who demonstrate the ability to think critically, write effectively, communicate effectively orally, use practice experience to inform scientific inquiry, and be comfortable with the use of computers.

Graduates of the Stockton Social Work program will have mastered the following core competencies:
- Apply critical thinking to inform and communicate professional judgments
- Engage in research-informed practice and practice-informed research

Goal VII: Faculty of the Stockton Social Work Program will provide service to the broader College community, to the surrounding southern New Jersey region, and in wider statewide, national, and international areas. In this way, we deepen the Social Work Program’s capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton College graduates are prepared to be citizens in a democratic, multicultural society.

CORE COMPETENCIES AND ASSOCIATED PRACTICE BEHAVIORS

Identify as professional social worker and conduct oneself accordingly:
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;
- use supervision and consultation.

Apply social work ethical principles to guide professional practice:
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the national association of social workers code of ethics and, as applicable, of the international federation of social workers/international association of schools of social work ethics in social work, statement of principles;
- tolerate ambiguity in resolving ethical conflicts;
- apply strategies of ethical reasoning to arrive at principled decisions.
Apply critical thinking to inform and communicate professional judgments:
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Engage diversity and difference in practice:
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences;
- view themselves as learners and engage those with whom they work as informants.

Advance human rights and social and economic justice:
- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and economic justice;
- engage in practices that advance social and economic justice.

Engage in research-informed practice and practice-informed research:
- use practice experience to inform scientific inquiry;
- use research evidence to inform practice.

Apply knowledge of human behavior and the social environment:
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- critique and apply knowledge to understand person and environment.

Engage in policy practice to advance social and economic well-being and to deliver effective social work services:
- analyze, formulate, and advocate for policies that advance social well-being;
- collaborate with colleagues and clients for effective policy action.

Respond to contexts that shape practice:
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging society trends to provide relevant services;
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:

- **Engagement**
  - substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
  - use empathy and inter interpersonal skills;
  - develop a mutually agreed-on focus of work and desired outcomes.
- **Assessment**
  - collect, organize, and interpret client data;
  - assess client strengths and limitations;
  - develop mutually agreed-on intervention goals and objectives;
  - select appropriate intervention strategies.
- **Intervention**
  - initiate actions to achieve organizational goals;
  - implement prevention interventions that enhance client capacities;
  - help clients resolve problems;
  - negotiate, mediate, and advocate for clients;
  - facilitate transitions and endings.
- **Evaluation**
  - social workers critically analyze, monitor, and evaluate interventions.

**PROGRAM ORGANIZATION**

The Social Work (SOWK) program offers you a unique interaction between classroom lectures and discussions and field observation and work. Course content in social welfare concepts and practice builds upon concepts from the humanities and from the natural, social, behavioral, and health sciences. The program consists of three core sequence of social work courses:

**The Introductory Sequence**

SOWK 1101 Introduction to Social Work (4 credits)
SOWK 1103 Human Behavior in the Social Environment (4 credits)
SOWK 2504 Race, Ethnicity, Diversity

You are introduced to the building blocks – knowledge, values, and skills – of generalist social work practice. These courses are taken in the first and second years, usually beginning the second term of the first year. During these two years, you are preparing to become a Social Work major. In addition to the courses listed above, you are expected to have made significant progress in completing the Social Work program’s liberal arts foundation requirement prior to entering the Junior sequence. This includes courses in the following areas of instruction: psychology, sociology/anthropology/criminal justice, political science, economics and human biology; as well as a writing course, a freshman seminar, and 16 credit hours distributed among General Arts and Humanities (GAH), General Social and Behavioral Sciences (GSS), General Natural Sciences and Mathematics (GNM), and General Interdisciplinary Skills and Topics (GEN).
The Junior Sequence
You must successfully complete SOWK 1101 and SOWK 1103 or their equivalent before entering the Junior sequence.

SOWK 3101  History of Social Welfare Policy (4 credits)
SOWK 3102  Research Methods in Social Work (4 credits)
SOWK 3604  Generalist Social Work Practice: Theory and Methods I (4 credits)
SOWK 3605  Generalist Social Work Practice: Theory and Methods II (4 credits)
SOWK 3905  Field Practicum (2 credits)

In the Junior year, having completed the introductory sequence and liberal arts base, you take courses to begin to integrate the knowledge, value, and skills of generalist social work practice. In the Fall semester of the Junior year while enrolled in Generalist Social Work Practice: Theory and Methods I, you apply to enter Generalist Social Work Practice: Theory and Methods II and Field Practicum. The faculty determines your eligibility based on your academic record. Successful completion of this process ensures that you have become a full-fledged major. In addition to the five courses listed above, you are expected to continue fulfilling General Studies requirements and should begin to complete more advanced social and behavioral science requirements (18 credits).

The Senior Sequence

SOWK 4601  Senior Seminar: Social Work Practice I (4 credits)
SOWK 4901  Senior Fieldwork I (4 credits)
SOWK 4602  Senior Seminar: Social Work Practice II (4 credits)
SOWK 4902  Senior Fieldwork II (4 credits)

In the Senior year, having completed the Introductory and Junior sequences, you prepare to become a generalist social work practitioner through completing the integration of knowledge, values, and skills. You apply to enter Senior Seminar with Fieldwork as listed above, during the Spring of your Junior year. The application consists of an essay, the purpose of which is to deepen the ongoing process of self-evaluation and career discernment. In the essay, you will discuss your interests in social work, including specialization interests. (Many students find that this essay serves as the basis of the personal statement that they prepare when applying for admission to a graduate program in social work.) The faculty determines your eligibility, based on your application essay and on your academic and field work record. Before the summer of your Senior year, you are assigned to your Senior field placement and are expected to contact your field supervisor for an interview. Opportunities for field experience and learning under professional supervision are available in the following settings, among others: child welfare, family services, schools, hospital and health care, behavioral health, developmental disabilities, services to older adults, and criminal justice.

ACCREDITATION
The Social Work program is accredited by the Council on Social Work Education (CSWE). Graduates are prepared for entry-level, professional social work practice positions as generalist practitioners.
ADMISSION TO THE PROGRAM
The Social Work program is open to Stockton students in good standing who have an overall GPA of at least 2.0 in program courses and who have successfully completed the introductory sequences of social work courses and who have discussed their intent to major in social work with a social work program preceptor. Students are encouraged to consult social work faculty members to determine their interests in social work and assess what the program and the profession may offer to those who participate. The earlier this is done the better.

Community college transfer students who do not come from a human services/social work program and/or who have not satisfied the liberal arts requirements described herein, may have to complete more than 64 credits at Stockton. This may require an additional one or two terms of academic work.

CREDIT FOR LIFE EXPERIENCE
The Social Work program does not grant credit for life experience or previous work experience.

TERMINATION FROM THE PROGRAM
Students are required to maintain a 2.0 average in their Social Work program courses. In addition, students are expected to uphold social work values and professional standards of behavior. In general, students who meet the academic standard will have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of working with clients. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors, other students or in fieldwork. No student may be subjected to arbitrary termination from the Social Work program. The decision to terminate a student for nonacademic reasons will not be made by one person but will be a Program decision and will be made according to the stipulations of the Policy and Procedures concerning Academic and Professional Termination of Students from the Richard Stockton College of New Jersey Social Work Program, which is contained in the Student Handbook and the Field Manual, and posted on the Social Work program Web site.

GRADUATION REQUIREMENTS
Graduates of the program receive the Bachelor of Science degree. The College requires completion of a minimum of 128 credits for graduation. For the B.S. degree, a minimum of 80 credits must be earned in program studies and cognate courses. Thirty-two credits must be from General Studies. The 16 remaining credit hours may either be in General Studies or in programs that are considered at some distance from the major. Transfer students are given credits for appropriate work done at other regionally accredited institutions.

As noted above, Social Work majors must complete a combination of entry-level and upper-level social and behavioral sciences courses, as well as all required Social Work courses, including 400 hours of fieldwork in an approved social work agency or program during the senior year.
GRADUATION WITH DISTINCTION
A Bachelor of Science degree with Distinction in Social Work will be awarded to those students who achieve a 3.5 GPA in all Stockton program and cognate courses, successfully complete the senior fieldwork placement and complete an honors project.

SPECIAL OPPORTUNITIES INTERNSHIPS
The program provides students with field observation and fieldwork experience in a wide variety of social welfare programs and social work agencies in southern New Jersey. Opportunities for experience and learning under professional supervision are available in a variety of settings, such as services to families and children, schools, health care, behavioral health care and services to the aging.

CHILD WELFARE CONCENTRATION
A concentration in child welfare is available to social work majors considering a professional career in services to children and families. There is a major crisis in child welfare in many states, including New Jersey. A major effort is underway to transform the provision of child protective services to New Jersey’s at-risk families and children. There is a significant need for social workers with specialized knowledge and skills in child welfare to join this effort, and there are excellent employment opportunities.

Students electing the concentration in child welfare, in addition to the core requirements for the social work major, must complete SOWK 3650 Topics in Child Welfare, SOWK 3670 Child Welfare Services and Practice, and have their senior fieldwork in a child welfare agency. The expected sequencing of these courses is completion of the Topics in Child Welfare seminar in the junior year and the Child Welfare Services and Practice seminar in the senior year in conjunction with the Senior Seminar in Social Work Practice and the senior fieldwork, which must be in a child welfare agency.

SPANISH LANGUAGE STUDY
In addition to the option of enrolling in Spanish language classes in the College, social work students have the option of further enhancing their cultural competence through participation in Spanish language study specially designed for social work students. Students electing this option enroll in SOWK 2200/LANG 2200 Spanish for the Human Service Field and GIS 4606 Costa Rica Cultural Study Tour, which involves an intensive three-week experience studying Spanish, visiting social work agencies and service learning experiences in Costa Rica.

GERONTOLOGY MINOR
The program also participates in the Gerontology (GERO) program. Social work students are encouraged to pursue their interests in this field of study with a gerontology minor.

CAREER OPPORTUNITIES
The Bachelor of Science in Social Work has been recognized by the Council on Social Work Education and the National Association of Social Workers as the entry-level professional degree in social work. Job opportunities exist in a wide range of public and private social welfare agencies and institutions. Many state Civil Service commissions, including New Jersey’s, recognize the Bachelor of Science degree in social work as qualification for a professional social
work position. Graduate programs leading to the master of social work (M.S.W.) degree are available at most major universities. Students with the Bachelor of Science degree in social work are in an excellent position to apply for advanced standing in most programs. They are eligible to apply for professional status as certified social workers (CSW).

INFORMATION ABOUT THE PROGRAM

Social Work Program Coordinator
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4512
www.stockton.edu/sobl

Dean of Enrollment Management
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
(609) 652-4261
www.stockton.edu

For current, detailed course descriptions, go to the Online Catalog.
WASHINGTON INTERNSHIP PROGRAM

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

INTRODUCTION
Stockton’s Washington Internship Program offers students from all majors the opportunity to broaden their outlook and experience while earning academic credit in the nation’s capital.

Stockton considers the academic internship to be of great personal value. It involves students in a dynamic undertaking that combines theories from the classroom with experience in the field. Internships encourage students to explore different modes of learning as they keep pace with a changing world. Although the Washington internship does not guarantee students a job after graduation, it does offer Stockton graduates the opportunity to experience high quality professional positions and to include them on their résumés. This usually gives a student an advantage over graduates from other colleges that do not offer this experience.

PROGRAM ORGANIZATION
In addition to being the major forum for political affairs in the country, Washington, D.C., is a major center of historical, cultural, business and international studies, and a center for high technology and science research. Washington interns are placed in positions in which they work 36 hours a week. Internship placements have included such diverse settings as the White House, the U.S. Congress, the U.S. State Department, the U.S. Department of Commerce, the U.S. Attorney’s Office, the Smithsonian Institution, the National Institutes of Health, Common Cause, the Heritage Foundation, the Institute for Policy Studies, the U.S. Chamber of Commerce, MCI Communications, the AFL/CIO and various other public and private agencies. Internship placements allow students a chance to enhance classroom learning, explore a potential field, and develop professional skills.

In addition to the 8-credit internship, students are required to enroll in a 4-credit seminar. This classroom course meets once a week and is taught by practitioners and professors in the Washington area. Students are expected to set aside approximately four to six hours a week for course work. In addition, an optional 4-credit independent study course can be taken to fulfill a GAH, GSS or GNM requirement.

RESIDENTIAL LIFE
Stockton interns live with interns from other colleges and universities in the United States and foreign countries. Although alternate living arrangements are an option, the opportunity to exchange ideas and share experiences with students from a broad array of American and international colleges and universities has proven to be a valuable learning experience.

Interns benefit from a Speakers Series in which knowledgeable and prominent people from the Washington, D.C., area discuss leading issues of the day. In addition, students are encouraged to take advantage of group discount tickets to theatrical and musical events, as well as other special opportunities available in the area.
PROGRAM COSTS, FINANCIAL AID
The cost of Stockton’s Washington Internship Program is generally comparable to a full semester at Stockton, including tuition, student fees, books, and room and board. The internship is a full-time commitment. Financial assistance is available through Stockton College and the Washington Center. Stockton College also provides an $800 stipend.

Additional information can be obtained from:
Washington Internship Coordinator
The Richard Stockton College of New Jersey PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4476

Dean of Enrollment Management
The Richard Stockton College of New Jersey PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4261
www.stockton.edu
SCHOOL OF GRADUATE AND CONTINUING STUDIES
GRADUATE STUDIES AT A GLANCE

- Admission of matriculated students in the fall and spring terms occurs through the Graduate Admissions Office and graduate degree program.

- A mandatory Graduate Student Orientation program for newly admitted graduate students occurs twice per year.

- Nonmatriculated students are limited to 9 credit hours, in total, in most graduate programs. The MAED, MAIT and MBA limit nonmatriculated students to 6 credit hours of attempted study, without the possibility of repeating a course. Applications for nonmatriculated status are processed through the Office of the Registrar.

- Registration is Web-based.

- Full-time status is defined as 9 credits per semester, but individual degree programs may require a higher credit load.

- Financial aid is available, including Graduate Assistantships (matriculated, degree seeking students only).

- Campus facilities and offices are available to support graduate study.

- Academic advisors (preceptors) are assigned upon enrollment (matriculated students only).

- Grading system is based on an A-F range (plus/minus included); grades of I (incomplete) convert to a grade at the end of the succeeding semester.

- Students must maintain a G.P.A. of 3.0 to remain in good academic standing.

- Individual programs have policies and procedures that govern academic and professional requirements.

- Students are required to check their College assigned email accounts regularly.

- College policy requires that, once matriculated, students must be continuously enrolled each semester (excluding summer terms). A Maintenance of Matriculation or Leave of Absence Form must be completed and approved by the Dean of the School of Graduate and Continuing Studies for each fall or spring term for which the student is not enrolled. Students continuing their master’s thesis are required to register for 1 course credit of the thesis course for each semester of thesis work (following the first one) until completion.

- Check the Graduate School’s Web site for program and policy updates.
GRADUATE STUDY

The Richard Stockton College of New Jersey has been authorized to offer programs at the graduate level by the New Jersey Commission on Higher Education. The College offers the following graduate degree programs:

Doctor of Physical Therapy (DPT)
Master of Arts in Criminal Justice (MACJ)
Master of Arts in Education (MAED)
Master of Arts in Educational Leadership (MAEL)
Master of Arts in Holocaust and Genocide Studies (MAHG)
Master of Arts in Instructional Technology (MAIT)
Master of Business Administration (MBA)
Master of Science in Computational Science (MSCP)
Master of Science in Nursing (MSN)
Master of Science in Occupational Therapy (MSOT)
Master of Social Work (MSW)
Professional Science Master’s in Environmental Science (PSM)

The College also offers several post-baccalaureate and post-master’s certificate programs that are covered in this Bulletin.

APPLICABILITY OF GENERAL POLICIES
All policies and procedures of the College that refer to students and courses of study apply equally to graduate study except where explicitly stated otherwise. This includes the campus code of conduct, academic honesty policy and all other rules relating to individual conduct. Graduate students must also follow the policies and procedures applicable in their individual graduate programs.

DEAN OF THE SCHOOL OF GRADUATE AND CONTINUING STUDIES
The Dean of the School of Graduate and Continuing Studies is the College official primarily responsible for College-wide policies relating to graduate programs and graduate students. Questions and issues that relate to these policies, or that cannot be resolved within an individual graduate program, can be addressed to the Dean. The Dean is also concerned with the overall welfare of graduate students at the College.
DEAN OF STUDENTS
The Office of the Dean of Students is committed to quality and excellence while serving as a primary advocate for student life. The office provides programs and services that contribute to total student learning. Student life functions such as counseling, health services, athletics and recreation, and career services are available to graduate students as they work toward their degree. Students are encouraged to become actively involved in co-curricular programs and leadership opportunities. Issues impacting student life including residential and commuter concerns, safety and security, personal development, and alcohol and drug awareness are part of the campus life curriculum.

ACADEMIC ADVISING
Upon enrollment in a graduate program, each student is assigned a preceptor. Students meet with their preceptor to plan courses and discuss their academic progress.

STUDENT STATUS
A graduate student may be matriculated or nonmatriculated, part time or full time. Every graduate student must hold a baccalaureate degree from a regionally accredited institution of higher education.

(a) A full time student is enrolled in 9-15 or more credits per semester, as defined by the graduate program in which the student is enrolled. Students are not required to be full time in order to work toward and complete a graduate degree (unless so required by their particular program), but the normal time limit for degree completion is five years. Note the following:
   • Audited courses and withdrawals do not count toward full time status.
   • ESL (English as a Second Language) courses do count toward full time status.
   • When students are in their normal sequence of field education experience, and are registered for co-op, field, clinical or lab experience as part of their program cohort, they may be certified by the Dean of Graduate and Continuing Studies as full-time students for a minimum registration of 3 credits each semester.
   • International students must be in full-time status every semester.

(b) Part-time students are those registered for fewer than 9 credits during a semester.

(c) Half-time students may be given this designation for Federal and other reporting purposes if they meet one of the following conditions:
   • they are registered for between 6 and 8 credits in a semester.
   • they have completed all other course work and other degree and credit requirements, and are registered in final project or thesis research and seminar, for at least 3 credits for the semester.
   • they are enrolled in the alternate route certificate program with the Office of Teacher Education, are enrolled for all requisite Education course work and are employed full time as classroom teachers as part of their alternate route certification process.
A matriculated student is one who has been admitted to the College as a graduate student in a particular program. Only matriculated students may be considered for the awarding of a degree. Each program that offers a graduate degree determines whether a nonmatriculated student may enroll in the program’s courses. Where such enrollment is permitted, the program guide states the conditions of enrollment and any limits on applicability toward the degree of courses taken as a nonmatriculated student. The College sets an upper limit of 9 credits attempted in nonmatriculated status. Matriculated students are assessed graduate tuition for all courses attempted.

Graduate programs may permit qualified undergraduate students to enroll in graduate courses if space is available and if an undergraduate student meets the minimum College requirements. Requirements are specified on a Permission Form to be completed by the student and signed by relevant faculty and administrators. Additional requirements may be required by the graduate program and will appear in the program’s Policies and Procedures Manual.

If an undergraduate counts such a course toward a baccalaureate degree, the course cannot be counted later toward requirements for a graduate degree.

These requirements and conditions do not apply to students accepted into the College’s dual degree programs (e.g., 4 + 1 or early admission into the graduate school) because such students are held to academic progress requirements outlined in their dual degree program or early acceptance contract.

MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS
Once admitted to a degree program, graduate students must either be registered continuously for credit each semester (excluding summer terms) until they complete degree requirements or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a fall or spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the College and be reaccepted in order to continue their graduate work. The Maintenance of Matriculation Fee will be proposed annually by the Provost upon consultation with the Dean of Graduate and Continuing Studies and is subject to approval by the Board of Trustees in its consideration of student fees.

Students completing a master’s thesis do not pay the Maintenance of Matriculation fee after the semester they begin their thesis [Course xxxx5880 ]. Instead, upon receiving the IP (in progress) grade for the thesis, students must register for 1 credit of xxxx5880 each semester until successful graduation. This cost replaces Maintenance of Matriculation.
LEAVE OF ABSENCE
Although the college has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical reasons. A Leave of Absence is the process of leaving school temporarily for up to one year, generally used for family medical leave or military service. A Leave of Absence is valid for one year and is renewable yearly, for a maximum of five years, by notifying the Office of the Registrar in writing before the Leave expires. Students should consult the Policies and Procedures Manual as in some degree programs, five years may not be possible. Students should request a Leave of Absence Form from the Office of the Registrar, D-121, and submit it to that office.

GRADING POLICIES
Grades represent the professional judgment of a faculty member on a student’s academic performance in a particular instructional experience.

Stockton College permits two systems of grading, letter grading or Pass/No credit (P/NC). P/NC grading must be approved prior to the time of registration, and will not be granted at any time during or after the term.

Letter Grading
The following letter grades will be recorded on the student’s official transcript:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<tr>
<td>F</td>
<td>0.0</td>
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</table>

A grade of A symbolizes excellent work, grades in the B range symbolize good work, grades of C+ and C symbolize satisfactory work, grades of C- and in the D range symbolize poor work, and an F symbolizes failure.
P/NC (Pass/No Credit) Grading
At the discretion of the instructor or program, a course may be available either in letter-grade mode or P/NC mode or both. If both options are available, **students must indicate the grading mode desired at the time of registration.** If students do not designate otherwise, the A–F grading mode is used. The choice of grading mode cannot be changed after the drop/add period.

The availability of the P/NC option is governed by the following conditions:

1. a maximum of one course per semester can be designated in the P/NC mode
2. a student who is on probation cannot take courses in the P/NC mode during the probationary period except if the course is a P/NC course required for the student’s degree program and so mandated.
3. certain programs and College-wide requirements require academic progress in courses with a C or better; in those instances, the P/NC credit option is not available to students wishing to complete that program
4. students must have earned 12 credits before they are eligible for P/NC mode courses
5. a maximum of 10 percent of Stockton credits to be applied toward graduation requirements may be taken in P/NC mode.

Courses graded P (Pass) or NC (No Credit) will be recorded on the student’s official transcript, but will not be factored into calculation of the student’s GPA. In graduate school programs, P symbolizes passing work (i.e., performance in the A to C range), and NC symbolizes failing work. However, where individual graduate programs have more stringent requirements for passing work, those requirements shall apply.

**W symbolizes “withdrawal”**
If the student completes a withdrawal from the College or individual courses between the end of the drop/add period and the end of the twelfth week of a full term, or the sixth week of a sub term, a W will be recorded. Students who have 25 percent or more W notations in the total number of Stockton credits required for graduation, or two Ws or more in the same course, will have their course withdrawal application declined and are required to meet with the Director of the Center for Academic Advising who will review with the student her or his academic progress. Any student whose withdrawal from a class puts the student within 4 credits of the 25 percent limit, or any student who is seeking to withdraw from a course for the second time, shall be required to meet with the Director of the Center for Academic Advising before registering at the College again and before the course withdrawal will be processed.
WI symbolizes “withdrawal due to illness”
Students may withdraw from one or more classes when there are severe medical circumstances beyond the student’s control. Such medical circumstances must be documented appropriately and submitted in a letter of appeal to the Office of the Provost. The Office of the Provost will submit the documentation to the Office of Health Services for review. Upon evaluation of the documentation provided, the Office of the Provost will notify the Office of the Registrar whether or not to enter the symbol “WI” for the relevant course(s) and will also notify affected faculty members. The College reserves the right to require the positive recommendation of the Office of Health Services prior to the student’s subsequently re-enrolling at the College. In order to make a recommendation on re-enrollment, the Office of Health Services may request pertinent medical documentation of the student’s readiness to resume academic activities.

I symbolizes “incomplete”
If in any semester it is determined that 1) the student is doing satisfactory work, and 2) due to an illness or emergency the student will be unable to complete the course work within that academic term, the student is eligible for consideration of an I notation. Work remaining for removal of the I notation, as described on the Agreement for Completion of Course Work Authorization, must be completed before the final class day of the subsequent term (not including summer sessions). A copy of this form is filed with the appropriate Dean.

The Agreement for Completion of Course Work Authorization includes a summary of the work completed by the student at the time course work was discontinued by the student along with the student’s grade in the course at that time, a summary of the work remaining to be done and the date during the next term by which the work must be completed.

Special circumstances may exist by which completion of the I requires special arrangements, e.g., lab courses, foreign language courses, internships and the like. Those arrangements must be described in an attachment to the Agreement for Completion of Course Work Authorization and approved by the appropriate dean(s). Both the student and the course instructor must sign this form and file it in the office of the dean of the school in which the course is listed. A copy should be retained by the student and by the authorizing faculty member. Any variation from the signed contract must be initiated by the faculty member and approved by the dean.

IP Symbolizes “In Progress”
IP is assigned only for multi-term incomplete final projects, theses, or dissertations and is replaced by a final grade upon completion. Students must continuously register each semester for their Master’s thesis and will receive the IP grade until completion. If the final project, thesis, or dissertation is not graded, the IP notation will default to an F. All IP notations should be completed before the final class day of the subsequent term (not including summer sessions).

Assignment of Grades
Faculty can only assign grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, and the notation I, (except when a course is only available in P/NC mode, faculty may assign P, NC and I). W, WI and AU will be assigned by the Office of the Registrar as will a P or NC when students have selected that mode.
Changes of Grades
Grades represent the professional judgment of faculty in their assigned areas of expertise and, once the final deadline for recording grades has passed, may only be changed when there has been a documented error in grade calculation or in those situations of a successful grade appeal. Grade changes, except those awarded under the appeal system, require the consent of the instructor and the supervising academic dean. Except in the cases where I notations are being changed by an instructor within one academic term of their assignment and following the details of the Agreement for Completion of Course Work Authorization, grade changes may only be made upon receipt of a properly signed change of grade form delivered to the Office of the Registrar by the school dean or his/her representative.

Change of “I” Notation
Those students receiving an I notation must complete all remaining course work as specified in the Agreement for Completion of Course Work Authorization. Otherwise, the notation reverts to an F or NC, as appropriate. Once course work is completed, the instructor will record a regular grade within seven calendar days or by the due date for the current term’s grades, whichever is sooner.

Repeating a Course for Credit
In order to repeat a course the student must re-register, pay all appropriate tuition and fees, and satisfactorily complete the course (whereupon a separate grade will be assigned). The original grade will remain on the student’s permanent transcript and will be calculated in the grade point average. Except where specified in the College Bulletin, a course passed more than once may only be counted once toward graduation.

Independent Study
Independent study is an approach followed at Stockton to encourage close working relationships between students and faculty. Independent study provides opportunities to develop highly individualized, rigorous and personal learning experiences. This approach fulfills three needs. It permits students to pursue questions not addressed in faculty-directed classrooms, laboratories or studios; it helps students to develop valuable research skills; and it enables students to test mastery of principles, methods and materials presented in regular classes by instructors. Properly done, independent study should lead to that goal sought by all educated persons, namely the capacity for independent learning throughout life. Students who wish to undertake independent study projects should consult the instructor with whom they wish to work and the Graduate Director. Projects must be carefully formulated on a Special Project Request Form and signed by the appropriate instructor, student and dean.
Grade Appeals
Grade determination is the prerogative and professional judgment of the instructor guided by the standards established in the course syllabus or other document (e.g., independent study form). Assigned grades will not be changed unless there is compelling evidence of inequitable treatment, discrimination or procedural irregularity.

The student’s first responsibility in making a grade appeal is to discuss the issue with the faculty member responsible for assigning the grade. If satisfactory resolution cannot be reached with the instructor, the student should submit the issue in writing to the program director, and, if necessary, formally appeal the decision to the Dean of the School where the program resides.

If the dean is unable to resolve the matter, the student may appeal to the Office of the Provost by submitting a letter and other written materials presenting a strong rationale and compelling evidence that legitimate grounds for a grade appeal exist as described in the first paragraph under Grade Appeals, above. This appeal process must be initiated no later than one month after the date of grade posting for the term in which the grade was originally assigned. Written appeals will be reviewed by the Provost or his/her designee and in those cases where appropriate, will be assigned to the Advisory Board on Grades and Standing. The Advisory Board on Grades and Standing will review the matter, including hearing testimony and evidence from both the instructor and the student. This Board will make a recommendation to the Provost, whose decision is final.

Non-grade notations carry no right of appeal and are therefore not covered by the grade appeal process outlined above.

TUITION
Students will be charged undergraduate vs. graduate tuition (plus any applicable fees) based on the following conditions:
- Students pay undergraduate tuition and fees for undergraduate courses and appropriate graduate (master’s and doctoral) tuition and fees for graduate courses.
- Dual Degree students and other students fulfilling prerequisites, for example, pay tuition and fees by the course level, undergraduate for undergraduate and graduate (master’s and doctoral) for graduate.
ACADEMIC PROGRESS

(a) Degree Completion
To be awarded a graduate degree, a student must have a cumulative GPA of at least 3.0 in courses applied toward the graduate program. The number of credits required and the specific courses or distribution of courses that must be completed as well as any additional specific requirements are indicated within this Bulletin. The student must complete an application for graduation through the Office of the Registrar and pay the required fee. (Students will note that they are required to pay the graduation fee for each degree they receive from the College, e.g., once for a baccalaureate degree and once for a master’s degree, if applicable).

(b) Good Academic Standing, Probation and Dismissal
A graduate student must maintain a cumulative GPA of 3.0 to remain in good academic standing. A student whose GPA falls below a cumulative GPA of 3.0 is placed on Academic Probation. The student has an opportunity to bring his or her GPA up to 3.0 by the time no more than an additional one quarter of the total number of credits required to complete the degree have been taken in order to maintain good academic standing. For example, students in programs that require between 30-36 credit hours must raise their cumulative GPA to a 3.0 by the time they have taken no more than 9 additional credit hours. Students in a program requiring more than 36 credit hours must also raise their cumulative average to 3.0 by the time they have taken no more than an additional 25% of total credits in order to maintain good academic standing. (10 credits in MSN, 21 credits in MSOT and 26 credits in DPT). A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the College.

(c) Other Grounds for Dismissal
Each graduate program may have standards in addition to the minimum 3.0 GPA that are required for students to remain enrolled in the program. Students should refer to their program Policies and Procedures Manual to learn more about both academic and non-academic grounds for dismissal.

(d) Transfer Credit
Each program determines whether, to what extent, and under what conditions credits for courses taken at other regionally accredited institutions may be applied to degree requirements. The College sets an upper limit of 9 such credits, and requires that the student must have earned a grade of B or better or the equivalent in all such courses. Transfer credit requests should be submitted at the time of application. Any other supporting material to complete any transfer requests should be submitted to the student’s advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are conducted by the individual graduate program. Please note that transfer of credits will only be considered once. Upon matriculation into a Richard Stockton College graduate program, students must complete all program requirements at Stockton to receive their degree.
A student may attempt nine credits of nonmatriculated study in more than one graduate program, if permissible. It is the discretion of the program which nine credits they will accept and apply toward degree completion.

The College may accept up to 9 transfer credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Transfer credit requests should be submitted at the time of application. Any other supporting material to complete any transfer requests should be submitted to the student’s advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are done by the individual graduate program. Please note that transfer of credits will only be considered once. Upon matriculation into a Richard Stockton College graduate program, students must complete all program requirements at Stockton to receive their degree.

PROGRAM DISTINCTION
Programs may convey recognition of superior performance in the graduate program based on criteria that are printed in the program’s Policies and Procedures Manual. Students receiving such awards will be announced at the time of commencement as receiving Program Distinction and such recognition will appear in the commencement program. Students will also receive a Certificate of Program Distinction signed by the Dean of the School of Graduate and Continuing Studies.

CHANGE OF NAME/ADDRESS
Those students who have a change of address or change of name, either by court order or marriage, must notify the Office of the Registrar.
GRADUATE ADMISSIONS

THE GRADUATE ADMISSIONS PROCESS
Stockton draws its graduate student body from a large variety of prospective applicants, including recent baccalaureate degree recipients and college graduates in the professions. Committed to diverse educational opportunities, Stockton encourages the enrollment of persons customarily considered to be outside the regular student pool (e.g., fully employed adults, homemakers, veterans, senior adults and professionals). Stockton will consider baccalaureate degrees obtained within the last twenty (20) years; however, individual graduate programs will evaluate the transcript for currency and may require the student to complete some courses as prerequisites to graduate study.

Applications for admission to graduate study are submitted to the Graduate Admissions Office for the fall or spring term. Each graduate program also has a committee that evaluates completed files. Students should contact the Graduate Admissions Office for deadlines. Any student, non-matriculated or matriculated, may register for summer classes on a space-available basis. Information regarding summer classes is available from the Office of the Registrar.

PART-TIME STUDY OPPORTUNITIES
Depending on the degree program, opportunities for part-time study are available. Graduate courses are primarily offered in the evening; however, there are occasional courses during the day. A person interested in part-time study as a matriculated student is required to complete all steps of the admissions process. Persons interested in part-time study as nonmatriculated students should complete the Nonmatriculated Graduate Student Registration Information Form and provide the documents required. At the time that the nonmatriculated student wishes to change his or her student status to matriculated, he or she must formally apply to the College through the Graduate Admissions Office. Financial aid and veteran’s benefits programs define a part-time student as one who carries fewer than 9 credits.
DEFINITIONS OF STUDENT STATUS

MATRICULATED
A matriculated student is one who has formally applied to and been accepted for admission by the Graduate Admissions Office to work toward a degree and who has satisfied the acceptance deposit requirement. All matriculated graduate students are required to submit copies of official transcripts from all schools attended prior to admission to Stockton College.

NONMATRICULATED
Except where limited by individual graduate degree programs, (Doctor of Physical Therapy, Master of Arts in Educational Leadership, and Master of Science in Occupational Therapy and the Master of Social Work programs), a student who is interested in taking credit courses but who is not presently working toward a degree may enroll as a nonmatriculated student. An application for nonmatriculated (NMAT) status is required, and registration for classes is on a space-available basis. Note that graduate programs may require either undergraduate or other graduate courses as prerequisites.

For a graduate degree program, normally no more than 9 credits may be attempted in nonmatriculated status though some programs (MAED, MAIT, and MBA) may set lower limits. After a student reaches the maximum cap, a prospective student must apply to the degree program through the graduate school. Note that all grades and notations (such as W) count as an attempt.

For graduate certificate or endorsement programs, normally no more than 6 graduate credits may be attempted in nonmatriculated status though some programs may set lower limits. Note that all grades and notations (such as W) count as an attempt. To register beyond the program limit, the nonmatriculant must apply and be admitted as a matriculated student.

Note that degree and certificate programs may require either undergraduate or graduate course as prerequisites. Further, courses that a student anticipates transferring must be “current,” meaning that you must complete the courses at other institutions within the past four (4) years. Stockton, faculty staff also reserve the right to evaluate courses completed within the last four (4) years for currency.

Nonmatriculated students are not eligible for financial aid or graduate assistantships, nor are they eligible to live in on-campus housing.

Though a nonmatriculated student is expected to have a strong academic record, a nonmatriculated student does not automatically qualify for matriculation after completion of course work in nonmatriculated status. Evaluation of the student will include satisfactory completion of work taken as a nonmatriculant. Additional information concerning educational background may be required. Faculty recommendations, transcripts from all other colleges attended, test scores and other application materials will be reviewed as part of the admission process.
TERM OF MATRICULATION
Students are admitted to the College only for the fall and spring terms. The term for which the student enrolls is the student’s official term of matriculation and thereby establishes the academic policies the student must meet. These include: academic progress, honors at graduation, academic dismissal and graduation requirements. (Note that students may opt to elect new curricular requirements as adopted in lieu of those published at the time of matriculation.)

Any student who has previously attended Stockton as a matriculated student and stopped attending for two or more terms, was dismissed for academic reasons, or was suspended or expelled from the College must formally reapply for admission. *Readmitted students, therefore, establish a new term of matriculation and are obligated to adhere to the academic policies in effect at the time of readmission.*

A student who has been academically dismissed must submit a statement of personal goals and a formal application to the Dean of the School of Graduate and Continuing Studies. This material will be reviewed by the Graduate Program prior to making a recommendation to the Dean of the School of Graduate and Continuing Studies and the Provost.

TRANSFER CREDITS
The College may accept up to 9 transfer credits that sufficiently match corresponding Stockton courses, provided that the grade earned is a B or better. Transfer credit requests should be submitted at the time of application. Any other supporting material to complete any transfer requests should be submitted to the student’s advisor for prior approval, no later than the first semester following admission to the program. All transcript evaluations are done by the individual graduate program. Please note that transfer of credits will only be considered once. Upon matriculation into a Richard Stockton College graduate program, students must complete all program requirements at Stockton to receive their degree.
APPLICATION STEPS

1. Application for admission as a matriculated student should be filed with the College at the earliest opportunity. Complete application instructions are included on the application. A $50 application fee must accompany the application.

2. The applicant is responsible for notifying the appropriate individuals or organizations to forward test scores and transcripts from all institutions attended to the Graduate Admissions as specified on the application for admission. Admission decisions will not be made until all information has been received.

3. A personal interview is required for admission to the Master of Arts in Educational Leadership, Master of Science in Occupational Therapy, and Master of Social Work program.

4. The applicant will be notified of acceptance by the College at the earliest possible opportunity.

5. Stockton endeavors to provide class spaces to all newly admitted students who submit, as required, non-refundable acceptance deposits confirming their intentions to enroll. This $250.00 non-refundable deposit is applied toward the amount due for the term for which the student is accepted. The applicant who is admitted but who fails to pay this deposit will not be guaranteed a space. Additional mailings related to testing, orientation and registration will be sent at a later date.

6. All requests for applications and information for matriculation on either a full-time or part-time basis for the fall or spring term should be directed to:
   The Richard Stockton College of New Jersey
   Dean of the School of Graduate and Continuing Studies
   PO Box 195
   Pomona NJ 08240-0195
   (609) 626-3640

   All requests for nonmatriculated student status should also be sent to:
   The Richard Stockton College of New Jersey
   Office of the Registrar
   PO Box 195
   Pomona NJ 08240-0195
   (609) 652-4235

The schedule for courses offered each semester can be found online.
INTERNATIONAL STUDENT ADMISSION
Stockton encourages international applicants to apply for admission. An international applicant is defined as one who requires a visa for the purposes of study in the United States.

International applicants, as a rule, will be admitted for the fall term only. Complete credentials should be filed before March 15 to receive consideration for the fall term. There is limited availability for spring semester students applying from outside the country. Students should apply as early as possible, but no later than November 15 for full consideration.

International applicants must file complete applications to receive consideration for admission. They must have completed their secondary education and the bachelor’s degree, be eligible to enter a graduate program in their native country and submit the following:

8. A completed Supplementary Form for International Students.
10. A completed Application for Admission and $50 application fee.
11. TOEFL scores
12. Official copies of all college/university transcripts.
14. A completed International Student Financial Statement including a certified financial statement proving ability to pay tuition and living expenses.

The Dean of Enrollment Management should be contacted for further information regarding international student admission procedures and/or individual exceptions to the above requirements.

NOTICE OF ACCEPTANCE
Any applicant who meets Stockton’s matriculated admissions criteria will be admitted as soon as the application file is complete and as long as space is available. It is, therefore, in the applicant’s best interest to submit an application at the earliest possible date.

WAITING LIST
The applicant who does not initially meet the admissions criteria may be placed on a waiting list and be considered at a later date. During this time the applicant is responsible for updating the application with additional test scores, college transcripts, and any other material requested by the Graduate Admissions Office or the program, or is deemed important by the applicant in support of this re-evaluation.
SPECIAL CONSIDERATION AND OPPORTUNITIES

EARLY ADMISSION
Early admission is a possibility in some programs such as Physical Therapy, Occupational Therapy, and in dual-degree programs.

HEALTH INSURANCE
State law requires all matriculated students to have health insurance. When a student registers for classes, a health insurance charge is included on his or her account. All students must complete either an online application to enroll in the College health plan or an insurance waiver with private health insurance information. Waiver forms must be submitted every academic year. Students may contact the Health Services Office at (609) 652-4701 or online for more detailed information.

GRADUATE ASSISTANTSHIPS
Graduate assistantships are an important form of financial support for degree seeking graduate students and are offered by each of the graduate programs. Assistantships are granted in the form of tuition waiver and can vary from a one credit waiver to nine credits or the maximum tuition charge per semester, whichever is applicable. Awards are made on a semester basis during the academic year (August – May). There are occasionally assistantships available for summer terms. Award nominations are made by the faculty and program director of each graduate program and are then forwarded to the graduate dean for final approval. Students who are approved for an assistantship will receive an offer-of-appointment letter from the Dean of Graduate and Continuing Studies.

Eligibility
• Students must be matriculated in a graduate program at The Richard Stockton College of New Jersey.
• Students must have and maintain a minimum cumulative GPA of 3.0 or better.

Application Process
• Students must submit a Graduate Assistantship Application and letter of interest to their program director no later than October 31 for Spring semesters and March 31 for Fall semesters. Application forms can be obtained from the program director or from the Graduate School Web site.
• Please refer to any individual program guidelines (in the Policies and Procedures Manual) for specific requirements such as minimum GPA, test scores etc., as these may vary for each program.
Duties
The main purpose of a graduate assistantship is to further the professional and/or academic development of the graduate student. While the graduate assistant’s duties may involve some clerical work, the assistantship is expected to serve as a meaningful learning experience. For example, a graduate assistant may:
• Work collaboratively with faculty on a research or program project
• Work collaboratively with faculty on curricular projects for an undergraduate course
• Gather and analyze data for the program
• Design or update a Web site
• Perform other tasks as determined by the student’s graduate program
• Assist the graduate school on a project related to graduate education

To the extent possible, graduate assistants are assigned to units that complement their areas of academic study. Generally, the maximum number of hours in an assistant’s workload is in proportion to the number of credits for which a student receives a tuition waiver. The work hours are defined by the program or unit in which the assistant is assigned. In some instances, temporary work assignments may be made in the evenings or on weekends to meet the special needs of the graduate assistant’s work or research assignment.

Policies
Graduate assistants must abide by all academic policies and procedures, as well as rules and regulations of the College as set forth in this Bulletin. Graduate assistants are expected to conduct themselves in a professional and ethical manner at all times. The assistantship work assignment must be performed in an acceptable manner.

Resignation or Termination of Assistantship
If, for any reason, a graduate assistant resigns or is terminated prior to the end of the appointment, the following conditions apply:
• Two weeks written notice of the resignation must be sent to the Dean of Graduate and Continuing Studies and a copy provided to the faculty supervisor and, if applicable, to the site supervisor as well.
• If the resignation takes place after the 12th week of the semester in which the assistantship is awarded, the tuition waiver for that semester remains in effect.
• If the resignation or termination takes effect after the College deadline for withdrawal with refund (generally the fourth week of the semester) as indicated in the Schedule of Classes, a bill will be issued to the student for the balance of the tuition.
• Unsatisfactory performance of the assistantship tasks may result in termination of an assistantship, as determined by the policies of the respective graduate program.

Taxation of Awards
Under the provisions of the Tax Reform Act of 1986, all College and external fellowship awards in excess of tuition, general fees, and required course-related expenses (such as required books) are subject to federal income tax.
Student Grievance Procedures
Stockton is concerned that College policies and procedures be applied as equitably and fairly as possible. The College is especially aware of its obligation not to discriminate because of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States or nationality.

Students who have a complaint regarding non-award, withdrawal or termination of financial assistance, or who feel that they have been the subject of possible discriminatory treatment on the basis of their handicap/disability, should direct their initial complaint to the Graduate Program Coordinator. If the complaint involves the Graduate Program Director or remains unresolved at this level, the student should direct his/her appeal within 20 days to the Dean of the School of Graduate and Continuing Studies.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)
Applicants who are non-native English speakers are required to report scores from the Test of English as a Foreign Language (TOEFL). Applicants must take the TOEFL in time to have their scores reported to Stockton before registering for classes.

ADMISSIONS PREREQUISITES
Admission to a specific graduate program may be based on both the grade point average (GPA) and scores on the Graduate Records Examination (GRE), the Graduate Management Admission Test (GMAT) or the Miller Analogies Test (MAT). For the minimum score in either the GRE or GMAT or MAT on which consideration of admission to a program is based, students should read the admissions requirements specific to the individual graduate program included in the program descriptions in the following sections. Meeting the minimum requirement for admission does not guarantee acceptance into the program.

OTHER ADMISSIONS REQUIREMENTS
Admissions requirements specific to an individual graduate program are included in the graduate program descriptions online.
DOCTOR OF PHYSICAL THERAPY (DPT)

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Elaine Bukowski
D.P.T. (Drexel University), Professor of Physical Therapy, P.T.: geriatric physical therapy, orthopedic physical therapy, extremity kinesiology, human gross anatomy, complementary medicine.

Mary Lou Galantino
Ph.D. (Temple University), Professor of Physical Therapy, M.S.C.E. (NIH Post-Doctoral, University of Pennsylvania), P.T.: neuromuscular physical therapy, chronic pain, HIV, systemic diseases, long-term care rehabilitation, complementary medicine.

Lee Ann Guenther
D.P.T. (Temple University), Associate Professor of Physical Therapy, P.T.: neuromuscular physical therapy, general orthopedics, professional development, ethics, health care management.

Bess P. Kathrins
Ph.D. (Touro University International), Professor of Physical Therapy, P.T.: exercise physiology, cardiopulmonary physical therapy, curriculum development.

Alysia Mastrangelo
Ph.D. (Temple University), Associate Professor of Physical Therapy, P.T.: orthopedic and sports physical therapy, women’s health.

Robert Marsico
Ed. D. (Teachers College-Columbia University), Assistant Professor of Physical Therapy, cardiopulmonary and vascular physical therapy, exercise physiology, orthopedic physical therapy.

Patricia Q. McGinnis
Ph.D. (Temple University), Associate Professor of Physical Therapy, P.T.: neuromuscular physical therapy, balance disorders, geriatric physical therapy.

Thomas P. Nolan Jr.
D.P.T. (Temple University), Associate Professor of Physical Therapy, P.T., O.C.S.: orthopedic and sports physical therapy, spinal kinesiology, electrotherapy, pharmacology.

Greta von der Luft
Ph.D. (Temple University), Assistant Professor of Physical Therapy, P.T.: Pediatrics, developmental disabilities.
ASSOCIATED FACULTY

Nancy Taggart Davis
Ph.D. (University of Pennsylvania), Professor of Pathology: Mexican culture and psychopharmacology.

Tim Haresign
Ph.D. (University of Connecticut at Storrs), Associate Professor of Biology: neuroscience, animal behavior, bioacoustics, sound and vibrational localization.

Ralph E. Werner
V.M.D. (University of Pennsylvania), Associate Professor of Biology: physiology, pathology, parasitology, pathophysiology, anatomy, medicine, human health, alternative medicine.

INTRODUCTION

Definition of Physical Therapy
Physical Therapy is a health care profession devoted to human health and function. Physical Therapy improves and maintains an individual’s ability to move and assists in the prevention of movement disorders.

Role of Physical Therapists
Physical therapists work directly with patients and clients of every age group. They conduct evaluations to identify and then resolve existing and potential health problems. Physical therapists work with patients and clients to improve movement, reduce pain improve the ability to carry out daily activities and achieve vocational goals. They also address patient and client fitness and wellness. Physical therapists have additional roles in the health care system. They are involved in education, research, consultation, administration and health care planning.

Work Settings for Physical Therapists
Physical therapists may choose to work in a variety of settings including private practices, acute care and rehabilitation hospitals, nursing homes, industry, private home therapy, school systems, athletic programs and fitness centers.

Becoming a Physical Therapist
1. In the United States, a practicing physical therapist must hold a state license. For a U.S.-educated person, the following must be fulfilled:
   a. Graduation from a physical therapy program accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.
   b. A person may then qualify to take the physical therapist licensure examination. State licensure boards may have additional criteria such as satisfactory criminal background checks.
   c. Upon passing the licensure examination and receiving a state physical therapy license, a therapist may then practice Physical Therapy in states in which he or she is licensed.
DOCTOR OF PHYSICAL THERAPY PROGRAMS

Stockton offers two Doctor of Physical Therapy (DPT) Programs:

1. The Professional DPT program is a professional program for those students who are not currently licensed physical therapists.

2. The Post-Professional DPT program is a “transitional” program for those students who are already licensed physical therapists.

PROFESSIONAL DPT PROGRAM

Stockton College’s Professional DPT program is designed for those students who are not currently licensed physical therapists. The program is six semesters plus two summer session courses.

Accreditation

The professional DPT program is accredited by the Commission on Accreditation in Physical Therapy Education located at:
1111 North Fairfax Street
Alexandria, VA 22314-1488
Phone: 703-684-APTA (2782) or 800-999-2782
Fax: 703-684-7343

The mission of the Commission on Accreditation in Physical Therapy Education is to serve the public by establishing and applying standards that assure quality and continuous improvement in the professional -level preparation of physical therapists and physical therapist assistants, and that reflect the evolving nature of education, research, and practice.

Graduates of Stockton’s professional DPT Program will meet the academic eligibility requirement to take the national physical therapist licensure exam and apply for physical therapy licensure in each of the 50 states in the U.S. and the District of Columbia.

PROFESSIONAL DPT ADMISSIONS

The Physical Therapy Program is among the most competitive at the College. It is a doctoral program that strives to meet the highest academic and professional standards. Admission is very selective.

Students interested in the DPT have a maximum of two opportunities to apply officially for admission and consideration by the DPT Admissions Committee. Students are considered once per year because the DPT program is run as a “cohort” in which new students’ DPT course work begins every fall; prospective students should check with the College for deadlines.
In order to assist students in deciding when they elect to exercise their option to file an application, the Program and the College will publish aggregated information about the academic qualifications of recent students admitted to the program, e.g., high school class rank, SAT scores, overall Grade Point Average (GPA), GPA in science courses; prospective students may check the Web sites of the graduate school and the DPT program. In ascertaining when to apply for admission, it is also recommended that a prospective DPT student seek academic advice from, when appropriate, high school counselors or Stockton academic advisors, their Stockton (or college) preceptor or DPT Program faculty (through the Graduate Director).

The first possible entry gate and opportunity to apply is when a student is a high school senior and has been accepted for undergraduate admission to The Richard Stockton College of New Jersey. A limited number of seats in the DPT program are available for high school graduates in the form of early, conditional admission, also called “direct entry” into the graduate school. The College will announce the minimum academic standards (SAT score and class rank, for example) to be considered for early, conditional admission or direct entry. These standards will be posted on the College Web site. Those high school students who are accepted by the College, who are interested in Physical Therapy, and who meet the academic eligibility standards will be considered for the DPT program. Applicants will then be screened by the DPT Admissions Committee.

- The students accepted and enrolled in direct entry will have to maintain contractual requirements for satisfactory academic progress to retain their conditional admission status; their academic progress will be monitored carefully. Failure to maintain contractual requirements will result in dismissal from the direct entry program, but those students will remain eligible to apply once more later on.

The second possible entry gate is when students are enrolled in an undergraduate degree program (at Stockton or another college/university) or are in possession of an undergraduate degree. Since students have a maximum of two opportunities to apply officially for admission to the DPT program, it is recommended that students think about their academic record, the DPT Program prerequisites, the academic profile of students who were previously admitted to the Program, and choose wisely. The criteria below are required of all applicants.

- Completion of the application for graduate admissions with DPT supplements, including three recommendations, at least one from a licensed physical therapist. Prospective students may visit the School of Graduate and Continuing Studies to apply.
- Completion of a minimum of 64 credit hours of undergraduate education at a regionally-accredited college or university by the end of the spring semester of the academic year in which the applicant is applying; the 64 credits must include the prerequisite courses listed below.
- Completion of the prerequisite courses listed below by the end of the spring semester of the academic year in which the student is applying for admission. Details about these prerequisite courses can be found in the Physical Therapy Program Web site’s admissions section:
  - 1 year of biology with labs as BIOL1200/1205 and BIOL 1400/1405 or equivalent
  - 1 year of chemistry with labs as CHEM 2110, 2115, 2120, and 2125 or equivalent
  - 1 year of physics with labs as PHYS 2110, 2115, 2120, 2125 or equivalent
• 1 semester of Anatomy with lab as BIOL 2150 and 2152 AND 1 semester of Physiology with lab as BIOL 2180 and 2185 or equivalent or 1 year of Anatomy/Physiology with labs
• General Psychology/Introduction to Psychology as PSYC 1100 or equivalent
• All enrolled students in the Professional DPT program must meet the “Technical Standards and Essential Functions” requirements for participation in Stockton’s Physical Therapy Program. These functions can be reviewed online in the Physical Therapy Program Website’s admissions section. Physical therapy volunteer and/or paid experience is required. A minimum of 80 hours of experience is strongly recommended. The purpose of volunteer and/or paid experience is for applicants to gain an understanding of the scope of physical therapy practice and to observe licensed physical therapists in a health care setting. Regardless of the length of field experience, a physical therapist letter of recommendation is required.
• Cumulative GPA of 3.0 or higher, though the typical cumulative GPA of a DPT admitted student and the GPA in prerequisite science course work is higher. Information about the cumulative GPA of admitted students can be accessed at www.stockton.edu/dpt in the FAQ section. Cumulative GPA includes all course work at regionally accredited colleges or universities attended.
• Standardized test scores. Information can be accessed at www.stockton.edu/dpt.
• Admission to The Richard Stockton College of New Jersey and selection by the DPT Admissions Committee.

Length of the Program
The DPT Program is six semesters in length, plus two summer session courses. Stockton students often apply the prerequisite and, at most, one and two DPT courses to their undergraduate degree to achieve their undergraduate and DPT degree in 6 years.

Typically if a student applies:
• As a High School senior, it will take six years for an undergraduate and DPT degree
• As a Stockton or transfer sophomore, it will take four more years for an undergraduate and DPT degree
• As a Stockton junior, it will take three more years for an undergraduate and DPT degree
• As a Baccalaureate degree graduate/candidate, it will take three more years for the DPT degree

Note that the length of time to achieve an undergraduate degree may vary depending on the major and/or credits transferred.
CORE PROFESSIONAL DPT CURRICULUM

Upon completion of the three-year DPT curriculum, students are prepared as practitioners who can meet the current and future physical therapy needs of the patient/client and profession. Emphasis is placed on the study of musculoskeletal, neuromuscular, cardiovascular and pulmonary functions. Additional emphasis is placed on both clinical proficiency and professionalism.

During Year One, all courses except PHTH 5001 may be applied to an undergraduate degree. All students must hold a baccalaureate degree by the end of Year One.

Students attend classes in one of three multipurpose complexes located on campus. While classes are in session, the Bacharach Institute for Rehabilitation, located on Stockton’s campus, affords students the ongoing opportunity to apply their “book knowledge” in a clinical setting. Students also participate in field trips to other facilities throughout the school year. Additionally, there are three separate, full-time clinical experiences. These full-time experiences take place at health care facilities located primarily in the mid-Atlantic region.

Students are subject to policies and procedures of the College and DPT Program as described in the Graduate Bulletin and the Physical Therapy Policies and Procedures Manual. All enrolled students are expected to meet technical standards and essential functions. These functions can be reviewed online at the Physical Therapy Program Web site’s admission section. The PHTH program faculty will assign the student to clinical experiences only if the student complies with all requirements established by the program and the clinics. Please note that clinics may require a student to obtain a satisfactory criminal background check. Academic performance is one of several criteria determining admission, promotion, program completion, graduation and/or request for withdrawal.

Note: Visit the Bursar’s Office for detailed tuition and fee information.

DOCTOR OF PHYSICAL THERAPY PROGRAM

Year One:

Fall Semester
BIOL 4230 Neuroscience with Lab 5 credits
PHTH 5010 Human Gross Anatomy 4 credits
PHTH 5020 Pathology I 3 credits
Additional undergraduate courses toward a non-PT baccalaureate degree

Spring Semester
XXXX Statistics 4 credits
BIOL 4150 Advanced Physiology 4 credits
PHTH 5001 Kinesiology, Basic PT Evaluation 7 credits
PHTH 5025 Pathology II 2 credits
Additional undergraduate courses toward a non-PT baccalaureate degree by the end of the Spring semester

Year Two:
Fall Semester DPT Courses
PHTH 5500  Musculoskeletal PT I         8 credits
PHTH 5510  Musculoskeletal PT II        7 credits
PHTH 5600  Research I                    3 credits

Spring Semester DPT Courses
PHTH 5520  Musculoskeletal PT III       7 credits
PHTH 5530  Musculoskeletal PT IV         7 credits
PHTH 5610  Research II                   3 credits
PHTH 5620  Physical Therapy Management   2 credits
PHTH 5805  Pre-Clinical Experience I    0 credits

Summer Session
PHTH 5810  Clinical Experience I         5 credits (10 weeks full-time, off-campus)

Year Three:
Fall Semester DPT Courses
PHTH 6500  Neuromuscular PT I            7 credits
PHTH 6510  Neuromuscular PT II           7 credits
PHTH 6520  Cardiopulmonary PT             7 credits
PHTH 6805  Pre-Clinical Experience II    0 credits

Spring Semester DPT Courses
Semester begins early: the first 10 weeks are full-time, off-campus.
PHTH 6810  Clinical Experience II         5 credits

The last six weeks of the semester are on-campus:
PHTH 6530  Other Systems in Physical Therapy 7 credits
PHTH 6620  Research III                   2 credits
PHTH 6640  Education Practicum            2 credits
PHTH 6650  Issues in Health Care          2 credits
PHTH 6660  Health Promotion and Wellness  2 credits
PHTH 6815  Pre-Clinical Experience III    0 credits

Summer Session
PHTH 6820  Clinical Experience III       5 credits (10 weeks full-time, off-campus)

Credits for Doctor of Physical Therapy = 116 credits (104 doctoral +12- 13 undergraduate)
INFORMATION ABOUT THE DPT PROGRAM
Director, Physical Therapy Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4501
E-mail: dpt@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For additional, current information about the program or an application, visit the DPT Web site.

For current, detailed course descriptions, go to the Online Catalog.
POST PROFESSIONAL DPT PROGRAM (TDPT)

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Elaine Bukowski
DPT (Drexel University), Professor of Physical Therapy, P.T.: geriatric physical therapy, orthopedic physical therapy, extremity kinesiology, gross anatomy, complementary medicine.

Mary Lou Galantino
Ph.D. (Temple University), Professor of Physical Therapy, P.T.: neuromuscular physical therapy, chronic pain, HIV, systemic diseases, long-term care rehabilitation, pediatrics, complementary medicine.

Lee Ann Guenther
D.P.T. (Temple University), Associate Professor of Physical Therapy, P.T.: neuromuscular physical therapy, professional development, ethics, health care management.

Bess P. Kathrins
Ph.D. (Touro University International), Professor of Physical Therapy, P.T.: exercise physiology, cardiopulmonary physical therapy, curriculum development.

Robert Marsico
Ed.D. (Teachers College-Columbia University), Assistant Professor of Physical Therapy: cardiopulmonary and vascular physical therapy, exercise physiology, orthopedic physical therapy.

Alysia Mastrangelo
Ph.D. (Temple University), Associate Professor of Physical Therapy, P.T.: orthopedic and sports physical therapy, women’s health.

Patricia Q. McGinnis
Ph.D. (Temple University), Associate Professor of Physical Therapy, P.T.: clinical, teaching and research areas: neuromuscular physical therapy, balance disorders, geriatric physical therapy.

Thomas P. Nolan Jr.
D.P.T. (Temple University), Associate Professor of Physical Therapy, P.T., O.C.S. M.S.: orthopedic and sports physical therapy, spinal kinesiology, electrotherapy.

Greta von der Luft
Ph.D. (Temple University), Assistant Professor, P.T.: Pediatrics, developmental disabilities.
INTRODUCTION
Mission
According to the American Physical Therapy Association, by 2020, the profession of physical therapy will be provided by those who are doctors of physical therapy, recognized by consumers and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health (APTA Vision Statement for Physical Therapy, at www.apta.org).

To meet this vision, the mission of the Post-Professional DPT program, called tDPT for short, is to augment the professional education of currently-licensed physical therapists to achieve a standard education for the doctoring profession of physical therapy.

Admission Requirements
- Completion of a PT degree at the undergraduate or graduate level.
- Current license to practice physical therapy in any state of the US.
  (Note: A temporary license is not acceptable.)
- Completion of Stockton’s Post-Professional DPT application for admission.

The Curriculum
The Post-Professional DPT Program is primarily an online distance education program, requiring a maximum of seven 3-credit courses.

To earn a Post-Professional DPT degree, students must successfully complete the following (listed by category):

For Stockton graduates since 2003:
12 required credits (four courses)
PHTH 6670  Physical Therapy Diagnostics
PHTH 6685  Clinical Decision Making
PHTH 6680  Health Care in the 21st Century
PHTH 6675  Business and Ethics in Physical Therapy Practice

For Stockton graduates from 1990 - 2002:
18 required credits (six courses)
PHTH 6670  Physical Therapy Diagnostics
PHTH 6685  Clinical Decision Making
PHTH 6680  Health Care in the 21st Century
PHTH 6675  Business and Ethics in Physical Therapy Practice
PHTH 5675  Evidence-Based Practice in Physical Therapy
PHTH 6690  Health Promotion and Wellness

Depending upon their professional development and continuing education, students in this group may apply to the Physical Therapy program for a waiver of one of the above courses. A maximum of one course may be waived; in that case, students need not complete a substitute course. Please contact the program about what to submit to document proof of completion of the course objectives.
For non-Stockton graduates: 21 required credits (seven courses)

PHTH 6670  Physical Therapy Diagnostics
PHTH 6685  Clinical Decision Making
PHTH 6680  Health Care in the 21st Century
PHTH 6675  Business and Ethics in Physical Therapy Practice
PHTH 5675  Evidence-Based Practice in Physical Therapy
PHTH 6690  Health Promotion and Wellness
PHTH 5670  Pharmacology

Depending upon their professional development and continuing education, students in this group may apply to the Physical Therapy program for a waiver of one of the above courses. A maximum of one course may be waived; in that case, students need not complete a substitute course. Please contact the program about what to submit to document proof of completion of the course objectives.

In some states, the courses in the tDPT curriculum are accepted for continuing education credit.

FREQUENTLY ASKED QUESTIONS …

- I am a full-time clinician. Will I have to come to campus every week?
  No. Once students have attended the graduate orientation session, students will be required to attend on-campus sessions one time per year.

- I have been out of school for an extended period of time. Will I be able to keep up with my studies?
  Yes. The program is designed to allow time for reading and integration of the materials, as well as online discussions with classmates and faculty. Since you will not be traveling to campus every week, this saved time can be used for study.

- Do I need any special computer skills?
  You are expected to have basic computer skills, such as word processing. You will need a computer that utilizes MS windows, MS PowerPoint, and an Internet connection (broadband is recommended over dial-up). Adobe Acrobat Reader for PDF files can be accessed for free via your Internet connection. An online tutorial for PowerPoint will be provided for those not familiar with this program.

- Can I take a course as a nonmatriculated student?
  Yes, you may take one course before completing your application for admission.

- How long does it take to complete the program?
  Depending on the number of credits required, we anticipate that typical students will take two-to-three and a half years. However, there is a five-year limit to complete the degree. (This degree will be offered for a limited time only.)
Do I have to take courses in a particular sequence?
No. Courses are designed to be taken in any sequence.

How will this degree prepare me for practicing in today’s health care arena?
Our program is designed to prepare you to meet the APTA’s Vision 2020 statement by augmenting your professional education to achieve a standard education for the profession of physical therapy.

INFORMATION ABOUT THE PROGRAM

Director of Post-Professional DPT Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4416
E-mail: Elaine.Bukowski@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For additional, current information, visit the Post-Professional DPT program Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF ARTS IN CRIMINAL JUSTICE (MACJ)

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Jibey Asthappan
Ph.D. (American University), Assistant Professor of Criminal Justice: terrorism/counter-terrorism, policy analysis, criminological theory, statistics and program evaluation.

Joshua Duntley
Ph.D. (University of Texas, Austin), Assistant Professor of Criminal Justice: forensic psychology, psychology of violence, criminal motivation, psychology of human mating, theories of crime, statistics, research methods.

Susan Fahey
M.A. (University of Maryland, College Park), Assistant Professor of Criminal Justice: terrorism, political instability, governance and legitimacy, criminological theory, quantitative data, research methods, statistics, and transitional justice.

Arleen Caballero Gonzalez
J.D. (Rutgers University School of Law, Camden), Associate Professor of Criminal Justice: criminal procedure, criminal law, legal research, Fourteenth Amendment, Puerto Rican studies.

Marissa P. Levy
Ph.D. (Rutgers, The State University), Associate Professor of Criminal Justice: environmental criminology with emphasis on spatial analysis of crime (crime mapping and crime prevention), evaluations and statistics.

Larry E. Nutt
Ph.D. (University of Chicago), Associate Professor of Criminal Justice: police behavior, criminology, social theory, sociology of religion.

Harry M. Rhea
M.S. (St. Joseph's University). Assistant Professor of Criminal Justice: international criminal law, international human rights law, law of war, criminal law, and courts.

Rupendra Simlot
Ph.D. (University of Rajasthan), Associate Professor of Criminal Justice: forensic science, crime scene investigation, cyber-crime investigation, criminal justice administration, security management, international culture, police behavior, police management.
Amy Yingyi Situ-Liu
Ph.D. (Indiana University of Pennsylvania), Associate Professor of Criminal Justice: environmental crime, comparative criminal justice, quantitative and qualitative research methods, criminology, crime control.

Christine Tartaro
Ph.D. (Rutgers, The State University), Professor of Criminal Justice: corrections, research methods and statistics, violence in correctional facilities, suicide in correctional facilities, program evaluation, sentencing.

John H. White
Ph.D. (North Texas State University), Associate Professor of Criminal Justice: sex crimes, violent crimes, police psychology, forensic psychology, criminal profiling.

PROFESSOR EMERITA

Marcia R. Steinbock
J.D. (Rutgers University School of Law, Camden), Professor Emerita of Criminal Justice: judicial systems, prisoners' rights, psychology and law, Jewish women.

INTRODUCTION
The Master of Arts in Criminal Justice (MACJ) Program at The Richard Stockton College of New Jersey provides a quality graduate program that promotes advanced inquiry and application of new knowledge and fosters advanced-level career opportunities. The program aims to serve the criminal justice educational and research needs in the southern New Jersey area. Program faculty participate in research and service activities that benefit criminal justice and social service agencies locally, statewide and nationally. The faculty’s involvement in research and community affairs enhances the classroom experience, as faculty members are able to engage students in discussions of current dilemmas and controversies. The program provides students with the education needed to advance in the practitioner realm of criminal justice, but it also prepares those who want to continue with their education by giving them the research and analytical skills to pursue those goals.

PROGRAM OBJECTIVES
The faculty of the MACJ program will emphasize dialogue, critical thinking, policy evaluation, and clear and effective written and oral communication of ideas. Specifically, the program will:

1. Equip students with the necessary knowledge, insight and sensitivity to occupy positions in public and private criminal justice agencies.
2. Prepare students to continue their graduate work at the Ph.D. level.
3. Have students apply criminal justice theories, concepts or principles to criminological problems.
4. Prepare students to use criminal justice theories to critically analyze criminal justice problems.
5. Have students understand principles of criminal justice research and data analysis.
6. Effectively use information technology to gather and disseminate information.
7. Provide students with a greater understanding of all branches of the criminal justice system (including police, law and courts, and the corrections system) and the issues confronting these branches of the system.

8. Teach students the tools and techniques for designing effective criminal justice policy while sensitizing them to how politics tends to affect this process.

9. Familiarize students with theoretical and practical issues related to the administration and management of criminal justice organizations.

10. Have students understand the ethical issues involved in the dilemmas confronting the criminal justice system.

11. Provide students with an overview of what the scholarly community can contribute to their understanding of current issues facing the criminal justice system.

ADMISSION REQUIREMENTS
The following are the admissions requirements for the MACJ program:
- Completed application: this includes an essay explaining why the applicant wishes to study criminal justice and how the applicant’s goals relate to his or her academic and professional career thus far;
- Baccalaureate degree from a regionally accredited institution; transcripts from all colleges attended are required;
- Completion of an undergraduate Introduction to Criminal Justice class and an undergraduate Research Methods class;
- Three letters of recommendation; the program strongly recommends that at least two come from faculty members;
- Completion of the Graduate Records Exam (GRE); students should have their scores sent directly to Stockton (code 2889);
- Minimum college/university cumulative GPA of 3.0; and, if applicable,
- The TOEFL Exam is required of students for whom English is the second language.

TRANSFER CREDIT
Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to six credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the College, students will be required to finish the remainder of their course work at Stockton.

NON-DEGREE OPTION
Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt three courses (9 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.
DEGREE REQUIREMENTS
The program requires 36 credits for completion. Students will typically take a total of 12 three-credit courses to achieve that goal, although reading courses and independent studies of fewer than three credits may be factored into the equation if students need to tailor their curricula. Six of the courses, or 18 credits, will be taken in a required core that introduces the student to general issues as well as administration and planning issues. The remaining credits will be earned in elective courses selected from a variety of offerings, including up to three credits for completion of the master’s thesis research. Students will have the option of completing a master's thesis under a faculty supervisor, which may be either theoretically grounded or could involve a more applied empirical evaluation of programs and policies, or, sitting for a non-credit bearing, comprehensive examination. Students can then tailor their remaining courses based on their individual interests.

Assessment of student learning is an important component of the MACJ program. All students are required to participate in the program’s assessment plan. As a graduation requirement, each student will submit a portfolio comprised of his/her work, including essays, papers, and projects completed during the student’s tenure in the MACJ Program at The Richard Stockton College of New Jersey. Students must also submit a reflective essay describing the materials and demonstrating the student’s knowledge of the criminal justice system and synthesizing the significance of each class and how it fits into the career/academic goals of the individual student. The portfolio shall be submitted along with the application for degree and reviewed by a portfolio committee comprised of three faculty members. Students must receive a “Pass” on the portfolio materials and the reflective essay in order to successfully apply for graduation. Students not receiving a “Pass” will be given suggestions and asked to continue to work on the portfolio until it is satisfactory. The portfolio must be submitted to the committee four weeks prior to the date that faculty grades are due to The Office of the Registrar. For more information on the student portfolios, students may refer to the MACJ Policies and Procedures Manual.

CURRICULUM
To earn a MACJ degree, students must successfully complete a minimum of 36 hours of graduate credit through a combination of core courses and electives, and either write a thesis or pass a comprehensive exam. Students planning to complete the Forensic Psychology track or the Homeland Security track will be required to write a thesis.

GENERALIST TRACK CURRICULUM
Mandatory Courses:
CRIM 5204 Advanced Issues in Criminal Justice
CRIM 5206 Criminological Theory
CRIM 5312 Quantitative Reasoning in Criminal Justice
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5414 Criminal Justice Administration
Elective Courses:
Five electives* and the thesis OR six electives and the comprehensive exam*
CRIM 5414 Corrections
CRIM 5222 Victimology
CRIM 5368 Advanced Issues in Crime
CRIM 5420 Judicial Process
CRIM 5425 International Human Rights Law
CRIM 5434 Comparative Criminal Justice
CRIM 5800 Independent Study
CRIM 5990 Graduate Internship

Generalist students may choose elective courses offered by other Stockton graduate programs with the permission of their faculty advisor. They may also take as many Homeland Security and Forensic Psychology electives as they wish.

FORENSIC PSYCHOLOGY TRACK CURRICULUM
Mandatory courses:
CRIM 5204 Advanced Issues in Criminal Justice
CRIM 5206 Criminological Theory
CRIM 5208 Forensic Psychology
CRIM 5210 Forensic Psychopathology
CRIM 5312 Quantitative Reasoning in Criminal Justice
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5414 Criminal Justice Administration
CRIM 5880 Thesis

Electives:
CRIM 5218 Sex Crimes: Investigation and Treatment
CRIM 5220 Profiling Violent Crimes
CRIM 5230 Criminal Motivation
CRIM 5282 Courtroom Psychology
CRIM 5306 Crime Mapping
CRIM 5800 Independent study or CRIM 5990 Graduate Internship
One elective in another MACJ track or a course in another Stockton graduate program
(Director’s permission required for taking a course outside of the MACJ Program.)
HOMELAND SECURITY TRACK CURRICULUM

Mandatory courses:
CRIM 5204 Advanced Issues in Criminal Justice
CRIM 5206 Criminological Theory
CRIM 5312 Quantitative Reasoning in Criminal Justice
CRIM 5316 Graduate Research and Evaluation in Criminal Justice
CRIM 5410 Criminal Justice Policy and Planning
CRIM 5414 Criminal Justice Administration
CRIM 5505 Terrorism
CRIM 5508 Crisis, Emergency and Disaster Management
CRIM 5880 Thesis

Electives:
CRIM 5306 Crime Mapping
CRIM 5510 Homeland Security and Information Technology
CRIM 5818 The Intelligence Community and Homeland Security
CRIM 5520 Legal Issues in Homeland Security
CRIM 5522 Airport/Seaport Security Fundamentals
CRIM 5525 Casino, Utility and Corporate Security
CRIM 5528 Western Democracy and Homeland Security
CRIM 5532 Religious Foundations of Terrorism
CRIM 5800 Independent Study or CRIM 5990 Graduate Internship
One elective in another MACJ track or a course in another Stockton graduate program
(Director’s permission required for taking a course outside of the MACJ program.)

DUAL DEGREE PROGRAM
The dual BA/MA degree program in Criminal Justice is designed to offer students a broad, multidisciplinary and multidimensional perspective of the criminal justice system. Students will embark on an intensive academic experience for five years. This program includes all of the liberal arts courses that all Criminal Justice students at Stockton are expected to take, plus all of the undergraduate and graduate core Criminal Justice classes.

Students have the choice of either completing the requirements for the Master’s Degree as a generalist student, or they may choose to take courses and write the thesis to complete a track. This is an intense program and not recommended for students who have to work many hours outside of school. Students may apply for dual-degree status by contacting the coordinator of the program. Once accepted into the program, students may decide to major something in other than Criminal Justice or graduate with a B.A. degree only by notifying the Criminal Justice program and the College in writing.

ELIGIBLE STUDENTS
Two types of students may apply for admission to the dual degree program:
1. The first group consists of high school seniors who apply to Stockton. Students expressing an interest in majoring in Criminal Justice, who are in the top 20 percent of their high school class, have a minimum 3.2 GPA, and who have good SAT scores (minimum 1100 preferred) will be considered for early, conditional admission into the
dual-degree program. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program in Criminal Justice. These students will have to maintain a minimum GPA of 3.2 every semester as well as uphold the academic honesty policy for the College in order to maintain their eligibility in the dual-degree program.

2. The second group consists of Criminal Justice students who are already enrolled at Stockton or who are transfer students. These students may apply for early, conditional admission if they have a GPA of at least 3.2 from Stockton or their sending institution. These students will be expected to maintain a minimum GPA of 3.2 every semester as well as uphold the academic policy for the College in order to maintain their eligibility for the dual-degree program. The program will accept a maximum of 64 undergraduate transfer credits, but students with that many transfer credits will likely have to take either summer classes or an extra semester to graduate on time. (Students entering Stockton with an associate’s degree will have 64 credits by the end of their sophomore year, but dual-degree candidates will have completed or need to complete at least 68 credits by that time.) Current students must apply for the program as soon as they are interested. Waiting until junior year may negatively impact the student’s ability to move through the program in five years, and thus negate the benefits of enrolling in the dual-degree program.

All students must complete their General Studies and At-Some-Distance (non-social and behavioral science) electives by the end of their junior year. By the time students begin to take graduate courses in their senior year, they should have only six credits of cognates (social and behavioral science courses) remaining. Students in the dual-degree program cannot enroll in an undergraduate concentration. They can, however, take a concentration as part of their graduate work.
MAINTENANCE OF ACADEMIC ELIGIBILITY
To maintain eligibility in the dual-degree program, the following standards for academic progress and requirements would be published, and early, conditional students will sign a letter of commitment in writing:

- Students must maintain a cumulative GPA of at least 3.2 while they are at Stockton to remain conditionally admitted to the accelerated dual-degree BA/MA program. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission following completion of a baccalaureate degree.

- In the fall semester of their junior year, each early, conditionally-admitted student must take the Graduate Records Exam (GRE) and have their scores sent to Stockton (code 2889). Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission following completion of a baccalaureate degree.

- In the fall semester of their junior year, students must also complete the essay portion of the MACJ application and submit it to the Office of the School of Graduate and Continuing Studies. Students who fail this standard will have their early, conditional admission to the MACJ program withdrawn. They could be eligible to apply for regular admission following completion of a baccalaureate degree.

- Students must complete all of their General Studies and At-Some-Distance courses by the end of their junior year since they will begin taking graduate courses during their fourth year, and they will have completed all of their required courses for the BA and MA degrees by the end of their fifth academic year.

Upon receipt of the GRE scores, the application, the essay and the student’s academic record at Stockton (including the completion of General Studies and At-Some-Distance courses), the MACJ Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program will continue. The results of the Committee’s decision will be communicated to the student in writing by the Dean of the School of Graduate and Continuing Studies.

CURRICULUM
To earn a Bachelor’s and Master’s Degree in Criminal Justice, students must complete a minimum of 128 undergraduate credits and 36 graduate credits. The course work will consist of the following:

- 28 undergraduate criminal justice credits
- 18 undergraduate cognate credits
- 32 undergraduate general studies credits
- 32 undergraduate credits at-some-distance from social and behavioral science
- 18 graduate credits applied to the baccalaureate degree and
- 18 graduate credits applied to the master’s degree.

The graduate curriculum consists of 36 graduate credits, including the six core courses for the Master’s degree. Eighteen graduate credits will be counted toward the Bachelor’s degree. Dual-degree students will then either take five graduate electives and write a thesis or take six graduate courses and take a comprehensive exam.
INFORMATION ABOUT THE PROGRAM
Director, Master of Art in Criminal Justice Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4512
MACJ@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
P.O. Box 195
Pomona NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For additional, current information, visit the MACJ Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF ARTS IN EDUCATION (MAED)

IN THE SCHOOL OF EDUCATION

THE FACULTY

Norma S. Blecker  
Ed.D. (Nova Southeastern University), Associate Professor of Education: learning disabilities, inclusion, differentiated instruction, supervision, mild disabilities

Norma Boakes  
Ed.D. (Temple University), Associate Professor of Education: mathematics, mathematic education, mathematics across the curriculum, curriculum development.

Ronald A. Caro  
Ed.D. (Pepperdine University), Assistant Professor of Education: technology in education, secondary math methods, school reform, communities of practice and knowledge management.

Darrell Cleveland  
Ph.D. (University of North Carolina, Chapel Hill), Assistant Professor of Education: foundations of education, elementary education, Editor, Journal of Educational Foundations.

Deborah M. Figart  
Ph.D. (The American University), Professor of Education and Economics: economic and financial literacy, budgeting, labor-management relations, economics of gender and race/ethnicity, political economy and public policy, living standards.

Kimberly Lebak  
Ed.D. (University of Pennsylvania), Associate Professor of Education: pedagogy, curriculum development, reflective practitioner development.

Rachel Martin  
Ph.D. (University of New Mexico), Associate Professor of Education: language, literacy, and multicultural education.

Joseph J. Marchetti  
Ph.D. (University of Pennsylvania), Professor of Instructional Technology: educational research, educational leadership, organizational leadership, curriculum and instruction.

Shelly Meyers  
Ed.D. (Nova Southeastern University), Assistant Professor of Education: special education, pedagogy, inclusion–transition.
Lois Spitzer  
Ed.D. (Boston University), Assistant Professor of Education: English as a second language, bilingual/bicultural education.

Rita Mulholland  
Ph.D. (American University, Washington, DC), Assistant Professor of Education: mild/moderate disabilities, learning disabilities, reading, behavior management, curriculum adaptations, autism, assistive technology.

John Quinn  
Ed.D. (Pepperdine University), Associate Professor of Education: mathematics, curriculum development, mathematics education, distance learning, professional learning communities, teacher training.

Ron Tinsley  
Ed.D. (Texas A & M University), Associate Professor of Education: linguistics, literacy development, English methods.

ASSOCIATED FACULTY

Frank A. Cerreto  
Ed.D. (Rutgers, The State University), Professor of Mathematics: mathematics, curriculum development, computer literacy, computer science, mathematics education, mathematics across the curriculum.

Marion Hussong  
Ph.D. (University of Pennsylvania), Associate Professor of Language: foreign language pedagogy, Holocaust literature, 19th and 20th century German and Austrian literature, children’s literature.

INTRODUCTION

The Master of Arts in Education (MAED) Program offers advanced professional development in effective teaching and learning for certified teachers. Built upon the liberal arts tradition of The Richard Stockton College of New Jersey, the program consists of three major components: content, pedagogy and research. Course work in the MAED program promotes the role of teachers as reflective practitioners through emphasis on strengthening subject matter content, understanding pedagogical issues surrounding teaching and learning of content, and interpreting and implementing current research on teaching and learning.

Students can enhance the skills necessary for excellence in teaching while pursuing additional endorsements. Students are eligible for a New Jersey elementary specialization endorsement by completing the content courses in Language Arts Literacy, Mathematics, or Science. Students may also choose to complete endorsements in Special Education, E.S.L., Bilingual/Bicultural, Preschool-Grade 3 and/or LDTC. A post-master’s Supervisor Endorsement program is also available for students who have completed a master’s degree.
PROGRAM MISSION:
*Our mission is to help the certified professionals develop into master teachers.*

The MAED Program believes that master teachers are professionals who
- Build upon their base of professional knowledge, including educational theory and research, content area knowledge, and effective pedagogy
- Demonstrate the ability to effectively convert content area and related professional knowledge into classroom instruction that helps their students master the New Jersey Core Curriculum Content Standards (NJCCCS); and
- Demonstrate caring through reflective and equitable teaching practices.

The faculty of the MAED Program believe that becoming a master teacher is a continuous process of self-improvement and reflective practice. If a master teacher stops learning, growing, and improving, she or he stops being a master teacher. The MAED faculty understand that becoming a master teacher is less about “mastery” and more about “becoming.” The faculty guide students to develop reflective teaching practices that will help them continue as life-long learners. The MAED program encourages master teachers to develop an equitable approach to all their students. Stockton hopes to instill in its students the commitment and capacity to close any gaps in educational opportunity that they may encounter in their schools. The College wants its MAED students to become instructional leaders in their communities. With the help of its MAED students, Stockton hopes to make its educational community better for all children.

ADMISSION REQUIREMENTS
The requirements for admission into the MAED program are:
- An undergraduate degree from an accredited college or university.
- A minimum grade point average of 2.75.
- A teaching certificate (standard or certificate of eligibility with advanced standing)
- Graduate Record Examination (GRE) General Exam *(School Code 2889)* or Miller Analogies Test scores (MAT) *(School Code 1391)*
- Application Essay
- Letters of recommendation

TRANSFER CREDIT
Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the College, students will be required to finish the remainder of their course work at Stockton.

NON-DEGREE OPTION
Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.
**DEGREE REQUIREMENTS**

To earn an MAED degree, students must earn a minimum of 36 graduate credits by completing 12 courses in the following areas:

- **Content specialization**: five courses
- **Pedagogy**: three courses
- **Research**: two courses
- **Electives**: two courses

Students must maintain a GPA of 3.0 or better throughout the program. In order to be certified for graduation, students must complete EDUC 5920, The Capstone, with a B- or better.

**CORE COURSES**

The core courses relate directly to how teachers teach and how to analyze the effectiveness of teaching and learning.

- EDUC 5410 Differentiated Instruction
- EDUC 5415 Curriculum Development and Analysis
- EDUC 5420 Assessment and Implications for Instruction
- EDUC 5910 Research Methods in Education
- EDUC 5920 Capstone Project

The core courses for Special Education are:

- EDUC 5334 Differentiated Instructional Techniques
- EDUC 5336 Curriculum Adaptations
- EDUC 5337 Curriculum Based Assessment
- EDUC 5910 Research Methods in Education
- EDUC 5920 Capstone Project

**SPECIALIZATIONS**

Students choose one of the following content areas for specialization in the degree program:

**LANGUAGE ARTS / LITERACY**

- EDUC 5350 The Practice of Reading and Writing
- EDUC 5351 The Practice of Speaking and Listening
- EDUC 5352 Cultural Studies and Media Literacy
- EDUC 5353 Approaches to Teaching Literature and Culture: Special Topics I
- EDUC 5354 Approaches to Teaching Literature and Culture: Special Topics II

**MATHEMATICS**

- EDUC 5314 Integrating Math and Science Instruction
- EDUC 5370 Numbers and Operations in Middle School
- EDUC 5371 Algebra and Functions in Middle School
- EDUC 5372 Measurement and Geometry in Middle School
- EDUC 5373 Data Analysis, Statistics and Probability
### SCIENCE
- EDUC 5310 Ecology and Environmental Studies
- EDUC 5311 Physical Science: Physics and Chemistry
- EDUC 5312 Life Sciences
- EDUC 5313 Earth Science and Astronomy
- EDUC 5314 Integrating Math and Science Instruction

### ESL
- EDUC 5202 Introduction to Linguistics
- EDUC 5203 Second Language Acquisition
- EDUC 5205 Methods of Teaching ESL/BE
- EDUC 5201 Current issues in ESL/BE
- EDUC 5204 Language and Intercultural Communication

### PRESCHOOL-GRADE 3
- EDUC 5330 Survey of Mild Learning Disabilities
- EDUC 5321 Educational and Community Resources
- EDUC 5151 Language and Motor Development Birth – 8
- EDUC 5152 Curriculum, Instruction, and Assessment of the Young Child
- EDUC 5153 Curriculum, Instruction, and Assessment in the Primary Grades

### SPECIAL EDUCATION
- EDUC 5320 Survey of Moderate and Severe Disabilities
- EDUC 5321 Educational and Community Resources
- EDUC 5330 Characteristics and Education of Learning Disabilities
- EDUC 5331 Behavior Management and Behavioral Disorders
- EDUC 5332 Internship in Special Education
- EDUC 5335 Developmental Reading Instruction

### GENERAL TRACK

**Rationale:**
The purpose of this track is to provide elementary school teachers the opportunity to strengthen their content and pedagogy in multiple areas. Recognizing that elementary school teachers must teach a variety of content areas to a range of diverse learners, students in the MAED Elementary Generalist track are required to take pedagogy, special education, and technology courses as core requirements. Students also must choose five courses from at least three of the various tracks. Students will also complete an action research project through the Educational Research and Capstone courses. The program requires a total of 36 credits.
Required Courses
EDUC 5410  Differentiated Instruction
EDUC 5415  Curriculum Development and Analysis
EDUC 5420  Assessment and Implications for Instruction
INTC 5330  Integrating Technology into Classroom Teaching
EDUC 5330  Survey of Mild Learning Disabilities
EDUC 5910  Educational Research
EDUC 5920  Capstone

Content Courses
In addition to the required courses above, a total of five content courses must be completed. At least one course must be taken in at least three of the following tracks.

Science
EDUC 5310  Ecology and Environmental Studies
EDUC 5311  Physical Science: Physics and Chemistry
EDUC 5312  Life Sciences
EDUC 5313  Earth Science and Astronomy

Math
EDUC 5370  Numbers and Operations in Middle School
EDUC 5371  Algebra and Functions in Middle School
EDUC 5372  Measurement and Geometry in Middle School
EDUC 5373  Data Analysis, Statistics and Probability

Language Arts/Literacy
EDUC 5350  The Practice of Reading and Writing
EDUC 5351  The Practice of Speaking and Listening
EDUC 5352  Cultural Studies and Media Literacy
EDUC 5353/5354 Literature and Culture (Revolving Topics)

Special Education
EDUC 5335  Developmental Reading Instruction
EDUC 5802  Autism
EDUC 5340  Assistive Technology
ENDORSEMENT ONLY REQUIREMENTS
Students may also elect to complete courses leading to specific endorsements, without pursuing a full degree. The requirements for admissions into all endorsement programs are identical to those for the MAED program. The following endorsement only programs are available: Bilingual/Bicultural, ESL, Preschool-Grade 3, and Special Education.

**ESL Endorsement Required Courses:**
- EDUC 5202 Introduction to Linguistics
- EDUC 5203 Second Language Acquisition
- EDUC 5205 Methods of Teaching ESL/BE
- EDUC 5201 Current issues in ESL/BE
- EDUC 5204 Language and Intercultural Communication

**Bilingual/Bicultural Endorsement Required Courses:**
- EDUC 5202 Introduction to Linguistics
- EDUC 5203 Second Language Acquisition
- EDUC 5205 Methods of Teaching ESL/BE
- EDUC 5201 Current issues in ESL/BE

Students completing the ESL program must pass the OPI (oral proficiency interview) and WPT (writing proficiency test) in English. Students completing the Bilingual/Bicultural program must pass the OPI in English and a second language.

**Preschool – Grade 3 Endorsement Required Courses:**
- EDUC 5330 Survey of Mild Learning Disabilities
- EDUC 5321 Educational and Community Resources
- EDUC 5151 Language and Motor Development Birth – 8
- EDUC 5152 Curriculum, Instruction, and Assessment of the Young Child
- EDUC 5153 Curriculum, Instruction, and Assessment in the Primary Grades

**Special Education Endorsement Required Courses:**
- EDUC 5320 Survey of Moderate and Severe Disabilities
- EDUC 5321 Education and Community Resources
- EDUC 5330 Survey of Mild Learning Disabilities
- EDUC 5331 Behavioral Management and Behavioral Disorders
- EDUC 5334 Differentiated Instructional Techniques
- EDUC 5335 Developmental Reading Instruction
- EDUC 5336 Curriculum Adaptations
- EDUC 5337 Curriculum Based Assessment

**LDTC Endorsement**
The MAED program also offers a Learning Disabilities Teacher/Consultant (LDT/C) endorsement option. The LDT/C special services endorsement enables the holder to become a member of a child study team in New Jersey. To be eligible for the program, two successful years of teaching must be documented by the applicant. Upon completion of the program, the student must have completed three successful years of teaching and hold a Master’s degree in
order to qualify for the New Jersey LDTC endorsement. There are three basic routes students may take to complete the LDT/C P-12 endorsement. It is recommended that students considering this program have their graduate transcripts reviewed by the sub-coordinator of special education to determine if any exceptions may be made to requirements listed below:

1. For students possessing a Master’s Degree in Education and Special Education Endorsement as a result of graduate level work:

List of required courses (11 credits):
EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion
EDUC 6340 Assessment and Correction of Learning Disabilities (4 credits)
EDUC 6941 LDT/C Practicum (1 credit)

2. For students possessing a Master’s Degree in Education, but NOT Certified in Special Education

List of required courses (26 credits):
EDUC 5320 Survey of Moderate & Severe Disabilities
EDUC 5330 Survey of Mild Disabilities
EDUC 5335 Developmental Reading Instruction
EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion Pedagogy
EDUC 5334 Differentiated Instruction Techniques
EDUC 5336 Curriculum Adaptations
EDUC 6340 Assessment and Correction of Learning Disabilities
EDUC 6941 LDT/C Practicum

3. For students wishing to pursue a Master of Arts in Education degree with Special Education certification and LDT/C endorsement

List of required courses (41 credits):
EDUC 5320 Survey of Moderate & Severe Disabilities
EDUC 5321 Educational Community Resources
EDUC 5330 Survey of Mild Disabilities
EDUC 5331 Behavior Management & Behavioral Disorders
EDUC 5335 Developmental Reading Instruction
EDUC 5338 Neurophysiological Basis for Learning Theory
EDUC 5339 Collaborative Practice and Inclusion Pedagogy
EDUC 5334 Differentiated Instruction Techniques
EDUC 5336 Curriculum Adaptations
EDUC 5337 Curriculum Based Assessment
EDUC 6340 Assessment and Correction of Learning Disabilities
EDUC 6941 LDT/C Practicum Research
EDUC 5910 Research Methods in Education
EDUC 5920 Educational Research Applications
INFORMATION ABOUT THE PROGRAM
Director of the Master of Arts in Education Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4688
MAED@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For additional, current information, visit the MAED Program. Applications are available on the Web site.

For current, detailed course descriptions, go to the Online Catalog.
NEW JERSEY SUPERVISOR ENDORSEMENT PROGRAM (POST-MASTER’S)
The Supervisor Endorsement program is designed for educators who have earned a master’s degree and wish to pursue a supervisory position in the public school system in the State of New Jersey. Stockton offers all courses required to meet the criteria for the New Jersey Supervisor Certificate (NJAC 6A:9-12.6). Students who complete all program requirements will be eligible for the New Jersey Supervisor license.

ADMISSION TO THE PROGRAM
1. A completed application form (available in the Office of Enrollment Management).
2. A New Jersey standard teaching certificate or certificate of eligibility with advanced standing.
3. A master’s degree from an accredited college or university, or current matriculation in a master’s program at the Richard Stockton College of New Jersey.*
4. A minimum of one year of teaching experience
5. Two letters of recommendation from professional colleagues indicating the candidate’s potential as a supervisor.
6. A 1000-word essay summarizing professional goals and expected outcomes from enrolling in the program.

The admission committee will make its decisions when files are completed, on a rolling basis.

* Students who are already matriculated in a Master’s degree program at the Richard Stockton College and want to pursue a supervisory endorsement may begin to take courses from the restricted elective list before applying for admission into the Supervisor Endorsement program. Such students may apply for the supervisory endorsement program during the semester in which they will complete all Master’s degree requirements. They must satisfy all admission requirements stated above and be accepted into the Supervisory Endorsement program before registering for any course from the required course list.

CURRICULUM
1. Required Courses - 6 Credits
   EDUC/INTC 6110* Curriculum Development and Evaluation 3 Credits
   EDUC/INTC 6120* Principles of Supervision 3 Credits
   *Prerequisite: master’s degree

2. Restricted Electives – 6 Credits (two courses)
   EDUC 5336 Curriculum Adaptations 3 Credits
   EDUC 5337 Curriculum Based Assessment 3 Credits
   EDUC 5415 Curriculum Development and Analysis 3 Credits
   EDUC 5420 Assessment and Implications 3 Credits
   INTC 5160 Instructional Design 3 Credits
   INTC 5230 Supervising and Coordinating Instructional Technology 3 Credits
   INTC 5330 Integrating Technology in the Classroom 3 Credits
COMPLETION REQUIREMENTS
1. Completion of all required courses with a cumulative GPA of 3.0.
2. A minimum of three years of teaching experience with a New Jersey certificate.
3. All curriculum requirements must be completed within six years of the date of matriculation.

INFORMATION ABOUT THE PROGRAM
Director, Master of Arts in Education Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4688
MAED@stockton.edu

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The Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For additional, current information, visit the Supervisor Endorsement Program Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (MAEL)

IN THE SCHOOL OF EDUCATION

THE FACULTY

Deborah M. Figart
Ph.D. (The American University), Professor of Education and Economics: economic and financial literacy, budgeting, labor-management relations, economics of gender and race/ethnicity, political economy and public policy, living standards.

Kimberly Lebak
Ed.D. (University of Pennsylvania), Associate Professor of Education: pedagogy, curriculum development, reflective practitioner development.

Joseph J. Marchetti
Ph.D. (University of Pennsylvania), Professor of Instructional Technology: educational research, educational leadership, organizational leadership, curriculum and instruction.

INTRODUCTION
The Master of Arts in Educational Leadership Program is a graduate program leading to administrative certification offering both school supervisor and principal endorsements for practicing teachers. The Program reflects current research that educational leaders must be prepared to lead schools to higher student achievement. Accordingly, the goal of the Educational Leadership Program is to prepare educators to become instructional leaders who:

• Provide vision for the future
• Create a culture for learning
• Manage resources, time, and leadership
• Collaborate with coworkers, families, and the community
• Serve ethically, justly, and accountably
• Advocate for learners at the local, state, and national levels

Students will study together in a cohort model, advancing from course to course and into research and internships that reinforce learning at each step of the process.
PROGRAM MISSION
The mission of the Master of Arts in Educational Leadership Program is to prepare educational professionals to acquire and/or refine leadership and supervisory skills that will prepare them to assume successful positions in educational organizations. New Jersey Department of Education Licensure Code requires three years of successful teaching and/or educational services experience as a requirement for the Supervisor certificate and five years of successful teaching and/or educational services experience as a requirement for the Principal certificate. The school leader candidate will have to possess a valid provisional or standard certificate and a master’s degree.

The Master of Arts in Education Leadership Program will develop educational leaders who:

- Utilize their teaching and leadership abilities to establish and nurture an effective learning environment for students,
- Extend their professional knowledge into leadership roles where they can effectuate change in all aspects of the learning process, and also promote faculty/staff professional growth and development,
- Coordinate the delivery of necessary resources that promote pedagogy and effectiveness of the educational organization,
- Understand the nexus among cultural and socio-political processes that influence the educational organization,
- Respond to community needs and engage community members as part of the educational delivery team,
- Demonstrate ethical decision making in their administrative roles with the integrity and concern for fairness for all.

ADMISSION REQUIREMENTS

- A minimum undergraduate GPA of 3.0 in a completed post-baccalaureate teacher certification or Master’s degree program.
- The Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391). Scores should be submitted from a test taken within the past ten years.
- Three years of successful teaching experience under Provisional and/or Standard certificate.
- Three current letters of recommendation written specifically for admission to the MAEL Program from current or former administrators familiar with your work who can comment on your background, experiences, capacity to succeed, etc. Employers, supervisors, superintendents, principals, or other professionals are appropriate choices; friends, family or fellow students are not.
- Copies of all P-12 teaching certificates.
- A current resume.
- Completion of the Graduate Application Essay (the standard essay for admission to the graduate school). In 500 words or less, describe your life experiences and unique characteristics that would contribute to your becoming an outstanding professional in your chosen field of study.
- Completion of the MAEL Program Essays.
TRANSFER CREDIT
Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Requests for transfer of graduate credit earned at another institution must be submitted at the time of application and are considered provided that the student earned a minimum grade of B. Once students have matriculated at the College, students are required to finish the remainder of their course work at Stockton.

NON-DEGREE OPTION
MAEL candidates must be fully accepted matriculated students. Students are not permitted to take the MAEL courses as a non-degree student, i.e. as a nonmatriculated student.

DEGREE REQUIREMENTS
The Master of Arts in Educational Leadership will require a total of 36 graduate credits. Of the 36 total credits required, 30 credits will consist of course work in the following topical areas: school policy and procedure, school law and finance, instructional assessment and supervision, curriculum design and evaluation, and educational leadership. The program will require an additional six credits of internship (300 hours) in a school. The internship will be conducted continuously over the course of a fall-spring-summer three semester cycle. Interns will have opportunities to demonstrate their positive impact on a school community as future education leaders and document their activities in a final report of their leadership actions in the field. Students must maintain a GPA of 3.0 or better throughout the program.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Content (15 Credits)</th>
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<tbody>
<tr>
<td>EDUC 5430 School Leadership and Decision Making</td>
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<tr>
<td>EDUC 5431 School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5432 School Finances and Resources</td>
<td>3</td>
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<td>EDUC 6120 Principles of Supervision and Evaluation of Instruction</td>
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<td>EDUC 6130 Public School Administration and the Community</td>
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<th>Pedagogy (12 Credits)</th>
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<tr>
<td>INTC 5330 Integrating Technology into the Classroom</td>
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<tr>
<td>or INTC 5250 Leadership in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6131 Curriculum Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6132 Curriculum Development, Writing and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6133 Leading Instructional and Program Assessment in Schools</td>
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<tr>
<th>Research for School Leaders (9 Credits)</th>
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<tr>
<td>EDUC 6134 Research for Education Leaders</td>
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<td>EDUC 6935 internship for Education Leaders I</td>
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<td>EDUC 6936 Internship for Education Leaders II</td>
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<tr>
<td>EDUC 6937 Internship for Education Leaders III</td>
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</tbody>
</table>
INFORMATION ABOUT THE PROGRAM
Director of the Master of Arts in Educational Leadership Program
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E-mail: graduate.admissions@stockton.edu

For additional, current information, visit the MAEL Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF ARTS IN HOLOCAUST AND GENOCIDE STUDIES (MAHG)

IN THE SCHOOL OF ARTS AND HUMANITIES

THE FACULTY

Michael Hayse  
Ph.D. (University of North Carolina), Associate Professor of History: 20th century German history, Russian and East European history, Holocaust studies.

Marion Hussong  
Ph.D. (University of Pennsylvania), Associate Professor of Literature and Holocaust and Genocide Studies: Holocaust literature, 19th and 20th century German and Austrian literature, comparative literature, children’s literature.

Murray Kohn  
D.J.L. (People’s University, Herzlia Jewish Teachers Institute), D.D. (Jewish Theological Seminary), Professor of Holocaust Studies: Holocaust studies, Jewish literature, Jewish life and culture.

Marcia Sachs Littell  
Ed.D. (Temple University), Professor of Holocaust and Genocide Studies: the Holocaust, Holocaust and genocide education, women during the Holocaust, films of the Holocaust, social studies methods and materials, social foundations of education.

Christina Morus  
Ph.D. (University of Georgia), Assistant Professor of Comparative Genocide & Communication Studies: the rhetoric of mass violence and genocide, pre-and post-conflict discourses, memory in the wake of mass violence, the role of media in mass violence, peace & human rights activist organizations women & war. Specialization in contemporary pre-and post-conflict issues in The Balkans, Rwanda, Cambodia and South Africa.

Carol Rittner  
Ed.D. (The Pennsylvania State University), Distinguished Professor of Holocaust and Genocide Studies and Dr. Marsha Raticoff Grossman Professor of Holocaust Studies;; Ida E. King Distinguished Visiting Scholar 1994-95: women during the Holocaust and other genocides, theological issues related to the Holocaust and other genocides, history of the Holocaust, the Christian churches during the Holocaust and the genocide in Rwanda, Jewish-Christian relations; rape as a weapon of genocide.

ASSOCIATED FACULTY

Joyce Apsel  
Ph.D. (University of Rochester), Master Teacher of Humanities, New York University; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.
Elizabeth Baer
Ph.D. (Indiana University), Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Yehuda Bauer
Ph.D. (The Hebrew University), Director, Yad Vashem Research Institute; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Michael Berenbaum
Ph.D. (Florida State University), Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Myrna Goldenberg
Ph.D. (University of Maryland), Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Henry Huttenbach
Ph.D. (University of Washington), Professor of History, City College of New York; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Hubert Locke
Ph.D. (University of Chicago), John and Marguerite Corbally Professor of Public Service, University of Washington; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Paul B. Mojzes
Ph.D. (Boston University), Professor of Religious Studies, Rosemont College; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Dalia Ofer
Ph.D. (Hebrew University of Jerusalem), Professor of Holocaust Studies, The Hebrew University, Jerusalem; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Mordecai Paldiel
Ph.D. (Temple University), Director, Yad Vashem, Department of the Righteous Among the Nations; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Michael Phayer
Ph.D. (University of Munich), Director, Institute for Family Studies, Marquette University, 1987 – 2000; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.

Samuel Totten
Ed. D. (Columbia University), Professor of Education, University of Arkansas at Fayetteville; Ida E. King Distinguished Visiting Scholar of Holocaust Studies.
INTRODUCTION
The Master of Arts in Holocaust and Genocide Studies (MAHG) is a central component of the Richard Stockton College of New Jersey’s commitment to study the Holocaust and other forms of genocide, and to communicate the lessons that can be derived from such study. The M.A. program in Holocaust and Genocide studies is a practice-oriented program grounded in scholarship. It seeks to enrich learners, to challenge them intellectually, professionally and personally. The program embodies an educational experience that produces knowledgeable, competent, compassionate and ethical graduates.

The MAHG program provides opportunities for students to explore post-Holocaust standards of ethics and professional conduct. First and foremost, the program promotes intellectual growth and civic engagement through involvement in a variety of disciplines and professional fields. It is expected that graduates will contribute to ongoing efforts to prevent genocide.

The study of the Holocaust, as a watershed event, can provide important clues to understanding other genocides – past, current and potential. Since the Holocaust, it is no longer possible to consider human behavior without some sensitivity to people’s capacity to succumb to barbarism and evil.

At The Richard Stockton College of New Jersey, the Holocaust is studied in context. It must be understood with reference to the pathologies of western civilization that fostered the decimation of the vibrant Jewish civilization of Europe. The Holocaust is taught from multiple perspectives, including those of survivors, perpetrators, bystanders, liberators and rescuers. The study of the Holocaust provides important clues to understanding other cases of contemporary genocide and genocidal violence, particularly those of the 20th and 21st centuries. Because every genocide is, in its own way, extremely complex, such study requires careful research, using both primary and secondary sources.

The MAHG faculty uses the seminar method in teaching graduate courses. What this means is that the emphasis is on participation by all members in the seminar research and discussion. MAHG students and faculty alike share the responsibility for creating a successful learning experience. Students and faculty are expected to be conversant with up-to-date, substantive scholarly works related to the area of Holocaust and Genocide Studies they are studying.

Many of the leading scholarly interpreters of the Holocaust and other genocides have been and are present on Stockton’s teaching staff, as visiting scholars, guest lecturers, and/or via teleconferences. In addition, students and faculty have access to extensive book and video collections in the well-selected library and media center.
ADMISSION REQUIREMENTS
Students who wish to apply must hold a B.S. or B.A. degree from a regionally-accredited institution and must submit transcripts from all institutions of higher learning previously attended. Other factors that will be considered include the professional experience of the candidate, the candidate’s overall undergraduate record, an essay stating his or her reason(s) for wanting to enroll in the program and three letters of recommendation. A personal interview may be required. A faculty Admissions Committee, including the current MAHG Graduate Director, recommends admission.

TRANSFER CREDIT
The College accepts up to nine credits of appropriate graduate study from other colleges and universities, subject to approval by the MAHG Director. Credits earned from MAHG courses taken prior to matriculation in the program (see “Non-Degree Option” below) are treated as transfer credits; the combined credits from transfer courses and courses taken as a nonmatriculated student may not exceed nine credits.

NON-DEGREE OPTION
Nonmatriculated individuals may enroll in MAHG courses provided they meet the admission requirements as determined by the MAHG Director. Nonmatriculated students will be limited to a maximum of nine credits of graduate study. Up to nine credits taken in nonmatriculated status can be applied to the M.A. degree if the student is later admitted into the MAHG degree program. Registration in classes for nonmatriculated students will be on a space-available basis once all matriculated students have registered.

DEGREE REQUIREMENTS
A student must complete a total of 36 hours of graduate credit. This includes 12 courses of which two must be the core courses. (Each graduate course ordinarily is worth three credits.) The typical track is 30 to 33 credit hours of graduate course work plus an additional three to six credits as a Capstone Project. A minimum of two elective courses must be designated as Holocaust courses, and another two courses must be designated as Genocide courses.

The Capstone may consist of course work taken as field work, an approved study tour to Holocaust and Genocide sites, a directed study project, an internship, or a master’s thesis. All master’s theses must constitute six credits, usually in two consecutive semesters or a summer session. Students will present the results of their Capstone Experience or defend their thesis to a faculty panel as part of the degree requirements.

Students choosing to complete a master’s thesis will engage in a research tutorial directed by the faculty member serving as the thesis advisor and must adhere to the Thesis Guidelines and Requirements contained in the School of Graduate and Continuing Studies Thesis Manual. Non-thesis Capstone projects will be directed by a faculty member on an individual basis.
CORE COURSES
MAHG 5000  The History of the Holocaust
MAHG 5001  The History of Genocide

Uniquely qualified students with senior status who meet specific requirements may be qualified to enroll in the following elective course that contain a * after them. Contact the MAHG Program Director for more information.

ELECTIVE COURSES
A minimum of two elective courses taken must be Holocaust electives (H) and a minimum of two must be Genocide electives (G).

MAHG 5002* Rescuers and Bystanders
MAHG 5003* Holocaust and Genocide Education
MAHG 5004* The Holocaust and the American Experience (H)
MAHG 5005* The Holocaust and Contemporary Genocides (G)
MAHG 5006* Jewish History and Culture Before the Holocaust (H)
MAHG 5007* Selected Topics with the Ida E. King Distinguished Scholar of Holocaust Studies
MAHG 5008* Jewish/Christian Relations in the Shadow of Auschwitz (H)
MAHG 5009* Antisemitism
MAHG 5011* The Psychology of Genocide (G)
MAHG 5012* Resistance During the Holocaust (H)
MAHG 5016* Europe in the Twentieth Century
MAHG 5017* Women During Holocaust (H)
MAHG 5018* Non Jewish Victims of the Nazis (H)
MAHG 5019* The Holocaust in Literature and Film (H)
MAHG 5020* The Literature of the Holocaust (H)
MAHG 5021* Modern German History and the Holocaust (H)
MAHG 5022* Study Seminar to the Sites
MAHG 5026* The Holocaust, Terrorism and Genocide
MAHG 5027* Germany and the Holocaust After 1945 (H)
MAHG 5028* Genocide: Special Topics(G)
MAHG 5029* The UN, Human Rights and Genocide (G)
MAHG 5030* The Armenian Genocide (G)
MAHG/EDUC 5353* Literature and Culture: Special Topics
MAHG 5800  Independent Study
MAHG 5850  Independent Study Capstone Project
MAHG 5880  Thesis
MAHG 5900  Internships
INFORMATION ABOUT THE PROGRAM
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For additional, current information, visit the MAHG Program Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF ARTS IN INSTRUCTIONAL TECHNOLOGY (MAIT)

IN THE SCHOOL OF EDUCATION

THE FACULTY

Amy Ackerman
Ph.D. (Florida State University), Assistant Professor of Instructional Technology:
Instructional design processes, presentation skills, evaluation of training, human performance
improvement, and blended learning.

Douglas Harvey
D.Ed. (The Pennsylvania State University), Associate Professor of Instructional Technology:
Learning and academic technology, hypermedia/hypertext development and research, Web-based
instruction, distance education.

Jung Lee
Ph.D. (University of Wyoming), Associate Professor of Instructional Technology:
Adult learning and technology, multimedia/hypermedia interface design, human factors in computer/Web-based
instruction, visual literacy.

Joseph J. Marchetti
Ph.D. (University of Pennsylvania), Professor of Instructional Technology:
Educational research, educational leadership, organizational leadership, curriculum and instruction.

INTRODUCTION

The field of instructional technology deals with the improvement of human learning and
performance with the aid of technologies. This degree is designed to bring the best instructional
technologies into education and training in school business industry and non-profit organizations.
With a strong theoretical foundation, the degree prepares its graduates to understand that
technology is a tool to enhance learning and training. The courses in the program require solving
real-world problems using various technologies. The program is open to anyone with an interest
in instructional technology, regardless of prior knowledge and skills in media or computers.
Graduates of instructional technology programs can become professionals and leaders in a
variety of fields, and qualify for positions in:

P-12 and Higher Education
- Integrating Technology in Teaching
- Curriculum Design and Development
- Technology Coordination
- Computer Services/Technical Support
- Distance Education Planning
**Business/Non-profit Organizations**
- Computer Services/Technical Support
- Human Performance Support
- Instructional Design
- Project Management Teams
- Training and Development

**PROGRAM ORIENTATION**
The program serves 1) students who seek or will continue employment in the P-12 schools; 2) students who wish to pursue coordinator or supervisor positions in P-12 schools and districts; and 3) students seeking or holding careers in business, industry, or non-profit organizations. The core courses focus on important issues related to learning, instruction, research and the impact of technology, and include an overview of a variety of technologies, software applications and Web-based tools. The elective courses are designed to extend the core skills into more specialized environments, and to give students opportunities to enhance their personal interests in the field. Students can develop a customized curriculum from elective courses which is tailored to their needs. Some program courses may satisfy course requirements for a Supervisor’s Endorsement in the state of New Jersey.

**ADMISSION REQUIREMENTS**
Applications are screened by the Program Director for fit with the program. Complete application files require:
- Application form
- Undergraduate degree from a regionally-accredited college or university
- Official transcripts from all institutions of higher education attended
- Essay describing relevant experience and reason for pursuing MAIT degree
- Three letters of recommendation
- Graduate Record Examination (GRE) General Exam (School Code 2889) or Miller Analogies Test scores (MAT) (School Code 1391)

**ADMISSION TO THE PROGRAM**
To be eligible for admission to the MAIT program, applicants must have earned an undergraduate degree from a regionally-accredited college or university. In addition, application decisions are based on a combination of the applicant’s overall grade point average (minimum 3.0 GPA), relevant experience, reference letters and GRE General Exam scores. Admission is competitive and acceptance into the program is not guaranteed. Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other colleges and universities. Transfer credit requests should be filed in the first semester following admission to the program.

**NON-DEGREE OPTION**
Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.
Those nonmatriculated students who may want to continue but still do not intend to earn a master’s may be admitted to the program as non-degree students provided they meet the program’s admissions requirements. They are required to stipulate whether they plan to matriculate following the completion of six credits in the program, and should see the Program Director and School of Graduate and Continuing Studies for the appropriate form. Once approved, non-degree students are restricted to a maximum of 15 credits of graduate course work, including those already completed. (A maximum of six credits taken in nonmatriculated status can be applied to the M.A. degree.) Registration in classes will be on a space-available basis once all matriculated students have registered.

DEGREE REQUIREMENTS
To earn the MAIT degree, students must successfully complete a minimum of 33 credits of graduate study including a final project. Students must maintain a GPA of 3.0 or better throughout their time in the program. In addition, students must receive a B or better in all core courses. Each student must complete 18 credits in the following core courses:

MAIT Core Courses:
INTC 5001 Introduction to Instructional Technology
INTC 5110 Theoretical Foundations of Instructional Technology
INTC 5120 Visual Design and Communications
INTC 5160 Instructional Design and Development
  (Prerequisite: INTC 5001, 5110 or permission of instructor)
INTC 5170 Research in Instructional Technology
  (To be taken in the semester immediately preceding enrollment in INTC 5810)
INTC 5810 Capstone: Final Project
  (Prerequisite: completion of the core courses or having one non-core course remaining.)

In addition, students must complete five elective courses. Students are strongly encouraged to work with their advisor in order to develop a customized curriculum tailored to their needs. The elective courses are grouped by related areas to assist students in course selection.

ELECTIVE COURSES
P – 12 EDUCATION RELATED COURSES:
INTC 5230 Supervising and Coordinating Educational Technology
INTC 5280 Grant Writing
INTC 5290 Leadership in Instructional Technology
INTC 5320 Using Educational Software and Hardware
INTC 5330 Integrating Technology in the Classroom
EDUC 6110 Curriculum Development and Evaluation
BUSINESS/ORGANIZATIONAL DEVELOPMENT RELATED COURSES:
INTC 5405  Information Literacy and Communication
INTC 5410  Adult Learning
INTC 5420  Human Performance Improvement and Tools
INTC 5450  Project Management Basics
INTC 5560  E-learning

DIGITAL TECHNOLOGY RELATED COURSES:
INTC 5340  Web Design
INTC 5350  Advanced Web Design (Prerequisite: INTC 5340 or permission of instructor)
INTC 5530  Multimedia/Hypermedia Design (Prerequisites: INTC 5120 or permission of instructor)
INTC 5591  Digital Video Production (Prerequisite: INTC 5120 or permission of instructor)

MISCELLANEOUS COURSES:
INTC 5590  Special Topics in Instructional Technology
INTC 5701  Internship (1-3 credits) (Prerequisite: completion of core, at least three elective courses and permission of instructor)
INTC 5800  Independent Study (Prerequisite: permission of instructor)

INFORMATION ABOUT THE PROGRAM
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For additional, current information, visit the MAIT Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF BUSINESS ADMINISTRATION (MBA)

IN THE SCHOOL OF BUSINESS

THE FACULTY

**Gurprit S. Chhatwal**  
Ph.D. (Kansas State University), Certified Public Accountant, Associate Professor of Business Studies, Director, MBA Program: accounting, financial statement analysis, finance.

**Jean I. Abbott**  
M.B.A (Monmouth University), Certified Public Accountant, Assistant Professor of Business Studies: managerial accounting, hospitality accounting, financial management.

**Donna Albano**  
Ed.D. (Rowan University), Assistant Professor of Business Studies: Hospitality and Tourism Management.

**Deborah Ballard**  
M.B.A. (Plymouth State University), Assistant Professor of Business Studies: financial accounting.

**Jennifer Tulio Barr**  
Ph.D. (Drexel University), Certified Public Accountant, Associate Professor of Business Studies: marketing information systems, marketing channels.

**John Boyle**  
M.B.A. (Philadelphia University), Certified Public Accountant, Instructor of Business Studies, Financial Accounting, Managerial Accounting, Internship Program.

**Michael Busler**  
Ph.D. (Drexel), Associate Professor in Business Studies: financial management, game theory.

**John Chong**  
D.B.A. in Management (Mississippi State University), M.B.A. (Illinois State University), Associate Professor in Business Studies: operations management, business policy & strategies.

**Jitamitra Desai**  
Ph.D. (Virginia Polytechnic Institute and State University), Assistant Professor of Computer Systems

**Gregory Fink**  
M.B.A. (Rutgers, The State University), Professor Emeritus of Accounting, Certified Public Accountant, Certified Management Accountant: accounting, finance, risk and insurance.
Michele Grottola
Ph.D. (Cornell University), Assistant Professor of Hospitality and Tourism Management: introduction to hospitality and tourism management, introduction to management.

Diane M. Holtzman
Ph.D. (Nova Southwestern), Assistant Professor of Business Studies: marketing, management skills.

Elaine D. Ingulli
LL.M. (Temple University School of Law), Professor of Business Law: business law, legal environment, sex discrimination and the law, perspectives on women.

Robert Kachur
MBA (University of Richmond), Assistant Professor of Business Studies: managerial and cost accounting, controllership, accounting information systems, enterprise resource planning systems, entrepreneurship.

Robert D. King
J.D. (Rutgers University School of Law), Professor of Business Law: business law, legal environment, law and social change.

Ellen M. Kraft
Ph.D. (Auburn University), Assistant Professor of Business Studies: operations management, quantitative business methods, management information systems, electronic commerce.

Evonne J. Kruger
Ph.D. (Temple University), Associate Professor of Business Studies: organizational behavior, strategic management, management skills.

Audrey Wolfson Latourrette
J.D. (Temple University School of Law), Professor of Business Law: business law, legal environment, women in law, history and literature, computer law and ethics, perspectives on women, and law and ethics in contemporary society.

Wei Xuan Li
Ph.D. (University of New Orleans), Assistant Professor of Business Studies: financial management, investments, and financial institutions and markets.

JoAnn McEnerney
M.B.A. (New York University), Certified Public Accountant, Assistant Professor of Business Studies: accounting, finance, management.

Amit Mukherjee
Ph.D. (Syracuse University), Assistant Professor of Business Studies: services marketing, sales management, international marketing.
Whiton Paine
Ph.D. (University of Maryland), Associate Professor of Business Studies: applied marketing management, business ethics.

Nora C. Palugod
Ph.D. (University of Pittsburgh), Assistant Professor of Business Studies: international business, investments, financial management.

John Pearlstein
Ph.D. (Temple University), Assistant Professor of Business Studies: business policies and strategies, entrepreneurial leadership.

Michael S. Scales
Ed.D. (Rowan University), Associate Professor of Business Studies: hospitality and tourism management.

Karen L. Stewart
Ph.D. (University of Pittsburgh), Professor of Business Studies: marketing management, advertising, services marketing.

Francis C. Thomas
M.B.A. (St. John’s University), Certified Public Accountant, Personal Financial Specialist, Certified Management Accountant, Professor of Accounting and Finance: finance, accounting, taxation, financial planning, and microcomputer applications.

Brian J. Tyrrell
Ph.D. (Purdue University), Associate Professor of Business Studies: hospitality and tourism management.

Marilyn E. Vito
M.B.A. (Monmouth College), Certified Public Accountant, Certified Management Accountant, Associate Professor of Business Studies: accounting, auditing, finance, and corporate fraud.

Jinchang Wang
Ph.D. (Georgia Institute of Technology), Professor of Business Studies: management science, decision theory, operations management, management information systems.

Clifford J. Whithem
Ph.D. (Temple University), Professor of Business Studies, Director of Hospitality and Tourism Management.

Arthur N. Worthington
Ed.D. (Fairleigh Dickinson University), Associate Professor of Business Studies: management.
Shaoping Zhao
Ph.D. (The Pennsylvania State University), Associate Professor of Business Studies: decision analysis, operations management, and management information systems.

ASSOCIATED FACULTY

Deborah M. Figart
Ph.D. (The American University), Professor of Education and Economics: economic and financial literacy, budgeting, labor-management relations, economics of gender and race/ethnicity, political economy and public policy, living standards.

Lewis A. Leitner
Ph.D. (State University of New York at Buffalo), Interim Dean of the School of Graduate and Continuing Studies: strategic management, entrepreneurship, total quality management.

Rodger L. Jackson
Ph.D. (Michigan State University), Associate Professor of Philosophy: ethical theory, applied ethics, pragmatism.

James Shen
Ph.D. (Ohio University), Associate Professor of Communications: communication technologies.

INTRODUCTION
The Master of Business Administration (MBA) program prepares students for professional careers in business. One of the principal goals of the program is to help students develop critical thinking skills and to provide them with an expanded awareness of the complex political, social and economic environments within which all organizations and individuals must function. Excellent written and oral presentation skills are stressed in this program. The program is oriented both to persons with business backgrounds and to those seeking career changes. An MBA with an accounting concentration for undergraduate accounting majors is available for students to meet the requirements for licensure as a Certified Public Accountant (CPA) in New Jersey. An accelerated dual degree (4 + 1) program leading to a BA-BS and an MBA is also offered that provides students an opportunity to complete an undergraduate and a graduate degree in five years.

PROGRAM ORGANIZATION
The program offers students an opportunity to earn a Master’s degree in Business Administration requiring 33-51 semester hours (11-17 courses) depending on the student’s undergraduate business preparation.

ADMISSION TO THE PROGRAM
In order to enroll in the MBA program, students must have a baccalaureate degree from a regionally-accredited college or university and have graduated with a cumulative GPA of 3.0 or higher. In addition, students must take the Graduate Management Admission Test (GMAT) and have their scores sent to the Director of the MBA Program.
Students may apply for admission to the MBA Program through the School of Graduate and Continuing Studies. Students have the option to enroll for a maximum of two courses on a nonmatriculated basis prior to formal admission into the program. Performance as a nonmatriculated student does not guarantee admission to the program.

DEGREE REQUIREMENTS
Students must have a minimum GPA of 3.0 in the program of study prescribed below and may have no more than one C on the transcript. Students may retake courses to improve their grades. (Note: Each attempt is counted in calculating the student’s GPA.)

TRANSFER CREDIT
Students who have received credit for graduate study in business at another college or university may receive transfer credit for a maximum of 9 graduate-level credit hours (three courses) if those courses correspond to courses at Stockton College provided the student earned a grade of B or better. Students must formally apply to the Graduate Director in writing to request transfer credit, preferably at the time of the admission application but no later than the first semester of matriculated study. At a minimum, the student requesting transfer credit must provide a catalog description of the course, copies of a course syllabus, a description of course content and the textbook used to help with this process.

UNDERGRADUATE COURSE WORK IN BUSINESS
The MBA program includes five foundation courses (described below) that are intended to provide those with undergraduate majors in non-business fields the essential preparation needed for advanced study in business. Students with no prior course work in business or business related topics will be expected to complete all five foundation courses.

However, students with previous undergraduate business courses or degrees from an accredited institution of higher education can use these undergraduate courses to fulfill the foundation requirements. The following topical areas in undergraduate course work can be used to fulfill the foundation requirements. The MBA Director will work with each student upon acceptance into the MBA program to determine which foundation courses have been fulfilled by prior course work.

- Principles of Accounting (Financial and Managerial)
- Principles of Finance
- Quantitative Methods
- Statistics
- Principles of Economics (Macro and Microeconomics)
- Operations Management (creation of goods and services)
- Introduction to Marketing
- Introduction to Management

If a foundation course is deemed fulfilled by previous course work, the credits for the foundation courses do not need to be substituted for with an elective course.
PROGRAM OF STUDY: MBA
The program of study for the MBA includes five foundation courses, seven core courses, one capstone course and four electives.

The foundation courses are:
BSNS 5005  Foundations of Marketing
BSNS 5010  Foundations of Quantitative and Statistical Methods
BSNS 5015  Foundations of Accounting and Finance
BSNS 5020  Foundations of Management and Operations Management
BSNS 5025  Foundations of Economics

The core courses are:
BSNS 5205  Accounting Performance, Control and Analysis**
BSNS 5215  Organizational Behavior**
BSNS 5220  Applied Marketing Management**
BSNS 5225  Financial Management*
BSNS 5230  Managerial Decision Analysis**
BSNS 5345  Business Information Systems
PLAW 5305  Selected Topics in Legal Environment of Business***

NOTES:
* Not open to students with 6 or more hours for undergraduate finance course work
  (Student must take an additional elective course.)

** Not open to students with 12 or more hours of undergraduate work in respective areas
  (Student must take an additional elective course for each core course not taken.)

*** Waived for students with an undergraduate business law course (No additional elective
  required for this waiver.)

Students may seek waiver of one of the core courses if they can provide evidence of proficiency. *Students are normally required to complete a minimum of 12 graduate courses to receive an MBA, with the exception of students who have met the requirement for business law at the undergraduate level, in which case successful completion of a minimum of 11 graduate courses is required.*

The capstone course is:
BSNS 5505  Capstone: Business Strategy and Policy

Students are required to complete a capstone course. They may take the capstone course once they have completed at least 21 hours in core and elective courses and have an overall GPA of 3.0 or better. A research project can be substituted for the capstone course with the permission of the advisor.
**Elective courses - Students chose four from the following:**

- ACCT 5312 Taxation of Individuals
- ACCT 5313 Taxation of Corporations, Partnerships and Trusts
- BSNS 5340 Understanding Corporate Fraud
- BSNS 5900 Internship
- ECON 5310 Domestic and Global Economics
- FINA 5310 Bankruptcy - Restructuring
- FINA 5330 Capital Markets, Investments and Financial Institutions
- FINA 5405 Selected Topics in Finance
- HTMS 5310 Management Issues in Hospitality
- HTMS 5510 Food and Beverage Operations
- HTMS 5610 Hotel Operations
- HTMS 5710 Management Issues in Contemporary Tourism
- MGMT 5325 Practical Business Ethics
- MGMT 5343 Labor-Management Relations
- MGMT 5353 Telecommunications for Management
- MGMT 5380 E-Commerce
- MGMT 5401 Topics in Health Management
- MGMT 5405 Selected Topics in Management
- MGMT 5407 Issues in Global Management
- MGMT 5410 Critical Issues in Human Resource Management
- MKTG 5315 Services Marketing
- MKTG 5325 Practical Business Ethics (cross-listed with MGMT 5325)
- MKTG 5330 Market, Channels & Technology
- MKTG 5405 Selected Topics in Marketing

Additional electives may be added as needed. Students have the option to enroll in an independent study with the approval of the Graduate Director.

**MBA – ACCOUNTING CONCENTRATION**

Undergraduate prerequisites for a concentration in Accounting include the coursework required for MBA listed above plus Intermediate Accounting II.
**Elective courses - Students choose five from the following:**

- ACCT 5312  Taxation of Individuals
- ACCT 5313  Taxation of Corporations, Partnerships and Trusts
- ACCT 5355  Governmental and Non-Profit Accounting
- ACCT 5357  Advanced CPA Topics I
- ACCT 5358  Advanced CPA Topics II
- ACCT 5405  Selected Topics in Accounting
- BSNS 5340  Understanding Corporate Fraud
- FINA 5305  Financial Statement Analysis
- FINA 5330  Capital Markets, Investments and Financial Institutions
- FINA 5310  Bankruptcy – Restructuring
- MGMT 5325  Practical Business Ethics
- MTKG 5325  Practical Business Ethics (cross-listed with MGMT 5325)

Students may choose up to two courses from other MBA Electives with permission of the advisor. Additional electives may be added as needed. Students may enroll in an independent study course with the approval of the Program Director.

**INFORMATION ABOUT THE PROGRAM**

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For additional, current information, visit the MBA Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF SCIENCE IN COMPUTATIONAL SCIENCE (MSCP)

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

**John Russell Manson**  
Ph.D. (University of Glasgow), Associate Professor of Computational Science: mathematical models, hydraulics, hydrology, engineering, earth science, rivers, estuaries, coasts.

**Robert J. Olsen**  
Ph.D. (Brandeis University), Assistant Professor of Computational Science: physical chemistry, chemical physics, computational science, chemical kinetics, nonlinear dynamics, combustion, chemometrics.

**Monir H. Sharobeam**  
Ph.D. (University of Tennessee), Professor of Computational Science: mechanical engineering, mechanics of materials, fracture mechanics, finite element methods, computer aided drafting and design.

ASSOCIATED FACULTY

**Vincent Cicirello**  
Ph.D. (Carnegie Mellon University), Associate Professor of Computer Science: artificial intelligence, computational intelligence, evolutionary computation, machine learning, multi-agent systems, operations research, software engineering.

**Tara Harmer Luke**  
Ph.D. (Johns Hopkins University), Associate Professor of Biology: molecular systematics, biology of deep sea hydrothermal vents, symbiosis, bioinformatics, prokaryotic transcription, marine microbial ecology.

**Michael Lague**  
Ph.D. (State University of New York at Stony Brook), Assistant Professor of Biology: biological anthropology, anatomy & physiology, evolutionary biology, vertebrate paleontology, morphometrics.

**Douglas Lessie**  
Ph.D. (University of Pittsburgh), Professor of Physic: solid-state physics, surface physics, quantum theory, nonlinear physics, physics education.

**Saralyn Mathis**  
Ed.D. (West Virginia University), Associate Professor of Computer Science and Information Systems: database modeling, design, implementation, and application development, and operations research theories and computational techniques.
Suzanne Nezzar  
Ph.D. (University of California at Los Angeles), Associate Professor of Mathematics: image processing, radial basis functions, spectral methods, radon transform.

Michael Olan  
D.A. (Idaho State University), Professor of Computer Science and Information Systems: networking technologies, object-oriented design, software development for Internet applications, computer security.

Sipra Pal  
Ph.D. (Georgetown University), Associate Professor of Physics: solid state physics, theoretical surface physics, mathematical physics, energy studies and computational modeling.

Brandy Lynn Rapatski  
Ph.D. (University of Maryland), Associate Professor of Mathematics: mathematical epidemiology, mathematical biology, differential equations.

Juan Tolosa  
Ph.D. (Patrice Lumumba University, USSR), Associate Professor of Mathematics: local and global theory of dynamical systems, retarded and neutral functional differential equations, ordinary differential equations, maps of intervals, chaos.

Judith Vogel  
Ph.D. (Temple University), Associate Professor of Mathematics: numerical analysis, numerical linear algebra, iterative methods.

Chia-Lin Wu  
Ph.D. (University of California, Irvine), Associate Professor of Mathematics: probability and Statistics, Queuing Networks, ATM networks performance and evaluation, optimization.

George Zimmermann  
Ph.D. (Rutgers, The State University), Professor of Environmental Science: forest ecology, forest management, quantitative methods in ecology.

PROFESSOR EMERITUS

Murray R. Kirch  
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INTRODUCTION
The use of computers to acquire insight into scientific problems has grown steadily since the creation of the first general-purpose computing machine. The scope of applications has increased as a direct result of the increase in both computational power and the availability of computational resources. It can now be said that computation stands alongside experiment and theory as a third pillar of science. Presently, the majority of scientists and engineers have received limited formal computational training during their undergraduate education. In many cases, this training does not include any exposure to specialized topics such as numerical analysis or numerical methods in the sciences. Steady progress in science depends strongly on a more systematic approach to training future scientists and engineers in the effective use of computers in scientific and engineering applications. Computational science provides the framework for such an approach by applying techniques from mathematics and computer science to the sciences and offering them to the student in an organized curriculum.

Demand for engineers and scientists with computational skills is growing in many corporations. Employment prospects for computational scientists can be estimated using the data contained in the *Monthly Labor Review* which is published by the U.S. Department of Labor Bureau of Labor Statistics (BLS). Overall employment categories in this journal describing occupations closest to computational scientist (separately) are “Computer and mathematical science occupations,” “Life scientists,” and “Physical scientists” The first category will include both traditional computer scientists and computational scientists, while the latter two categories will include computational scientists and more traditional scientists who do not use computational analysis to the same extent as true computational scientists. The *Monthly Labor Review* for November of 2007 projects that between 2006 and 2016 employment for “Computer and mathematical science occupations” will grow the fastest among all professional and related occupation with an expected increase of 24.8%. The same publication projects that employment for “Life scientists” will grow by 12.8% and employment for “Physical scientists” will grow by 15.7%. New Jersey is home to a number of potential employers for computational science graduates. Many companies in the local area employ technical professionals who must be skilled in the software systems and techniques of computational science. The New Jersey employment projections for the three employment categories mentioned above are published by the New Jersey Department of Labor, Division of Labor Market and Demographic Research. These three occupations are also high growth occupations for the State of New Jersey.

PROGRAM ORGANIZATION
The Computational Science (MSCP) Program at Stockton is *both* an interdisciplinary five-year B.S./M.S. accelerated dual-degree program and a self-standing master’s degree program (see below). A student entering either program will acquire substantial experience in sophisticated computational software and programming tools that will allow the student to explore problems in the sciences whose intractability has placed them outside the scope of existing courses. Students will also develop skills in data analysis, presentation, and visualization, skills that will permit them to visualize results and compare them with actual laboratory measurements. The course work will be supplemented by special projects and/or internships with local industry to provide a capstone experience for our students and a smooth transition into either career in industry or research.
The accelerated dual degree program includes tracks in various science areas and mathematics. A student entering the program will acquire substantial knowledge in the sciences of his or her interest by taking courses offered in the School of Natural Sciences and Mathematics. The undergraduate component contains a strong balance of courses in science, mathematics, computer science and computational science with emphasis on research in the fourth year. All General Studies and At-Some-Distance Courses must be completed by the end of the fourth year. Year five of the program is designed to enhance the research experience by providing continuity with the undergraduate research project, as well as adding a new professional dimension to the student’s learning experience in computational science. The program is structured in such a way that students will have the option of leaving Stockton with a Baccalaureate Degree in CPLS at the end of the fourth year if they desire. Those who successfully complete the five-year program will receive a Master’s degree at the end of the fifth year in addition to the Bachelor’s degree.

The self-standing Master’s degree program consists of 36 credit hours (12 graduate courses) that can be completed in full-time or part-time study. Full-time study would typically require two years.

DUAL-DEGREE CURRICULUM

The First Four Years

I- Basic Core Requirements (35 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 2110</td>
<td>Introduction to Computational Science</td>
<td>4</td>
</tr>
<tr>
<td>CPLS 2120</td>
<td>Introduction to Computational Modeling</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2101</td>
<td>Programming and Problem Solving I</td>
<td>4</td>
</tr>
<tr>
<td>CSIS 2102</td>
<td>Programming and Problem Solving II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2215</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2216</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 2225</td>
<td>Discrete Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

II- Cognate and Track Requirements (29 to 32 credits)

These include seven science/math courses outside computational science with at least two at the junior level or above. These courses are selected after consultation with the CPLS advisor.

III- General Education Courses (48 credit hours)

Students are required to complete 48 credit hours in general education (see the General Studies requirements in the bulletin).

IV- Advanced Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 3410</td>
<td>Computational Nonlinear Systems</td>
<td>4</td>
</tr>
<tr>
<td>MATH 4461</td>
<td>Numerical Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>CPLS 4800/4900</td>
<td>Research Project/Internship (fall semester)</td>
<td>0-1</td>
</tr>
<tr>
<td>CPLS 5800/5900</td>
<td>Research Project/Internship (spring semester)</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5010</td>
<td>Advanced Computational Linear Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
The B.S. in Computational Science is awarded upon the completion of the fourth year of the program. Qualified students in the dual-degree program advance to the fifth year of the program.

**The Fifth Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 5200</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5210</td>
<td>Numerical Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5440</td>
<td>Applications of Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5400</td>
<td>Advanced Computational Modeling</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5800/5900</td>
<td>Research Project/Internship</td>
<td>6</td>
</tr>
<tr>
<td>CPLS/MATH 2</td>
<td>Graduate Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Graduate Electives include, for example:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLS 5410</td>
<td>Computational Modeling for Continuous Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5420</td>
<td>Computational Modeling for Discrete Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5430</td>
<td>Computer Science for Modeling and Simulation</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5600</td>
<td>The Finite Element Method</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5300</td>
<td>Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CPLS 5xxx</td>
<td>Environmental Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELIGIBLE STUDENTS FOR THE DUAL DEGREE PROGRAM**

Students admitted to Stockton can elect an undergraduate major in Computational Science as they would any other undergraduate major at the college. Two types of students, however, may apply for admission to the accelerated dual degree program:

1. **Freshmen**: High School seniors who are in the top 20% of their high school class and have overall SAT scores of 1100 with a minimum of 600 in math will be considered for early, conditional admission into the dual-degree program. They will be issued letters of acceptance to The Richard Stockton College of New Jersey as undergraduate students and be given conditional admission to the dual-degree program. Students in the B.S./M.S. dual-degree program must maintain a cumulative GPA of 3.0 with at least a B+ average in science, mathematics, computational science and computer science courses. Students’ academic records will be reviewed at the end of the second year and every year thereafter to check their eligibility to continue in the dual-degree program. The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the Bachelor’s degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.

2. **Stockton students in other programs and transfer students**: Applications of Stockton students who wish to change their major to CPLS and transfer students who wish to join the CPLS program will be screened according to the above GPA criteria. Those who meet the eligibility requirements will be admitted and integrated into the dual-degree program according to their level of academic preparation.
MAINTENANCE OF ACADEMIC ELIGIBILITY OF STUDENTS IN THE DUAL-DEGREE PROGRAM

Students’ academic records will be reviewed to check their eligibility to continue in the dual degree program. In the spring semester of their junior year, each conditionally-admitted dual-degree student must take the Graduate Record Exam (GRE) and have their scores sent to Stockton (code 2889). Students must also complete the essay portion of the Stockton graduate degree application at the end of the spring semester and submit it to the Office of Admissions. Upon receipt of the GRE scores, the essay and the student’s academic record at Stockton (including the completion of General Studies and At-Some-Distance courses), the CPLS Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program will continue. The results of their decisions will be communicated to the student in writing (by the Dean of the School of Graduate and Continuing Studies).

COMPUTATIONAL SCIENCE MASTER’S DEGREE PROGRAM

ADMISSION REQUIREMENTS

The following are admissions requirements for the MSCP program:

- Completed application for graduate admission
- A baccalaureate degree from a regionally-accredited institution (official transcripts from all colleges attended are required)
- Completion of prerequisites: (1) multivariable calculus and advanced (Junior or Senior) numerical methods course, or equivalent professional experience; (2) three to four undergraduate courses in a science or engineering discipline with at least one course at the advanced level; (3) one course in a programming language or equivalent working experience; (4) some experience with computational science is required.
- Three letters of recommendation, preferably at least one from a faculty member
- Completion of the Graduate Records Exam (GRE) with scores sent directly to Stockton
- Undergraduate cumulative GPA of 3.0 and an average GPA of 3.2 or better derived from all science and mathematics courses
- The TOEFL Exam is required of students for whom English is the second language.

Acceptance into the MSCP program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed. Specific minimum requirements may be waived at the discretion of the MSCP Admissions Committee.

MASTER’S DEGREE CURRICULUM

The self-standing Master’s degree program consists of 36 credit hours (12 graduate courses) that can be completed in full-time or part-time study. Full-time study would typically require two years. Master’s degree students are bound by the academic progress requirements of the College’s graduate school, covered earlier in this Graduate Bulletin. All courses are for 3 graduate credits.
Six Core Courses:
CPLS 5100 Introduction to Modeling and Simulation
CPLS 5200 Scientific Visualization
CPLS 5410 Computational Modeling for Continuous Systems
CPLS 5420 Discrete Event Simulation and Agent Based Models
CPLS 5430 Computer Science for Modeling and Simulation
CPLS 5440 Parallel Computing

Two Required Research Courses:
CPLS 5800/5900 Research Project/Internship

Four Additional graduate courses approved by the CPLS program

TRANSFER CREDIT
Provided that the courses sufficiently match corresponding Stockton courses, the College will accept up to nine credits of appropriate, relevant graduate credit from other regionally-accredited colleges and universities. Graduate credit will only be accepted upon application to Stockton. Once students have matriculated at the College, students will be required to finish the remainder of their course work at Stockton.

8 Core Courses:
CPLS 5110 Computational Linear Systems 3
CPLS 5200 Scientific Visualization 3
CPLS 5210 Numerical Analysis II 3
CPLS 5400 Advanced Computational Modeling 3
CPLS 5440 Applications to Parallel Computing 3
MATH 5451 Probability and Statistics 3
or CSIS 5xxx Data Structures 3
CPLS 5800/5900 Research Project/Internship (two semesters) 6

4 Electives from courses such as:
CPLS 5600 Finite Element Method 3
MATH 5xxx Partial Differential Equations 3
MATH 5451 Probability and Statistics 3
MATH 5471 Computer Algorithms 3
MATH 5472 Theory of Computation 3
CSIS 5xxx Advanced Data Structures 3
CSIS 5135 Web Service Engineering 3
CSIS 5244 Programming Language Concepts 3
CSIS 5466 Computer Graphics 3
INFORMATION ABOUT THE PROGRAMS
Director, Master of Science in Computational Science Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone (609) 652-4546
E-mail: MSCP@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 626-3640
E-mail:gradschool@stockton.edu

For additional, current information, visit the MSCP Web site.

For current, detailed course descriptions, go to the Online Catalog.
INTRODUCTION
The Master of Science in Nursing program is designed for the baccalaureate-prepared registered nurse (R.N.) who wishes to pursue a graduate degree with specialty certification as an adult or family nurse practitioner.

The program focuses on the acquisition of knowledge and skills that enable the nurse practitioner to assess, diagnose and treat health problems of the client. Health promotion and disease prevention are also emphasized.

The program encourages self-directed learning and critical thinking. It ensures the graduate student will develop the skills necessary to function as an advanced-practice nurse.

PURPOSES OF THE PROGRAM
1. Prepare advanced-practice nurses qualified to sit for national certification.
2. Advance the educational level of nurses to effect improvement in the health care of clients.
3. Encourage continued personal and professional growth.
4. Provide a foundation for continued graduate study.
OBJECTIVES

Stockton’s objectives are in accordance with those of the Commission on Collegiate Nursing Education (CNNE) in that the graduate program is designed to produce an advanced nurse practitioner who is able to:

1. Utilize theory and systems-based nursing models when making decisions about professional nursing practice.
2. Synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and advanced nursing practice.
3. Assess health status and health potential of the adult client, manage specific common deviations from wellness and stabilized long-term illness.
4. Accept individual responsibility and accountability in defining advanced nursing practice.
5. Apply nursing research to advanced nursing practice.
6. Utilize leadership skills through interaction with consumers and providers in meeting health needs and advanced nursing goals.
7. Collaborate on the interdisciplinary health team to identify and effect needed change to improve delivery within specific health care systems.

PROGRAM ORGANIZATION

The graduate curriculum builds on the undergraduate program and utilizes the philosophy, purposes and objectives of the program. The Roy Adaptation Model serves as the conceptual framework of the program.

The Adult Nurse Practitioner track consists of 42 credits. The program may be completed in four semesters of full-time study. A total of 500 clinic hours must be completed with the didactic portion of the curriculum. The Family Nurse Practitioner Track consists of an additional 10 credits including 200 clinical hours to be completed in the summer between Adult Nursing I and Adult Nursing II. A post-master’s fast track option is also available.

COURSE SCHEDULE*

First Semester
NURS 5331 Nursing Theory 3 credits
NURS 5333 Advanced Health Assessment 3 credits
NURS 5421 Advanced Pathophysiology I 3 credits

Second Semester
NURS 5422 Adult Nursing I 3 credits
NURS 5922 Practicum I (168 hours clinical) 4 credits
NURS 5332 Pharmacology 3 credits
NURS 5431 Advanced Pathophysiology II 3 credits

Summer Semester
NURS 5541 Assessment and Care of the Family with Young Children 5 credits
NURS 5941 Pediatric Practicum (200 clinical hours) 5 credits
**Third Semester**
NURS 5423 Adult Nursing II 3 credits
NURS 5923 Practicum II (168 hours clinical) 4 credits
NURS 5334 Research Methods 3 credits

**Fourth Semester**
NURS 5424 Adult Nursing III 3 credits
NURS 5924 Practicum III (168 hours clinical) 4 credits
NURS 5335 Professional Role Development 3 credits

* The above schedule reflects a full-time load. Students have the option of attending on a part-time basis.

**ADMISSION TO THE PROGRAM**
Admission is open to R.N.s with a baccalaureate degree in nursing. Prospective applicants must meet the following criteria; however, meeting the minimum criteria does not guarantee admission:

1. A baccalaureate degree in nursing from an NLN- or CCNE-accredited school.
2. Grade point average of 3.0 (on a scale of 4.0) with a B average in all nursing courses.
3. Eligibility for licensure to practice as a professional nurse in New Jersey.
4. Two recommendations, one academic and one professional. Forms are provided.
5. Professional liability insurance.
6. Completion of a short essay (subject to be specified by the Nursing Program).
8. Completion of a criminal background check.

**Prerequisites:**
Undergraduate courses in: Health Assessment, Nursing Research

Prospective students who have not completed these undergraduate courses may take them at Stockton. They must be completed before matriculation into the graduate program.

Students may transfer a maximum of nine credits from another graduate nursing program if they have achieved a B or better in the course. Students may be asked to submit a course syllabus for review before final approval of the transfer credit is given. Clinical courses are exempt from transfer.

**NON-DEGREE OPTION**
Students who desire graduate education but do not necessarily intend to earn a graduate degree may attempt two courses (6 credits) as non-degree (nonmatriculated) students. An application for nonmatriculated status is required, and registration for classes is on a space-available basis. Nonmatriculated students must complete the undergraduate course prerequisites before taking graduate program classes.
**GRADUATION REQUIREMENTS**
Students must complete all nursing and clinical requirements. Students must maintain a 3.0 GPA and receive Cs in no more than two courses.

**SPECIAL OPPORTUNITIES**

**Fast Track**
Registered nurses seeking an M.S.N. and M.S.N.s seeking certification as Adult or Family Nurse Practitioners may apply for admission to the program under a fast track option. Option A is for registered nurses with a baccalaureate degree and specialty certification in either Women’s Health, Nurse Midwives or as Nurse Anesthetists. These applicants are exempt from the clinical courses. Students entering under Option A will receive an M.S.N. upon successful completion of the program. Option B is for nurses who have an M.S.N. in a field other than Adult Health and would like to complete the clinical requirements for certification as an Adult or Family Nurse Practitioner. Applicants with an M.S.N. in other areas, for example, education or administration, will be evaluated individually and may be required to take courses other than those in the clinical area.

**POST-MASTERS: FAMILY NURSE PRACTITIONER**
The graduate nursing program offers courses leading to certification as a Family Nurse Practitioner. The program is designed for Adult Nurse Practitioners who would like to take the additional credits needed for national certification. One five-credit didactic course and one five-credit clinical course are required. A total of 200 clinical hours must be completed to meet eligibility standards. Course offerings are dependent on sufficient student demand.

**ACCREDITATION**
The Nursing Program is approved by the New Jersey Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CNNE).

**INFORMATION ABOUT THE PROGRAM**
Director, Master of Science in Nursing Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
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Dean of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone (609) 626-3640
E-mail graduate.admissions@stockton.edu

For additional, current information, visit the **MSN Program Web site**

For current, detailed course descriptions, go to the **Online Catalog**.
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

IN THE SCHOOL OF HEALTH SCIENCES

THE FACULTY

Kimberly Furphy
DHSc. (University of St. Augustine for the Health Sciences), Associate Professor of Occupational Therapy, O.T.R., A.T.P.: assistive technology, geriatric rehabilitation, spinal cord and brain injury rehabilitation.

Mary Kientz
M.S. (University of Kansas), Assistant Professor of Occupational Therapy, OTR: developmental disabilities with focus on autism spectrum disorders, positive behavioral supports, community based interventions, evidence based practice.

Kathleen Klein
M.S. (Thomas Jefferson University), Assistant Professor of Occupational Therapy, O.T.R., B.C.P.: social skill development in children diagnosed with autism spectrum disorders, children and family issues, pediatric occupational therapy service provision, neuroscience, technology in education, scholarship of teaching, assessment of learning outcomes.

Camille Sauerwald
Ed.M. (Temple University), Academic Fieldwork Coordinator, OTR: school based practice, adult learning and development.

Victoria Schindler
Ph.D. (New York University), Associate Professor of Occupational Therapy, O.T.R., BCMH, F.A.O.T.A.: mental health, theory, research.

Suryakumar (“Surya”) Shah
D.O.T. (KEM Hospital in India); Ph.D. (University of Teesside in England), Associate Professor of Occupational Therapy: geriatric occupational therapy intervention, rehabilitation and research.

INTRODUCTION

Occupational Therapy is a health care profession designed to help individuals of all ages engage in purposeful and meaningful life activities (called occupations) that support the individual's participation in work, home and community environments. Occupational therapists provide client-centered, occupation-based services consisting of purposeful activity (occupations) to achieve functional outcomes that promote health, prevent injury or disability, and develop, improve, sustain or restore the highest possible level of independence.
Role of the Occupational Therapist
Occupational Therapy services include:
• evaluation and provision of intervention services in consultation with the individual, family or other appropriate persons;
• interventions directed toward developing, improving, sustaining or restoring daily living skills including work, play/leisure and self-care skills;
• developing, improving, sustaining or restoring sensory-motor, perceptual or neuromuscular functioning; emotional, motivational, cognitive or psychosocial components of performance;
• education of the individual and family in carrying out interventions.

Occupational therapists are also involved in education, research, consultation, administration, managed care and health care planning.

Work Settings for Occupational Therapists
Occupational therapists may choose to work in a variety of settings including acute care and rehabilitation hospitals, mental health facilities, managed care environments, home health agencies, nursing homes, public and private schools, industry, community programs, correctional facilities and private practice.

Becoming an Occupational Therapist
1. A person must graduate from an occupational therapy program accredited by the Accreditation Council for Occupational Therapy Education.
2. Each graduate must pass the national certification examination administered by the National Board for Certification in Occupational Therapy.
3. In states that have licensure, therapists must obtain state licensure in order to practice.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

PROGRAM ORGANIZATION
The Master of Science in Occupational Therapy is a two and one-half year entry-level professional program. It includes four semesters of course work, one short summer session and two three-month Level II fieldwork rotations that must be completed within 24 months following completion of academic work.

ACCREDITATION
The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s telephone number is 301-652-2682. Students graduating from the MSOT program are eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).* After successful completion of this exam, the individual will be an occupational therapist.
* A felony conviction may affect a graduate’s ability to sit for the NBCOT exam or attain state licensure.
ADMISSION REQUIREMENTS
Prospective students should request admission to the program through the School of Graduate and Continuing Studies. Each year the MSOT program admits a limited number of qualified students. Students must complete all program prerequisites and have a baccalaureate degree. Stockton and transfer students may complete undergraduate preparation at The Richard Stockton College of New Jersey. Conditional acceptance into the program may be granted pending successful completion of admission requirements prior to the start of the fall semester. The Admissions Committee of the Occupational Therapy program requires the following:

- Completion of a baccalaureate degree
- Demonstration of academic preparedness with a cumulative GPA of 3.0 or better on a 4.0 scale
- Completion of all prerequisite courses with a grade of B or better
- A typed essay that demonstrates written communication skills and addresses the statement on the Graduate Application Essay Form
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL)
- Documentation of 60 hours of work, volunteer work or community service in a variety of occupational therapy settings with clients of different ages and diagnoses.
- Three letters of recommendation (including quantitative form and narrative) from professionals who have first-hand knowledge of your academic potential
- Completion of a CPR course
- Additional paperwork will be required of international students. Forms can be obtained from the School of Graduate and Continuing Studies.
- Priority will be given to Stockton graduates and applicants from the state of New Jersey
- A personal interview will be conducted for the most qualified candidates.

Students may apply to the program while in the final semesters of completing these prerequisites.

PREREQUISITE COURSES
Prerequisite courses include:

- Human Anatomy with a lab (1 semester)
- Physiology/Physiological Psychology (1 semester)
- General Psychology
- Abnormal Psychology
- Human Development/Developmental Psychology/Lifespan Development
- Anthropology/Sociology
- Research/Statistics/Biometrics
- Completion of a CPR course

It is also expected that all applicants will be proficient in computer applications and the use of e-mail. Regular access to a Stockton e-mail account is required.
Graduate applications are submitted to the School of Graduate and Continuing Studies. The most qualified applicants will be invited for a personal interview. Qualified applicants not admitted will have their names placed on a waiting list. Applicants on the waiting list who are not admitted into the program may reapply for admission for the next enrollment period on a competitive basis with all other applicants.

To be considered a matriculated student, the applicant must have completed the application process and have the program’s recommendation. The applicant must then have formal acceptance from the School of Graduate and Continuing Studies to work toward a degree and must have submitted a deposit.

**PHILOSOPHY OF THE OCCUPATIONAL THERAPY PROGRAM**

The philosophy of the Occupational Therapy Program at the Richard Stockton College of New Jersey is based on the philosophy of the profession as well as an articulated approach to human beings and how they learn based on the philosophy of occupational therapy education (2007).

The Occupational Therapy Program at the Richard Stockton College of New Jersey is based on the philosophy of the profession that describes occupation as the uniquely personal and meaningful activities that provide individuals with a sense of personal identity and support participation in a variety of contexts/environments. Occupation is expressed uniquely in individuals across the lifespan, along a developmental continuum, and within varied contexts. Occupational therapy is a profession that understands the primary importance of occupation in allowing individuals to be productive, satisfied, and contributing members of society. When individuals are prevented from participating in occupations due to biological, psychological, societal, and other environmental factors, dysfunction may occur. Occupation is utilized by the occupational therapist for both intrinsic and therapeutic purposes. Occupational therapists’ understanding of the restorative, normalizing, and life-enhancing role of occupation enables individuals to engage in occupation to support participation in context(s) (AOTA, 2002).

The Occupational Therapy Program at the Richard Stockton College of New Jersey’s philosophy is based on the belief that human beings learn and acquire knowledge as unique individuals who engage in the educational process through personally held values, interests, and beliefs as well as individual drives to participate in desired occupations. Learning occurs in a variety of contexts/environments and requires the integration of cognitive, motor, perceptual, social, and sensory skills so individuals are prepared to apply knowledge in the dynamic environments of a diverse and multicultural society.

Learning involves full engagement of individuals in the educational process through a self-directed and dedicated quest for knowledge and understanding. The Program recognizes the diverse needs of students and faculty in the learning process and utilizes various pedagogical methodologies to develop problem-solving, resourcefulness, scholarship, creativity, and intellectual achievement. Learning is understood to occur in a sequential and developmental progression and is best integrated and retained when learning builds upon existing knowledge and is synthesized further through active engagement in meaningful case-based, client-centered, problem-solving activities that promote competence in professional knowledge and skills.
The process of learning is conceptualized in the curriculum as a sequential and developmental progression. This incorporates learning about human occupation and development across the lifespan within contexts following a developmental curriculum (refer to curriculum model diagram). Students learn foundational concepts and continue to build upon this knowledge to develop more advanced and complex skills.

Students bring prior learning and life experiences to the occupational therapy program. Within the occupational therapy program, learning occurs through a spiraling curriculum of knowledge construction and reconstruction. Students develop competency to apply and utilize occupation as a primary method of evaluation, intervention, and health promotion through clinical reasoning, evidence-based practice, advanced problem-solving, critical thinking skills, integration of knowledge, and entry-level application of learning to practice. Students emerge with integrated knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services and understand the need to engage in lifelong learning.

EDUCATIONAL GOALS OF THE PROGRAM

Curriculum Design
The curriculum design consists of six threads and six levels. In each of these threads students learn and apply concepts advancing through levels of advanced complexity and problem-solving until reaching the skill and knowledge level required of an entry-level occupational therapist. Skills that promote lifelong learning and scholarly pursuits are incorporated throughout the curriculum in a developmental and spiraling sequence (see model).

Threads in the Curriculum
- Foundational Knowledge
- Practice Skills
- Research
- OT Evaluation Across the Lifespan
- OT Intervention Across the Lifespan
- Professional Skills

Levels of the curriculum
1. Entrance with undergraduate knowledge and life experiences
2. Understanding the foundational knowledge of occupational therapy
3. Competency in clinical reasoning, evidence-based practice, and research.
4. Advanced problem-solving and critical thinking skills
5. Integration of knowledge and entry-level application to practice
6. Application of knowledge and skills to provide client-centered, occupation-based, holistic occupational therapy services.
Student Learning Outcomes
Students graduating from the Richard Stockton College of New Jersey's Master of Science in Occupational Therapy Program will possess expected professional behaviors of an entry-level occupational therapist as demonstrated by the following learning outcomes:

- Demonstration of professional skills based on an understanding of the profession’s ethics, practice framework, safety regulations, and standards of practice. 1,6
- Effective articulation and utilization of occupation with individuals across the lifespan.2,4,5
- Understanding of occupational therapy’s history, philosophy, theoretical base, models of practice and frames of reference.1
- The ability to evaluate a client’s occupationally relevant strengths and needs in areas of occupation, performance skills, performance patterns, contexts, activity demands and client factors to allow engagement in occupation to support participation in contexts. 4
- The provision of interventions that are occupationally-based, evidence-based and client-centered. 2,5
- Utilization of clinical reasoning that demonstrates problem solving, critical thinking, ethical reasoning, integration of knowledge, self-initiative and independent thought. 3,4,5
- Understanding of the changing health care environment with a commitment to lifelong learning that will allow the provision of therapeutic and humanistic care to promote health and well-being as evidenced in the ability to organize and manage OT services. 3,6
- Utilization of effective verbal, nonverbal, and written communication skills.2,3,4,5
- Utilization of appropriate professional and interpersonal skills to establish and maintain effective relationships with clients, caregivers, and colleagues. 4,5,6
- Utilization of knowledge pertaining to cultural, political, and economic differences when working as a member of an interdisciplinary team, in the role of supervisor, and in the client-therapist relationship. 6
- Demonstration of entry-level research and presentation skills. 3
- Competent use of technology for gathering and processing information.1,3,4,5
- Graduates attain successful job placement and employment as an entry-level occupational therapist. 6
- Students report satisfaction with the educational experience gained at Stockton. 6

CONTINUATION IN THE PROGRAM
To remain in the program, students are expected to maintain a cumulative GPA of 3.0 or better. Students whose GPA falls below 3.0 will be placed on academic probation. The student will be granted no more than one probationary semester. Pass/No Credit grades are only applied to Level II fieldwork.

The OCTH program will assign a student to Fieldwork Level I if the student complies with all requirements established by the program and the training agency. Successful completion of Level I is required for continuation and for placement in Fieldwork Level II.

Students who have completed all academic course work and who have program recommendation may be placed in Fieldwork Level II. Successful completion of this fieldwork experience is a requirement for graduation.
The OCTH program is a sequentially-designed program; courses are offered once a year and must be taken in sequence. Students who must withdraw from a course or the program due to personal, family or social emergencies will likely have to wait until the following year when the course is next offered. Students in good standing at the time of withdrawal will have a space reserved for continuation.

**GRADUATION FROM THE PROGRAM**
Students must maintain a GPA of 3.0 or better, pass Fieldwork Level I and II with acceptable competencies and demonstrate professional development. Students in their last term of enrollment must submit an Application for Graduation to the Office of the Registrar for review and certification.

**OCCUPATIONAL THERAPY CURRICULUM**

**1st Year Fall**
- OCTH 5100 Science of Occupation 4
- OCTH 5110 Foundations of Motor Performance 4
- OCTH 5120 Clinical Conditions: Physical 4
- OCTH 5121 Clinical Conditions: Psychosocial 4
- OCTH 5130 Occupational Therapy Practice Skills I 2

**1st Year Spring**
- OCTH 5140 Evaluation of Occupational Performance in Pediatrics 4
- OCTH 5141 Pediatric Occupational Therapy Intervention 4
- OCTH 5150 Occupational Therapy in Mental Health 4
- OCTH 5160 Research Methodologies 4
- OCTH 5131 Occupational Therapy Practice Skills II 2

**1st Year Summer**
- OCTH 5170 Advanced Adaptation and Assistive Technology 2

**2nd Year Fall**
- OCTH 6100 Evaluation of Occupational Performance in Adults 4
- OCTH 6110 Adult Occupational Therapy Intervention 4
- OCTH 6120 Clinical Neuroscience 4
- OCTH 6160 Research Seminar 4
- OCTH 6130 Occupational Therapy Practice Skills III 2

**2nd Year Spring**
- OCTH 6140 Evaluation of Occupational Performance in Geriatrics 4
- OCTH 6141 Geriatric Occupational Therapy Intervention 4
- OCTH 6161 Research Synthesis Project 4
- OCTH 6131 Occupational Therapy Practice Skills, IV 2
- OCTH 6170 Professional Issues 4
Fieldwork
OCTH 6910   Fieldwork Level II (May - Aug)   3
            Fieldwork Level II (Sept - Dec)   3
Program Total   80

INFORMATION ABOUT THE PROGRAM
Director, Master of Science in Occupational Therapy Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4687
MSOT@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For further information about the MSOT program, visit the MSOT Web site. Applications are available on the Web site.

For current, detailed course descriptions, go to the Online Catalog.
MASTER OF SOCIAL WORK (MSW)

IN THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

THE FACULTY

Robert J. Barney
Ph.D. (University of Louisville), MSW (University of Kentucky); Assistant Professor of Social Work: international social work, family and community development, cultural diversity in HIV/AIDS support, research practice.

William D. Cabin
Ph.D. (Hunter College), JD (New York University), MSW (University of Michigan), LSW; Assistant Professor of Social Work: non-profit and government management, hospice and home care, program and policy evaluation and auditing in programs dealing with child welfare, home care and hospice, formerly-incarcerated persons, and Medicaid nursing homes.

Merydawilda Colón
Ph.D. (The City University of New York), MSW (Rutgers University), LSW, Associate Professor of Social Work: social work practice, hospice (grief, death and dying), acculturation and attitudes of Latinos towards hospice, Latinos and community outreach, social work with oppressed groups.

Lisa E. Cox
Ph.D. (Virginia Commonwealth University), MSW (Virginia Commonwealth University), LCSW, Associate Professor of Social Work: clinical social work practice, cultural neuroscience, health care, HIV/AIDS, gerontology, research methods, Tourette Syndrome.

Diane S. Falk
Ph.D. (Rutgers University), MSW (University of Pennsylvania), LCSW, Professor of Social Work: Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work.

Maya A. Gibbons
Ph.D. (University of Maryland), MSW (Washington University), Assistant Professor of Social Work: human behavior, research methods, social work practice, adolescent mental health, minority health, health disparities, cultural competence.

Sharon A. Smith
Ph.D. (University of Pennsylvania), MSW (University of Chicago), LSW, Associate Professor of Social Work: Social work practice, aging, grandparents raising grandchildren, middle-aged daughters as caregivers, end of life care decision making in multicultural families.

Mei-Kit (Maggie) Tang
Ph.D. (University of Alabama), MSW (University of Alabama), Assistant Professor of Social Work: cultural values, informal support, and caregiving outcomes among Chinese American caregivers, gerontology, family issues among ethnic and racial minority populations, end-of-life care.
INTRODUCTION
Stockton’s Master of Social Work (MSW) Program is designed to educate social workers who are prepared for advanced-level practice with diverse individuals, families, and communities. The MSW curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

Graduates from this program will be prepared to assume professional positions in social agencies, institutions, and human service organizations. With the value base, knowledge and skills they obtain through their studies, they will be prepared to work with diverse individuals, families, and communities in fields of social work practice such as aging, child welfare, families and children, healthcare, or behavioral healthcare. For those who choose to pursue an elective specialization in Leadership and Management, Stockton’s MSW program will prepare graduates for supervisory, entry-level management, and leadership positions.

ACCREDITATION
Stockton College’s accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 2002. The undergraduate Social Work Program was initially accredited by the Council on Social Work Education (CSWE) in 1976, retroactive to 1975. That accreditation was reaffirmed in 1981, 1988, 1995, and in 2003. The MSW Program is in candidacy for initial accreditation by the Council on Social Work Education. It has successfully completed its second commissioner visit and has been recommended for its second year of candidacy. The Program expects to be granted full accreditation no later than October 2012.

PROGRAM MISSION AND GOALS
The mission of Stockton’s MSW Program is to educate social workers who are prepared for advanced-level practice with diverse individuals, families, and communities. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.

The Program will establish and build upon a strong foundation of generalist social work practice values, knowledge, and skills. Students will be expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They will develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block people’s ability to meet their basic human needs. They will develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse populations. They will be expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in agency practice.
Continuing the central focus of the undergraduate program, the MSW Program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

**Foundation Goals and Objectives**

**GOAL 1.** To prepare graduates for advanced practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

**Objectives**—graduates will:

- **F1.1** Understand the effects of oppression based on personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status.
- **F1.2** Practice with an understanding of human rights, social justice, and respect for diversity.

**GOAL 2.** To provide comprehensive content about generalist social work practice.

**Objectives**—graduates will:

- **F2.1** Apply knowledge of the biological, psychological, environmental, and social variables that affect human development and behavior.
- **F2.2** Demonstrate an understanding of theories, including the generalist social work perspective, the ecosystems perspective, the strengths perspective, and empowerment practice as ways to conceptualize social work practice with diverse individuals, families, and communities.
- **F2.3** Use generalist social work skills, including problem identification, goal setting, data collection, contracting, implementation of plan, differential use of interventive roles, evaluation, and termination.

**GOAL 3.** To provide content about the social contexts of social work practice.

**Objectives**—graduates will:

- **F3.1** Understand the history of the social work profession and its current structures and issues in an era of globalization and information technology.
- **F3.2** Critically analyze and evaluate the impact of social policies on communities, client systems, workers, and agencies.
- **F3.3** Function within the structures of organizations and service delivery systems and, if necessary, identify and seek changes.

**GOAL 4.** To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.

**Objectives**—graduates will:

- **F4.1** Understand core social work values, identify ethical dilemmas, and use ethical guidelines and critical thinking skills to resolve them.
- **F4.2** Have a clear understanding of cultural competence standards.
- **F4.3** Identify barriers to ethical, culturally competent practice.
GOAL 5. To prepare graduates to be conscientious lifelong learners.

Objectives—graduates will:
F5.1 Demonstrate an understanding of the professional use of self, especially the importance of self-awareness.
F5.2 Carry out self-directed practice and use supervision and consultation appropriate to autonomous practice, grounded in the application of the NASW Code of Ethics.

GOAL 6. To prepare graduates who demonstrate the ability to think critically, write effectively, and use quantitative and qualitative research methods.

Graduates will:
F6.1 Evaluate, design, and conduct research studies.
F6.2 Write effectively in multiple formats used in social work practice.

GOAL 7. To provide service to the broader college community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program’s capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton College graduates are prepared to be citizens in a democratic, multicultural society.

Objective: Faculty of the Stockton Social Work Program will:
In every course, Stockton faculty members will model for their students their living of professional values, professional engagement, and community service.

Concentration Goals and Objectives
CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 1. (To prepare graduates for advanced practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.)

Building on foundational knowledge and skills, graduates will:
C1.1 Demonstrate advanced self-awareness and comfort about different customs and worldviews

C1.2 Engage in culturally competent practice with diverse individuals, families, and communities

- Apply knowledge of diverse help-seeking behaviors
- Apply understanding of language and communication needs of diverse individuals, families, and communities
- Use research methods and ethnographic interviewing techniques to understand the historical experiences and oppression of diverse individuals, families, and communities
- Develop and implement comprehensive assessments, identifying culturally normative behavior as distinguished from dysfunctional behavior
- Develop and implement culturally appropriate interventions for diverse individuals, families, and communities
• Identify appropriate community resources that are culturally relevant to the needs of diverse individuals, families, and communities

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 2. *(To provide comprehensive content about generalist social work practice.)*

Building on foundational knowledge and skills, graduates will:

C2.1 Engage in self-directed practice

• Apply specialized theoretical perspectives; knowledge of biological, psychological, environmental, and social variables; and advanced knowledge and skills creatively and with minimal direction in working with diverse individuals, families, and communities

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 3. *(To provide content about the social contexts of social work practice.)*

Building on foundational knowledge and skills, graduates will:

C3.1 Critically analyze, evaluate, and advocate for social policies that respect the cultural values, norms, and behaviors of diverse individuals, families, and communities.

C3.2 Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agencies.

C3.3 Advocate for, and work towards change in social policies, organizations, and service delivery systems when those systems fail adequately to address the needs and promote the well-being of diverse individuals, families, and communities.

C3.4 Advocate for policies and procedures that ensure diversity and inclusion in social service organizations

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 4. *(To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.)*

Building on foundational knowledge and skills, graduates will:

C4.1 Have an advanced-level understanding of codes of ethics that guide social work practice, including the *NASW Code of Ethics* (NASW, 1999) and the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work Statement of Principles* (IFSW/IASSW, 2004)

C4.2 Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions.

C4.3 Address barriers to ethical, culturally competent practice.

C4.4 Take leadership roles in promoting cultural competence within the social work profession and in human service policies, programs, and organizations

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 5. *(To prepare graduates to be conscientious lifelong learners.)*

Building on foundational knowledge and skills, graduates will:

C5.1 Use supervision and consultation appropriate to autonomous practice, grounded in the application of the *NASW Code of Ethics*
C5.2 Prepare for social work licensure and commit to maintaining currency and effectiveness through reading the professional literature, participating in continuing professional education, and pursuing advanced certification in specialty areas when appropriate.

CONCENTRATION OBJECTIVES FOR PROGRAM GOAL 6. (To prepare graduates who demonstrate the ability to think critically, write effectively, and use quantitative and qualitative research methods.)

Building on foundational knowledge and skills, graduates will:

C6.1 Using critical thinking, apply research methodologies to practice, policy, and service delivery issues, and evaluate practice interventions.

ADMISSION REQUIREMENTS
To be considered for admission to Stockton’s MSW Program, applicants must submit the following:

- Completed application. This includes brief essays in response to questions posed in the application;
- Baccalaureate degree (official transcripts from all colleges attended are required);
- Adequate foundation in the liberal arts (at least 24 credits, as demonstrated in the transcript);
- Completion of a statistics course;
- Three letters of recommendation from persons who are familiar with the applicant’s work (academic work, paid employment, or volunteer work in social welfare);
- Cumulative GPA of 3.0;
- An interview;
- A writing sample to be completed at the time of the interview;
- Facility in a second language will be considered a strength.
- Experience in the human services, paid or volunteer, will also be considered a strength.

All of the above factors will be carefully weighed in the admissions process. Applicants with the strongest overall record in the above areas will be offered admission. Once available slots are filled, qualified applicants who were not able to be offered admission will be placed on a waiting list for slots that might open up.

TRANSFER CREDIT
Students who have satisfactorily completed one full year of courses in another accredited MSW program will be eligible for admission into Stockton’s Advanced Standing program—once that program is established.

Students who have completed more than 9 graduate credits at another accredited MSW program but have not completed an entire year, as well as students who have completed a baccalaureate degree with a major in social work, will not have to repeat courses in which they have earned an A or A-. Instead they will be given an opportunity to demonstrate mastery of the course material by taking an examination. Students who pass an examination covering the material in a given course will not be required to complete that course at Stockton, but they will be able to substitute another graduate course covering different material (e.g., an elective) to earn the required credits.
CREDIT FOR LIFE EXPERIENCE
Stockton’s MSW program will not grant credit for life experience or previous work experience.

CURRICULUM PLAN AND GRADUATION REQUIREMENTS
In order to graduate, students must have completed a minimum of 60 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Stockton’s MSW Program consists of a foundation year and a concentration year. In the foundation MSW courses, students will learn about the value base of the social work profession and about ethical decision-making. Students will learn to understand the history of social welfare. They will develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Students will develop an understanding of research methodology and of how to apply research findings to their practice. They will develop an understanding of social work perspectives and theories, including ecological and systems theories, the person-in-environment perspective, the strengths perspective, and the empowerment approach. Students will learn to integrate classroom learning with field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the concentration year, students will take the advanced courses and electives. At this level, the expectation is that they will develop advanced competencies and more specialized knowledge, particularly in the area of the program’s concentration (working with diverse individuals, families, and communities) but also in elective areas. Students will explore many different approaches to developing cultural competence and will appreciate the challenge of understanding “the interlocking and complex nature of culture and personal identity,” and ensuring that “social services meet the needs of groups served and are culturally relevant.” (Council on Social Work Education, 2001). Through their actual field experiences and through case examples introduced in the classroom, students will be challenged to develop understanding of diverse individuals, families, and communities and use relevant theories and perspectives and creativity to develop effective, culturally competent interventions. Finally, they will be free to choose three elective courses, to pursue areas of specialized practice. Students may elect to combine their electives to earn a method specialization in leadership and management. If students desire to take electives outside the program, they must obtain prior approval from the Advisor/Preceptor.

Foundation Year (Year 1)
SOWK 5101 Human Behavior and the Social Environment I
SOWK 5102 Human Behavior and the Social Environment II
SOWK 5120 Social Organizations and Environments
SOWK 5130 Social Welfare Policy
SOWK 5140 Social Work Research
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice
SOWK 5601 Foundation Social Work Practice I
SOWK 5602 Foundation Social Work Practice II
SOWK 5901 Field I
SOWK 5902 Field II
Concentration Year (Year 2)
SOWK 5230 Advanced Social Welfare Policy
SOWK 5240 Advanced Social Work Research
SOWK 5250 Advanced Cultural Competence
SOWK 5603 Advanced Social Work Practice with Diverse Individuals, Families, and Communities
SOWK 5604 Integrative Seminar
SOWK 5903 Field III
SOWK 5904 Field IV

Elective Courses – students choose 3 courses
SOWK 5520 Spanish for Social Work
SOWK 5530 Child Welfare
SOWK 5540 Aging: Policy and Advanced Practice
SOWK 5561 Leading and Managing Human Service Organizations
SOWK 5562 Supervision and Consultation
SOWK 5563 Program Planning, Development, and Funding

GOOD ACADEMIC STANDING, PROBATION, AND DISMISSAL PROCEDURE
A student with a semester GPA below 3.0 or a cumulative GPA below 3.0 will be placed on academic probation and notified accordingly by the MSW Academic and Professional Standing Faculty Committee. A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a performance improvement plan upon receiving notification of probation status.

Students on Academic Probation in the MSW program must raise their cumulative GPA to a 3.00 by the time they have taken no more than 15 additional credit hours in order to regain good academic standing. “A student on probation who does not accomplish this is subject to dismissal from the graduate program and from the College.” Written notice of such dismissal will be provided to the student.

If there is a procedural error in terminating a student from the Graduate Social Work Program for academic reasons, the student may appeal in writing to the Dean of the School of Graduate and Continuing Studies with a copy to the Provost. The appeal must be accompanied by evidence in support of the appeal and must be submitted no later than two weeks following notice of academic termination from the Program.

SPECIAL OPPORTUNITIES
Leadership and Management Concentration
Students who complete SOWK 5561, SOWK 5562, and SOWK 5563 will have earned an Elective Specialization in Leadership and Management in addition to the Program’s Concentration in Working with Diverse Individuals, Families, and Communities.
INFORMATION ABOUT THE PROGRAM
Director, Master of Social Work Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
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Phone: (609) 626-3640
E-mail: graduate.admissions@stockton.edu

For additional, current information, visit the Web site.

For current, detailed course descriptions, go to the Online Catalog.
PROFESSIONAL SCIENCE MASTER’S IN ENVIRONMENTAL SCIENCE (PSM)

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

THE FACULTY

Tait Chirenje  
Ph.D. (University of Florida), Associate Professor, Environmental Studies: water quality issues in Southern New Jersey, including speciation and transport (and modeling) of heavy metals in aquatic systems, ecosystem processes related to metal and nutrient retention/accumulation in soils, ground water and soil remediation; use of Geographical Information Systems (GIS) in environmental problem solving.

Claude Epstein  
Ph.D. (Brown University), Professor, Environmental Studies: groundwater-surface water relationships, New Jersey groundwater resources, and stream channel adjustments to land use; hydrology and geomorphology.

Weihong Fan  
Ph.D. (Colorado State), Associate Professor, Environmental Studies: species diversity, systems ecology, landscape ecology and regional analysis using Geographical Information Systems (GIS); remote sensing and ecological modeling (carbon and nitrogen cycling); well water contamination.

Ekaterina Sedia  
Ph.D. (Rutgers, The State University), Associate Professor, Biology: the effect of global change in urban development affect organisms and plants, microbial composition, and soil properties; DNA fingerprinting of the microbial communities associated with different vegetation types; restoration of disturbed habitats, effects of light and salinity on the Atlantic White Cedar, and invasive species in southern NJ.

Sullivan, Mark  
Ph.D. (University of Miami), Assistant Professor, Marine Sciences: the ecology of early stage fishes in marine and estuarine ecosystems and the implications of climate change on recruitment of fish assemblages; fish nursery habitats and the impacts of mobile fishing gear disturbance, as well as patterns of American eel ingress in local estuaries.

ASSOCIATED FACULTY

Kristin Hallock-Waters  
Ph.D. (University of Maryland at College Park), Assistant Professor of Chemistry: environmental chemistry, photochemistry, spectroscopic methods for assessing trace pollutants, statistical analysis of long term pollution data.
Daniel Hernandez  
Ph.D. (Rutgers, The State University), Assistant Professor, Biology: conservation biology and ecology; behavioral ecology of diamondback terrapins (NJ, FL), horseshoe crabs (NJ), and shorebirds (NJ and Patagonia).

Patrick Hossay  
Ph.D. (The New School of Social Research), Associate Professor of Political Science: international development, environmental politics, resource sustainability, and racism and nationalism.

Russell Manson  
Ph.D. (University of Glasgow), Associate Professor of Computational Science: computer modeling of surface water flow.

Raymond Mueller  
Ph.D. (University of Kansas), Professor, Environmental Studies: soil science, geomorphology, and physical geography; geoarchaeology, the application of soil science and characteristics to environmental land use issues, and water quality issues related to the chemistry of storm water runoff retention basins.

Rodger Jackson  
Ph.D. (Michigan State University), Associate Professor of Philosophy: ethical theory, applied ethics, pragmatism, history of philosophy, environmental philosophy.

Maritza Jauregui  
Ph.D. (University of California at Irvine), Assistant Professor of Public Health: environmental health.

William Rosche  
Ph.D. (Texas A & M University), Assistant Professor of Biology: microbiology and genetics.

Whiton Paine  
Ph.D. (University of Maryland), Associate Professor of Business Studies: consumer behavior, market research, e-marketing, business and marketing ethics.

Louise S. Sowers  
Ph.D. (Drexel University), Associate Professor of Chemistry: chemical impact of energy systems on the environment, pollution analysis, trace metals.

Lynn Stiles  
Ph.D. (Cornell University) Professor of Physics: geothermal systems, energy management, optics, solar energy, lasers and holography, environmental physics.
INTRODUCTION
The Professional Science Master’s in Environmental Science (PSM) offers working professionals and qualified undergraduates an education that is multidisciplinary and applications-oriented, and that applies current technologies in the environmental sciences, focusing on their use in the business and regulatory world.

The PSM is built around a solid core of seven required technical and non-technical courses that provide common baseline knowledge for all students. This core is supplemented by a broad selection of electives tailored to an individual’s specialty area (e.g., “Monitoring Instrumentation,” “Surface Water Hydrology”). In combination, the core and associated electives form a curriculum that can easily adapt to the needs of individual students and to the region’s large-scale environmental trends. A capstone research project in collaboration with a faculty mentor and a professional in the corporate or government sector is required to encourage students to apply their course work and experience to case studies. The program is structured to be completed in as little as two years and emphasizes substantial flexibility in course scheduling (night classes, weekend and summer field work). Undergraduate students interested in a five-year BS/PSM accelerated dual degree option can pursue that option from their first semester at Stockton; transfer students may apply for the dual degree with their transfer application.

ADMISSION REQUIREMENTS
For persons who hold a baccalaureate degree, the following are the admissions requirements for the Professional Science Master’s degree (PSM) in Environmental Science:

- Complete application packet, including an essay explaining how the PSM degree in Environmental Science fits into his or her career goals;
- A baccalaureate degree from a regionally accredited institution with an environmentally-related major (e.g., Environmental Science, Marine Science, Earth Science, Chemistry, Biology or other related majors); transcripts for all colleges attended are required for acceptance into Stockton’s 4+1 Program;
- Three letters of recommendation from professional colleagues or college/university faculty;
- Completion of the Graduate Record Examination (GRE), the general test; students should have their scores sent directly to Stockton;
- Minimum college/university cumulative grade point average (GPA) of 3.0;
- An average GPA of 3.5 or better derived from all science and mathematics courses taken;
- The TOEFL examination is required of students for whom English is a second language;
- Specific minimum requirements may be waived at the discretion of the PSM Admissions Committee.

Acceptance into the PSM in Environmental Science program will be based on a review of the entire application packet. Admission to the program is competitive and acceptance is not guaranteed.
DEGREE REQUIREMENTS
The PSM in Environmental Science requires 36 credits for completion, including a capstone project. The curriculum consists of seven core course requirements and five electives. Core course requirements include five science courses, two professional courses and a capstone project. The entire core course sequence will be offered within a single year during the fall, spring and summer terms. The remainder of the curriculum consists of electives, at least five of which are offered over a two-year sequence.

Students must maintain a minimum GPA of 3.5 throughout the program. Each student is assigned an advisor with whom they must meet regularly to plan and evaluate progress in their studies.

**CORE COURSES (24 required credits)**

**Science courses**
- Ecosystem Ecology 3 credits
- Watershed Management 3 credits
- Environmental Quality 3 credits
- Applied GIS 3 credits
- Land Use Planning 3 credits

**Professional courses**
- Project Management 3 credits
- Professional Writing 3 credits
- Capstone Project 3 credits

**ELECTIVE COURSES (12 credits)**
- Environmental Modeling 3 credits
- Resource Sustainability 3 credits
- Restoration Ecology 3 credits
- Environmental Economics 3 credits
- Wetlands Ecology 3 credits
- Environmental Law/Regulation 3 credits
- Field Methods 3 credits
- Public Health 3 credits
- Surface Water Hydrology 3 credits
- Environmental Policy/Planning 3 credits
- Groundwater Hydrology 3 credits
- Environmental Philosophy 3 credits
- Soils, Sediments & Landforms 3 credits
- Water Quality 3 credits
- Environmental Pollution 3 credits
- Coastal Zone Management 3 credits
- Alternative Energy 3 credits
DUAL DEGREE (4 + 1) PROGRAM
The dual BS/PSM program is an intensive five-year curriculum that offers students the opportunity to earn both a bachelor’s and master’s degree in Environmental Science. Students take enough courses to meet all requirements for the undergraduate BS (Environmental Science) and then transition into the MS program in their senior year, the fourth year of study. This program is designed as a terminal degree for students who want to obtain advanced skills that will prepare them for the workplace. Students interested in research leading to a doctoral degree should consider more traditional programs and are advised to enroll in the BS in Environmental Science, and take basic and applied science courses that prepare them for a broad range of research opportunities typical of a conventional graduate program.

Stockton students may apply for early, conditional admission to the dual BS/PSM program as high school seniors and at the beginning of the second semester of their junior year.

Transfer students may apply alongside their application for admission to Stockton. Transfer students will be considered for admission on a case-by-case basis, depending on prerequisites met and the likelihood of completing upper level undergraduate ENVL courses by their senior year. Exceptional transfer students who do not have prerequisites may be admitted conditionally in consultation with their advisors. These students may require more time to meet the requirements of the BS/PSM. Only students with a minimum cumulative GPA of 3.5 will be considered.

MAINTENANCE OF ACADEMIC ELIGIBILITY
To remain academically eligible to continue in the program, BS/PSM students must maintain a cumulative GPA of 3.5 with at least a B+ average in science and mathematics courses. Students’ academic records will be reviewed at the end of the second year and every semester thereafter to check their eligibility to continue in the dual-degree program.

The conditional admission of those who do not meet the eligibility requirements will be suspended. They will be then eligible for the bachelor’s degree only. However, a student with a suspended conditional admission can request to be reinstated if he or she meets the eligibility requirements at or before the end of the third year of the program.

At the end of the junior year, each conditionally-admitted dual-degree student must take the Graduate Record Exam (GRE), and have the scores sent to The Richard Stockton College of New Jersey (code 2889). He or she must also complete the essay portion of the Stockton graduate degree application at the end of the fall semester and submit it to the Office of Enrollment Management.

Upon receipt of the GRE scores, the essay and the student’s academic record at Stockton, the PSM Admissions Committee will evaluate the student’s progress and verify that the early, conditional acceptance to the dual-degree program would continue. The results of their decisions will be communicated to the student in writing from the Dean of the School of Graduate and Continuing Studies.

CURRICULUM FOR DUAL DEGREE BS/PSM STUDENTS
Sample five-year BS/PSM curriculum:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>ENVL 2100/05</td>
<td>ENVL 2200/05</td>
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<tr>
<td></td>
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<td>GEOL 2200/05</td>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
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<tr>
<td>Sophomore</td>
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<td>CHEM 2120/25</td>
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<tr>
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<td>MATH 2215</td>
<td>ENVL 2400</td>
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<tr>
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<td></td>
<td>ENVL 4600</td>
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<tr>
<td>Junior</td>
<td>ENVL 3000+</td>
<td>ENVL 3000+</td>
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<td></td>
<td>ENVL 3000+</td>
<td>ENVL 3000+</td>
</tr>
<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
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<tr>
<td></td>
<td>G/ASD</td>
<td>G/ASD</td>
</tr>
<tr>
<td>4th Year</td>
<td>ENVL 4300/05</td>
<td>ENVL 4800</td>
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<tr>
<td></td>
<td>ENVL 5000+</td>
<td>ENVL 5000+</td>
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<tr>
<td></td>
<td>ENVL 5000+</td>
<td>ENVL 5000+</td>
</tr>
<tr>
<td>5th Year</td>
<td>Grad Capstone</td>
<td>Grad Elective</td>
</tr>
<tr>
<td></td>
<td>Grad Elective</td>
<td>Grad Elective</td>
</tr>
<tr>
<td></td>
<td>Grad Elective</td>
<td>Grad Elective</td>
</tr>
</tbody>
</table>

LIST OF ELECTIVES
The electives offered in this program are dynamic. New courses are developed while established courses are eliminated. This is dictated by the development of curriculum concentrations.

- Restoration Ecology
- Wetlands Ecology
- Field Methods
- Surface Water Hydrology
- Groundwater Hydrology
- Soil, Sediments & Landforms
- Water Quality
- Environmental Pollution
- Coastal Zone Management
- Land Use Planning
- Energy Planning
- Environmental Law / Regulation
- Environmental Modeling
- Remote Sensing
- Resource Sustainability
- Environmental Health
- Environmental/Economics
- Environmental/Business Ethics
- Environmental Philosophy
INFORMATION ABOUT THE PROGRAM
Director, Professional Science Master’s Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 652-4588
PSM@stockton.edu

The Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona NJ 08240-0195
Phone: (609) 626-3640
E-mail: gradschool@stockton.edu

For additional, current information, visit the PSM Web site.

For current, detailed course descriptions, go to the Online Catalog.
POST-BACCALAUREATE PROGRAMS

PREPARATION FOR THE HEALTH PROFESSIONS

IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

INTRODUCTION
Applications to professional schools have risen steadily in recent years, resulting in keen competition for available seats. In addition to hard work and thorough preparation in the sciences, prospective applicants must demonstrate a well rounded background with a variety of interests.

Stockton graduates have been accepted to some of the finest medical, dental, veterinary and other graduate professional schools in the country. The list of such schools includes Stanford, Georgetown, Case Western Reserve, Tufts, University of Pennsylvania, University of Chicago, New York University, and all of the schools within the University of Medicine and Dentistry of New Jersey. Stockton graduates have generally reported that the College prepared them well enough to compete with students from any college or university in the country.

The publication *Medical School Admission Requirements*, prepared by the Association of American Medical Colleges, indicates that the largest single percentage of applicants to medical schools have majored in biology, with the next most common major being chemistry. It is possible to major in music, history, philosophy or other disciplines and still gain admission to a professional school, provided that the student does well in all of his/her courses, plans ahead carefully and meets the specific science requirements of the chosen professional school.

Professional schools are concerned with the overall quality and scope of a student’s undergraduate work. Careful planning is the key. As soon as students identify an interest in a profession, they should consult the Health Professions Advisor and a current edition of a relevant publication such as *Medical School Admissions Requirements, Dental School Admissions Requirements* or *Veterinary Medical School Admissions Requirements*.

What follows in this guide applies to a wide range of students interested in a number of medically related fields. The student who is already set on being a physician, dentist or veterinarian may find it valuable to keep an open mind about other available options such as podiatry, pharmacy, physician assistant, optometry and biomedical graduate studies. Catalogs from appropriate graduate/professional schools should be consulted as early as possible. The Career Center can provide informative pamphlets and catalogs to assist students in narrowing their selection.
PREPARATION
Students are expected to have a solid foundation in biology, chemistry, physics and mathematics regardless of their choice of major, but there is more to the health professions than just science. The undergraduate years at Stockton provide an opportunity for the in-depth pursuit of non-science subjects of interest, and for developing a well-rounded liberal arts and sciences background. Some students (especially transfer students) may even wish to plan carefully a B.A. in Liberal Studies. This degree allows the students, working in close consultation with the College Health Professions Advisor and a Liberal Studies advisory committee, to develop an individually tailored interdisciplinary degree program that best prepares them for professional school. Students interested in this option should consult the appropriate section of the Bulletin and the Dean of General Studies for further information.

Since competition is intense, students must strive to excel in every area that professional schools consider in an application. Most professional schools provide information on average GPAs, entrance test scores, number of applicants applied/accepted and average student profiles. This information will vary somewhat among schools and professions but it can be used as a valuable guideline and career planner.

Several factors should be considered carefully when planning a pre-professional degree program of study.

1. Required and elective courses should start as soon as possible and completed on schedule. Many science courses are given in sequence and have prerequisites. By following a well-planned, step-wise course selection, all required subjects should be completed by spring of the junior year (the time when most students apply to professional schools).

Required courses vary among the professional schools but almost always include the following:

- Biology 1 year with lab
- General Chemistry 1 year with lab
- Organic Chemistry 1 year with lab
- Genetics 1 semester with lab
- Mathematics 1 year

(Calculus and/or statistics are required by many schools. It is highly recommended that all Math requirements be completed as soon as possible following admission to Stockton)

- Physics or Physics for Life Science 1 year with lab
- Biochemistry 1 semester (required by many medical and veterinary schools)
- English/Writing 1 year
In addition, the following courses are strongly recommended, as they are often required by professional schools:

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>1 semester with lab</td>
</tr>
<tr>
<td>Physiology</td>
<td>1 semester</td>
</tr>
<tr>
<td>Psychology or other social science</td>
<td>1-2 semesters</td>
</tr>
</tbody>
</table>

While the above courses will meet the requirements of most professional schools, it is always best to investigate thoroughly the specific institutions being considered.

Elective courses should be chosen from among the liberal arts. The entrance examinations (MCAT, DAT, GRE, etc…) rely heavily on writing and reading comprehension skills, and electives should be selected with this in mind. A wide variety of courses will also add to the broad background preferred by most professional schools.

2. Selecting a major is not critical for pre-professional students. For most health professions there is no specific need to major in a science. Students who are capable of superior work both in the sciences and the non-sciences stand the best chance for admission to all professional schools regardless of major.

3. Course loads should not be so heavy that performance and grades suffer. It is very difficult to raise a GPA that has suffered a disastrous semester. This is especially important in the first year of college life. Good study habits and time management are key to both undergraduate and graduate success and should begin immediately upon entering college. Science courses are particularly demanding and must be scheduled carefully to avoid an overwhelming workload. Students need to consult with their preceptors for optimal course selections.

4. Academic achievement is probably the biggest single predictor of performance in professional school. Therefore, schools consider college grades highly important in the selection process. In addition to the overall GPA, most professional schools also consider academic performance in the sciences. There is no minimum GPA for admittance although many schools will provide the average GPA of the incoming class. This average can be used as a gauge of the caliber of competition seeking entrance to individual colleges.

Withdrawals and incomplete grades should be avoided if at all possible. Unless there is a very good excuse (sickness, family problems, etc.), admissions committees tend to look unfavorably on transcripts with several of these grades. In addition, it is best to avoid pass/no credit grades, especially in the required sciences.
A poor academic record in the freshman year can be overcome with continued excellent improvement in the following years and will usually be considered by admissions committees. However even a strong finishing record will not always negate a poor start and the final GPA may not be competitive. The strong message here is to avoid being placed in this situation.

5. Experience and extracurricular activities may be deciding factors for admissions committees when selecting a new class. The professions are seeking well-rounded people who have looked into the details and workings of their chosen profession. Health-related jobs or volunteer experience can give a first-hand look at the nitty-gritty of a professional’s life. Outside interests are also important and will demonstrate that the student is not just “classroom smart.” Remember that interviewers are looking for motivation and commitment in an applicant, attributes that are not easy to fake.

Community service is an important aspect of all health professions. It should be no surprise that professional schools look for evidence of community service in a student’s file. Membership in the Society for Future Health Professionals is an excellent way to find information on various professions, professional schools and volunteer opportunities, as well as insight into professional life.

APPLICATION PROCESS
By the junior year, most of the required courses should have been completed or currently underway. Students may request an interview by the Stockton Health Professions Committee in the spring of their junior year or fall of their senior year. An admissions test score must be included with the request (MCAT, DAT, GRE, ETC.). A file will need to be prepared for this process and must be completed prior to the interview. The Health Professions Advisor will provide the necessary information for starting a file. The file will include three letters of recommendation, a personal statement, the academic record and admissions test scores. The granting of an interview and the writing of a letter of recommendation is entirely at the discretion of the Stockton Committee and is based on the quality of the student’s academic record, performance on the appropriate admissions exam and quality of the interview.

Professional schools depend upon letters of reference to gain information that is not found in the transcript or in the student’s application. They are particularly interested in receiving letters from faculty, including science faculty, who can comment about a student’s performance in the class, in the lab or in any research projects. These letters can provide useful information about the student’s motivation, dedication, integrity and leadership potential, as well as academic ability. Letters from health professionals commenting on a student’s work in a particular health field are also valuable to admissions committees. A recommendation letter from the Stockton Health Professions Committee is actually an endorsement of the candidate by the College and is a valuable addition to the application file.
ARTICULATION AGREEMENTS
Stockton has developed formal articulation agreements with a number of medical and other health professions schools. These agreements are designed to provide early admission decisions to outstanding students and in some cases to allow completion of a baccalaureate and professional degree in seven years. The following options are available:

1) Acceptance to medical/professional school during the senior year in high school (6- or 7-year program).
2) Acceptance to medical/professional school during the sophomore year at Stockton (7-year program).
3) Early acceptance to medical/dental school.
4) Traditional admission during the senior year at Stockton.

Each of these programs has specific requirements. Information on the articulation programs can be obtained from the College’s Health Professions Advisor.

Agreements are currently in place with the University of Medicine and Dentistry of New Jersey (UMDNJ) and its four schools: Robert Wood Johnson Medical School, New Jersey Medical School, School of Osteopathic Medicine and New Jersey Dental School. Other agreements are in place with the Temple University School of Podiatric Medicine, the New York College of Podiatric Medicine, the New York State College of Optometry and the Rutgers University Ernest Mario School of Pharmacy.

ADMISSIONS TESTS
There are several tests available for the various health professions and it is prudent to check each specific school for its requirements.

- The Medical College Admission Test (MCAT) is required by all medical schools. It is also required by the colleges of osteopathic medicine and podiatric medicine.
- The Dental Admission Test (DAT) is required by all dental schools.
- The Optometry Admission Test (OAT) is required for all optometry applicants.
- The Graduate Record Exam (GRE) or MCAT is required by most schools of veterinary medicine.
- The Veterinary College Admissions Test (VCAT) is no longer given.
- The GRE is sometimes required by podiatric colleges in lieu of the MCAT.
- The Pharmaceutical College Admissions Test (PCAT) is required by many pharmacy schools.
- In addition, the Test of English as a Foreign Language (TOEFL) may be required of some applicants.

Application packets are available for each exam by request. The address can be obtained from the Health Professions Advisor or from the Internet. Careful planning ahead of time is necessary to allow for thorough preparation. Additionally, preparation courses are available commercially and sometimes in the form of a local study group. Regardless of the study method pursued, students should take the exam only once, and when they are maximally prepared. While the tests may be taken more than once, all scores are reported. Admissions committees will note this and
may give the edge to an equally qualified candidate who took the exam only one time and did well. Students should not take an admissions test for practice!

**INFORMATION ON THE HEALTH PROFESSIONS**

Association of American Medical Colleges  
One Dupont Circle N.W., Suite 200  
Washington, DC 20036

American Association of Colleges of  
Osteopathic Medicine  
4720 Montgomery Lane, Suite 609  
Washington, DC 20114

American Association of Dental Schools  
1625 Massachusetts Avenue, N.W.  
Washington, DC 20036

Association of American Veterinary  
Medical Colleges  
Betz Publishing Company  
351 West Camden Street  
Baltimore, MD 21201

American Optometric Association  
243 Lindbergh Avenue  
St. Louis, MO 63141

American Association of Colleges of Podiatric  
Medicine and the American Podiatry  
Association  
20 Chevy Chase Circle, N.W.  
Washington, DC 20015

American Chiropractic Association  
1701 Clarendon Blvd.  
Arlington, VA 22209

American Association of Physician Assistants  
950 North Washington Street  
Alexandria, VA 22314

American Association of Colleges of Pharmacy  
1730 “M” Street, N.W.  
Washington, DC 20015
INFORMATION ABOUT THE PROGRAM
Health Professions Advisor
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240
Phone: (609) 652-4546

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240
Phone: (609) 626-2640
E-mail: gradschool@stockton.edu

For additional, current information, visit the Health Preparations Certificate Web site.

For current, detailed course descriptions, go to the Online Catalog.
STUDENT ASSISTANCE COORDINATOR CERTIFICATION PROGRAM

INTRODUCTION
A Student Assistance Coordinator, or SAC, is a professional who works in a school setting providing substance abuse prevention, assessment and referral services for students (and occasionally for staff). This person also coordinates and is the point person for the Student Assistance Team, and interfaces with the courts, the state, and outside agencies in cases where referrals are made or outside involvement is indicated. The SAC may also provide counseling services if her or his advanced degree is in a counseling field (school social worker, school psychologist, etc).

ADMISSION TO THE PROGRAM
To be eligible for admission to the Student Assistance Coordinator (SAC) program, applicants must have an earned undergraduate (baccalaureate) degree from an accredited college or university with a minimum cumulative GPA of 3.0 or greater. Acceptance decisions are based on an evaluation of all materials in the admission file, including an applicant’s Grade Point Average, completion of an essay, employment experience, letters of recommendation, and a personal interview. Students in the program are admitted in a “cohort” or group, meaning that students will take all classes together and proceed through the program in sequence.

Applications for admission are available from:
Dean of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 626-2640
E-mail: gradschool@stockton.edu

ABOUT THE PROGRAM
The courses are taught in an executive graduate format of five intensive Saturday classroom-based sessions combined with five weeks of online course work. The online portion of the courses are taught asynchronously, which means that course participants can log into the course at their convenience and post responses to the instructor’s and other students’ questions and comments, download and upload work, and link to resources.

The Saturday sessions are six contact hours each and the online course requirement is approximately three hours per week.
COMPLETION REQUIREMENTS

To earn a post-baccalaureate Student Assistance Coordinator Certification, students must complete 21 hours of graduate credit, including a practicum.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSYC 5181</td>
<td>Fundamental of Substance Abuse</td>
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<tr>
<td>PSYC 5182</td>
<td>Advanced Fundamentals of Substance Abuse</td>
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<tr>
<td>PSYC 5183</td>
<td>Substance Abuse: Individual and Family Counseling*</td>
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<tr>
<td>PSYC 5184</td>
<td>Substance Abuse Counseling &amp; Referral in a School Setting</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5185</td>
<td>Supervising Chemical Dependency Professionals**</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5186</td>
<td>Prevention Planning, Coordination and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5187</td>
<td>Community Organization &amp; Public Policy for Substance</td>
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<td></td>
<td>Abuse Prevention</td>
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<tr>
<td>PSYC 5188</td>
<td>Substance Abuse: Professional Responsibilities</td>
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<tr>
<td>EDUC 5989</td>
<td>Practicum in Substance Abuse Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

total credits 21

* (or PSYC 5185)
** (or PSYC 5183)

Interchangeable electives depending on student’s prior graduate transcript

INFORMATION ABOUT THE PROGRAM

Coordinator, SAC Program
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240
Phone: (609) 626-3550
E-mail: cs-hshs@stockton.edu

Dean of the School of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240
Phone: (609) 626-2640
E-mail: gradschool@stockton.edu

For additional, current information, visit the Student Assistance Coordinator Web site.

For current, detailed course descriptions, go to the Online Catalog.
POST-BACCALAUREATE CERTIFICATES AND PROGRAMS

COMMUNICATION DISORDERS PREPARATION CERTIFICATE

FORENSIC PSYCHOLOGY

HOMELAND SECURITY
CONTINUING STUDIES AT STOCKTON COLLEGE

The Division of Continuing Studies in the School of Graduate and Continuing Studies supports the essential mission of the College and responds to individual and societal needs with changing and expanded program offerings. The Division of Continuing Studies was established in 1989 to fulfill Stockton’s responsibility to provide programs for professional advancement and career training and development to the region. Since that time, the unit has evolved and grown to encompass a wide range of professional and community education audiences, including health sciences human services, and business professionals and community members interested in furthering their learning for professional or personal reasons.

Offerings in Continuing Studies include certificate programs, professional development seminars and lifelong learning courses, workshops, conferences, consultation and technical assistance. Program offerings are available at the College’s main campus in Pomona and at the Stockton College Carnegie Library Center in Atlantic City. Programming can also be arranged at the client’s site. Training and consulting can be provided to develop skills in a large variety of areas including computer technology, management and leadership, gaming management, organizational development and environmental issues. Additional programming is available for continuing professional education for CPAs, public health officials, social workers, occupational, physical, and speech and language therapy professionals and other health and human services professionals.

INFORMATION ABOUT THE DIVISION OF CONTINUING STUDIES
Associate Dean of Graduate and Continuing Studies
The Richard Stockton College of New Jersey
PO Box 195
Pomona, NJ 08240-0195
Phone: (609) 652-4227
www.stockton.edu/continuingstudies
## DIRECTORIES

### OFFICE OF THE PRESIDENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herman J. Saatkamp, Jr.</td>
<td>President of the College</td>
</tr>
<tr>
<td>Brian K. Jackson</td>
<td>Chief of Staff</td>
</tr>
<tr>
<td>Nancy W. Hicks</td>
<td>Assistant to the President for Affirmative Action and Ethical Standards</td>
</tr>
<tr>
<td>Diane Epps</td>
<td>Executive Assistant for Affirmative Action</td>
</tr>
<tr>
<td>Claudine Keenan</td>
<td>Chief Planning Officer</td>
</tr>
<tr>
<td>Xiangping Kong</td>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td>Denise Gallaro</td>
<td>Institutional Research Associate</td>
</tr>
<tr>
<td>Alice Sikora</td>
<td>Institutional Research Assistant</td>
</tr>
<tr>
<td>Sharon E. Schulman</td>
<td>Special Assistant to the President for External Affairs and Exec. Director, William J. Hughes Center for Public Policy</td>
</tr>
<tr>
<td>Timothy Kelly</td>
<td>Public Relations Director</td>
</tr>
<tr>
<td>Susan Allen</td>
<td>Program Assistant, Public Relations</td>
</tr>
<tr>
<td>Kim McCabe</td>
<td>Director, Publications and Creative Services</td>
</tr>
<tr>
<td>Eileen Tizol</td>
<td>Marketing Director, External Affairs</td>
</tr>
<tr>
<td>Jason Rivera</td>
<td>Research Associate, William J. Hughes Center for Public Policy</td>
</tr>
<tr>
<td>Regina Kinney</td>
<td>Secretary, External Affairs and William J. Hughes Center for Public Policy</td>
</tr>
<tr>
<td>Melissa Hager</td>
<td>General Counsel</td>
</tr>
<tr>
<td>Dawn Kanaan-Hans</td>
<td>Interim Chief Development Officer and Executive Director, College Foundation</td>
</tr>
<tr>
<td>Peg Fiore</td>
<td>Director of Major Gifts</td>
</tr>
<tr>
<td>Chad Adams</td>
<td>Annual Fund Coordinator</td>
</tr>
<tr>
<td>Jessica Kowal</td>
<td>Executive Assistant to Chief Development Officer</td>
</tr>
</tbody>
</table>
Sara Faurot Crowley  Director of Alumni Relations
Augusta Baudy Garrett  Manager, Information Systems Planning
Carlton “Skip” Collins  Internal Auditor

**DIVISION OF ACADEMIC AFFAIRS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Harvey Kesselman</td>
<td>Provost and Executive Vice President</td>
</tr>
<tr>
<td>Peter Baratta</td>
<td>Executive Assistant to the Provost</td>
</tr>
<tr>
<td>Jeannine Arrigo</td>
<td>Administrative Assistant to the Provost</td>
</tr>
<tr>
<td>Marc Lowenstein</td>
<td>Associate Provost for Personnel, Programs and Policy</td>
</tr>
<tr>
<td>Maureen T. Gilbert</td>
<td>Program Assistant</td>
</tr>
<tr>
<td>Nicholas Mansor</td>
<td>Associate Provost for Budget and Planning</td>
</tr>
<tr>
<td>Frances M. Marchese</td>
<td>Principal Clerk Typist</td>
</tr>
<tr>
<td>Debra A. Dagavarian</td>
<td>Assistant Provost</td>
</tr>
<tr>
<td>Patricia E. Snyder</td>
<td>Program Assistant</td>
</tr>
<tr>
<td>Dennis Fotia</td>
<td>Assistant Director of Distance Education</td>
</tr>
<tr>
<td>Thomas J. Grites</td>
<td>Assistant to the Provost and Director of the Freshman Year Experience</td>
</tr>
<tr>
<td>Robert Gregg</td>
<td>Dean of the School of Arts and Humanities</td>
</tr>
<tr>
<td>Nancy Messina</td>
<td>Assistant Dean of Arts and Humanities</td>
</tr>
<tr>
<td>Denise McGarvey</td>
<td>Exhibition Coordinator, Art Gallery</td>
</tr>
<tr>
<td>Candace O’Shea</td>
<td>Communications Lab Director</td>
</tr>
<tr>
<td>Daniel Wright</td>
<td>ARTP Theatre Technician</td>
</tr>
<tr>
<td>Michael Cool</td>
<td>Director, Performing Arts Center</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Harley Halpern</td>
<td>Technical Facilities Director, Performing Arts Center</td>
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<tr>
<td>Suze DiPietro</td>
<td>Marketing Director, Performing Arts Center</td>
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<tr>
<td>Dana Roberts</td>
<td>Director of Ticketing Services, Performing Arts Center</td>
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<tr>
<td>Janet Wagner</td>
<td>Dean of the School of Business</td>
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<tr>
<td>Israel Posner</td>
<td>Executive Director of the Lloyd D. Levenson Institute for Gaming, Hospitality and Tourism</td>
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<tr>
<td>R. Joseph Molineaux</td>
<td>Director, Small Business Development Center</td>
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<tr>
<td>Esther Lawrence</td>
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<td>Barbara Parks</td>
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<tr>
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<td>G. Jan Colijn</td>
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<tr>
<td>Claire Lopatto</td>
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<tr>
<td>Pamela Cross</td>
<td>Coordinator of Skills Center, Writing Lab</td>
</tr>
<tr>
<td>Luis Peña</td>
<td>Coordinator of Skills Center, Math/Science Lab</td>
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<tr>
<td>Gail Rosenthal</td>
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<tr>
<td>Maryann McLoughlin</td>
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<td>Dennis Weiss</td>
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<td>Cheryl Vaughn-Jones</td>
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<tr>
<td>Justine Ciraolo</td>
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<tr>
<td>Steven P. Evert</td>
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<td>Brenda Stevenson Marshall</td>
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<tr>
<td>Stacey DeNafo</td>
<td>Supervisor, Speech Pathology and Audiology Clinic</td>
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<td>Camille Sauerwald</td>
<td>Academic Fieldwork Coordinator</td>
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<tr>
<td>Nancy Capella</td>
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<td>Craig H. Myrtetus</td>
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<tr>
<td>Andre Joyner</td>
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<td>Nancy Fiedler</td>
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<tr>
<td>Kate N. Juliani</td>
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<tr>
<td>Patricia Weeks</td>
<td>Director, Southern Regional Institute/ ETTC</td>
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<tr>
<td>Faisal Youhari</td>
<td>Associate Director, Southern Regional Institute/</td>
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<td></td>
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<tr>
<td>Philip Polsinelli</td>
<td>Assistant Director, Southern Regional Institute/</td>
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<tr>
<td>David Dunlevy</td>
<td>Associate Director of Special Projects,</td>
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<tr>
<td>Cheryl R. Kaus</td>
<td>Dean of the School of Social and Behavioral</td>
</tr>
<tr>
<td>Mary Beth Sherrier</td>
<td>Assistant Dean of Social and Behavioral Sciences</td>
</tr>
<tr>
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<tr>
<td>Lewis Leitner</td>
<td>Interim Dean of the School of Graduate and Continuing Studies</td>
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<tr>
<td>Michele Hewitt</td>
<td>Secretarial Assistant, Graduate Studies</td>
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<tr>
<td>Cynthia B. Sosnowski</td>
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<tr>
<td>Amy Beth Glass</td>
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<tr>
<td>Tara Williams</td>
<td>Assistant Director of Graduate Enrollment Management</td>
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<tr>
<td>Shiv Patel</td>
<td>Graduate Admissions Specialist</td>
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<tr>
<td>Jessica Grullon</td>
<td>Program Assistant, Graduate Studies</td>
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<tr>
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<td>Kirsten Massimino</td>
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<td>Lisa Leifield</td>
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<td>Edna Ortiz</td>
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<td>MaryPat Braudis</td>
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<td>James McCarthy</td>
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<td>Marlena Brown</td>
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<tr>
<td>Robert R. Heinrich</td>
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<tr>
<td>John C. Beck</td>
<td>Electronics Technologist</td>
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<tr>
<td>Susan Bennett</td>
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<tr>
<td>Kenneth W. Bromiley</td>
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<tr>
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<tr>
<td>Robert J. Castillo</td>
<td>Computer Systems Training Specialist</td>
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<tr>
<td>Kyle Calderwood</td>
<td>Telephone Operator Typist</td>
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<td>James O. Clancy</td>
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<tr>
<td>Adam C. Nowalsky</td>
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<tr>
<td>Leslie Price</td>
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<td>Roy A. Randazza</td>
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<td>Louis K. Regan</td>
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<td>Stanley Rice</td>
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<td>David H. Roscoe</td>
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<td>David Vickery</td>
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<tr>
<td>Peter L. Hagen</td>
<td>Director, Center for Academic Advising</td>
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<tr>
<td>Paula Dollarhide</td>
<td>Associate Director, Center for Academic Advising</td>
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<tr>
<td>Emma Kluesner</td>
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<td>Karen Diemer</td>
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<td>Sharon Giordano</td>
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<td>Beth Olsen</td>
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<tr>
<td>Joan Joseph</td>
<td>Professional Services Specialist, Grants Financial Assistant</td>
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<tr>
<td>Jeanne DeMarsico</td>
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<tr>
<td>Tara Ronda</td>
<td>Coordinator of Service Learning</td>
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<tr>
<td>David Pinto</td>
<td>Director of Library Services</td>
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<tr>
<td>William Bearden</td>
<td>Associate Director of Technical Services</td>
</tr>
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<tr>
<td>Kerry Chang-Fitzgibbon</td>
<td>Technical Services Librarian, Assistant Professor, Library</td>
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<td>Jianrong Wang</td>
<td>Technical Services Librarian, Associate Professor, Library</td>
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<td>Carolyn Gutierrez</td>
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<td>Mary Ann Trail</td>
<td>Public Services Librarian, Associate Professor</td>
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<tr>
<td>Mark Jackson</td>
<td>Director of Stockton Productions</td>
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<tr>
<td>Robert Wickward</td>
<td>Technical Coordinator, Media Services</td>
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<td>Gwen Govia</td>
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<tr>
<td>Emma Picorale</td>
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<tr>
<td>Alexander C. Marino</td>
<td>Director of Carnegie Center Operations and Assistant to the Provost</td>
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<td>Assistant Director of Carnegie Center Operations</td>
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<tr>
<td>Diana Bowen</td>
<td>Professional Services Specialist</td>
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</tbody>
</table>
DIVISION OF ADMINISTRATION AND FINANCE

Matthew D. Altier  
Vice President for Administration and Finance

Dottie Munro  
Professional Services Specialist

Cynthia Gove-Cullers  
Professional Services Specialist

Michele Ginieczki  
Staff Council

Eileen Conran-Folks  
Interim Special Assistant for Project Coordination

Glenn Miller  
Chief of Campus Police

Joseph Mangiello  
Deputy Chief of Police

Charles Richvalsky  
Operations Lieutenant

Linda Shea  
Sr. Technical Management Information Systems

George Chadwick  
Professional Services Specialist

Louis Horvath  
Security Officer

Karen Heintz  
Sergeant

Charles Heintz  
Sergeant

Colleen Britton  
Sergeant

Cynthia Parker  
Sergeant/Polic Investigator

John Forte  
Sergeant

Carlton Fernanders  
Sergeant

Michael Meyers  
Campus Police Officer

Marcus Taylor  
Campus Police Officer

Kenneth Larsen  
Campus Police Officer

Jarrod Verge  
Campus Police Officer
Dawn McDevitt  
Campus Police Officer

Christopher Graham  
Campus Police Officer

Anthony Lacovara  
Campus Police Officer

Brian Widell  
Campus Police Officer

Giovanni Maione  
Campus Police Officer

Linda Kenny  
Campus Police Officer

Tracy Stuart  
Campus Police Officer

Thomas Coney  
Campus Police Officer

Clemente Martinez  
Security Officer

Lisa Benevides  
Communications Operations

Jennie Bollinger  
Communications Operations

Dianna Kreutzer  
Communications Operations

Gertrude Straus  
Communications Operations

Paul G. Taman  
Director of Project Research and Development

Arthur Davis  
Special Assistant to Director of Project Research and Development

Robert D’Augustine  
Associate Vice President for Administration and Finance

Patricia Krevetski  
Director of Auxiliary Services

Joan Fortune  
Associate Director of Auxiliary Services

Theresa Brooke Lew  
Controller

Robert Hevalow  
Professional Services Specialist

Mary Hughes  
Manager of Accounts Payable

Jamie Scott  
Senior Audit Account Clerk
<table>
<thead>
<tr>
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<tr>
<td>Cynthia Gove-Cullers</td>
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<td>Monica Viani</td>
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<td>India Jacobs</td>
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<td>Michael D. Wood</td>
<td>Director of Budget and Fiscal Planning</td>
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<td>Andrea Neiderhofer</td>
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<td>Christine Genecki</td>
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Beth Steck  Senior Clerk Bookkeeper
Anh-Thu Nguyen  Senior Clerk Bookkeeper
Bonnie Brittingham  Principal Clerk Bookkeeper
Carissa Calabrese  Senior Clerk Bookkeeper
Catherine Hanlon  Senior Clerk Bookkeeper
Marylee Kurtz  Technical Assistant
Annette Hamm  Assistant Supervisor
Ruth Ade  Professional Services Specialist
Janet Tighe  Technical Assistant
Lorraine Koed  Program Assistant
Natalie Havran  Director of Human Resources
Donald E. Moore  Associate Vice President for Operations
Kathryn Mason  Program Assistant
Donald Woolslayer  Director, Plant Management & Housing Maint.
Pat Callaco  Secretarial Assistant
Craig Ruggles  Associate Director
Joe Naumchik  Assistant Director
Albert Amodio  Plumbing Section Supervisor
Steve Brown  Carpentry Masonry Supervisor
Matthew Butenhoff  Electrical Crew Supervisor
Linda Forline  Technical Assistant of Purchasing for Plant Mgmt.
Charles “Chick” Jackson  Paint Section Supervisor
Humu Kaloko  
Housekeeping Supervisor

Julie Lehman  
Program Assistant

Joan Leach  
Supervisor of Accounts

Dawn Watkins  
Program Assistant

Lou Long  
Associate Supervisor

David Roesch  
Supervisor, Landscape Management

Fred Schwenger  
Automotive Supervisor

Gary Suhr  
Supervisor, Central Stores/Receiving

Russ Wilson  
Professional Services Specialist

Harry Collins  
Director of Facilities Planning and Construction

Debbie Calderwood  
Professional Services Specialist/Office Manager

Kate Brandenburg  
AutoCad Specialist/Document Control Manager

Glenn Brown  
Associate Director

P. Fred Burk  
Assistant Director

Joe Darby  
Project Manager

Alice Gitchell  
Environmental Specialist

Bob Hannum  
HVAC Specialist

Tom Lang  
Manager, Construction Projects

Judy Longo  
Senior Clerk Typist (Construction Trailer)

Christy Scott  
Program Assistant
# DIVISION OF STUDENT AFFAIRS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Thomasa Gonzalez</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Carole LoBue</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Kathleen Dutton</td>
<td>Professional Service Specialist</td>
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<tr>
<td>Donna S. Wanat</td>
<td>Assistant to the Vice President for Student Affairs</td>
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<tr>
<td>Dee McNeely-Greene</td>
<td>Associate Vice President for Student Affairs</td>
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<tr>
<td>Margaret Simons</td>
<td>Professional Services Specialist</td>
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<td>Megan Taylor</td>
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<tr>
<td>Joyce Wylie</td>
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<td>John Iacovelli</td>
<td>Dean of Enrollment Management</td>
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<td>Alison Henry</td>
<td>Associate Dean of Enrollment Management</td>
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<td>Alisa Hogan</td>
<td>Associate Director of Admissions</td>
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<td>Heather Medina</td>
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<td>Orlando Mercado</td>
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<td>Rosalinda Psolka</td>
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<td>Jeanne Lewis</td>
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<tr>
<td>Susanne Dorris</td>
<td>Associate Director, Financial Aid for Technology</td>
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<tr>
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<td>Kim Clark</td>
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<tr>
<td>Craig Stambaugh</td>
<td>Associate Dean of Students</td>
</tr>
<tr>
<td>Jennifer Forman</td>
<td>Associate Director, College Center</td>
</tr>
<tr>
<td>Joseph Lizza</td>
<td>Assistant Director, College Center</td>
</tr>
<tr>
<td>Elyse M. Smith</td>
<td>Director/Head Teacher, Free To Be Child Care Center</td>
</tr>
<tr>
<td>Sharon Dempsey</td>
<td>Teacher, Child Care Center</td>
</tr>
<tr>
<td>Laurie A. Griscom</td>
<td>Director of Event Services/Summer Conferences</td>
</tr>
<tr>
<td>Mary Kate McKenna</td>
<td>Coordinator of Event Services</td>
</tr>
</tbody>
</table>
Jean V. Canavan  Professional Services Specialist
Leonard J. Farber  Director of Student Development
Harry Maurice  Assistant Director, Student Development
Dianne Stalling  Assistant Director, Student Development
Lauren Wilson  Assistant Director, Student Development
Frances Bottone  Director, Counseling and Health Services
Patrick Connelly  Assistant Director, Counseling Services
Elana Dobrowolski  Assistant Director, Counseling Services
Joanna Frankel  Assistant Director, Counseling Services
JoAnn Garcia-Warren  Assistant Director, Counseling Services
Susan Hoey  Assistant Director, Counseling Services
   Luanne Anton  Health Educator
   Carol Quinn  Professional Services Specialist
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Jane Sickora, R.N.  Charge Nurse, Health Services
Margaret Angelastro  Staff Nurse Practitioner
Kim Raring  Nutritionist
Walter L. Tarver III  Director, Career Center
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cora Mae Perone</td>
<td>Assistant Director, Career Center</td>
</tr>
<tr>
<td>Dayna DeFiore</td>
<td>Assistant Director, Career Center</td>
</tr>
<tr>
<td>Patricia Donahue</td>
<td>Coordinator of Career Services, Special Programs and Initiatives</td>
</tr>
<tr>
<td>Terrence Hardee</td>
<td>Director of Residential Life</td>
</tr>
<tr>
<td>Rachael Stark</td>
<td>Associate Director of Residential Life</td>
</tr>
<tr>
<td>Jill Glasser</td>
<td>Assistant Director of Residential Life</td>
</tr>
<tr>
<td>Christina King</td>
<td>Assistant Director of Residential Life</td>
</tr>
<tr>
<td>Amethyst Charette</td>
<td>Complex Director, Residential Life</td>
</tr>
<tr>
<td>Lugenia Ford</td>
<td>Complex Director, Residential Life</td>
</tr>
<tr>
<td>John Perovich</td>
<td>Complex Director, Residential Life</td>
</tr>
<tr>
<td>Deborah Scheibler</td>
<td>Complex Director, Residential Life</td>
</tr>
<tr>
<td>Rosarita Viñas</td>
<td>Complex Director, Residential Life</td>
</tr>
<tr>
<td>Matthew Walker</td>
<td>Complex Director, Residential Life</td>
</tr>
<tr>
<td>Lonnie Folks</td>
<td>Director of Athletics and Recreation</td>
</tr>
<tr>
<td>LaMott Moore</td>
<td>Interim Assistant to the Director of Athletics</td>
</tr>
<tr>
<td>Jonathan Heck</td>
<td>Associate Director of Athletics and Recreation</td>
</tr>
<tr>
<td>Linda Yost</td>
<td>Associate Director of Intercollegiate Athletics</td>
</tr>
<tr>
<td>Paul B. Chambers</td>
<td>Assistant Director, Athletics and Recreation</td>
</tr>
<tr>
<td>Brooke E. Shreaves</td>
<td>Assistant Director for Athletic Administration</td>
</tr>
<tr>
<td>Jessica Spencer</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Jim Gwathney</td>
<td>Coordinator of Intramurals and Recreation</td>
</tr>
<tr>
<td>Charles T. Smith</td>
<td>Evening and Weekend Athletics Coordinator</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>David Amoriello</td>
<td>Evening and Weekend Athletics Coordinator</td>
</tr>
<tr>
<td>Val Julien</td>
<td>Head Coach, Women’s Softball</td>
</tr>
<tr>
<td>Christopher Rollman</td>
<td>Sports Information and Marketing Coordinator</td>
</tr>
<tr>
<td>Jeffrey Haines</td>
<td>Coordinator of Soccer Operations/Head Coach, Men’s Soccer</td>
</tr>
<tr>
<td>Nicholas Juengert</td>
<td>Head Coach, Women’s Soccer</td>
</tr>
<tr>
<td>William Preston</td>
<td>Coordinator of Cross Country and Track/Field Operations, Head Coach, Men’s Cross Country and Track and Field</td>
</tr>
<tr>
<td>Gerald Matthews</td>
<td>Head Coach, Men’s Basketball</td>
</tr>
<tr>
<td>Joseph Fussner</td>
<td>Head Coach, Women’s Basketball</td>
</tr>
<tr>
<td>Michelle Andre</td>
<td>Head Coach, Women’s Field Hockey</td>
</tr>
<tr>
<td>Philip Birnbaum</td>
<td>Head Coach, Women’s Tennis</td>
</tr>
<tr>
<td>Todd Curll</td>
<td>Head Coach, Women’s Track and Field</td>
</tr>
<tr>
<td>Thomas Hewitt</td>
<td>Coordinator of Rowing/Head Coach, Women’s Rowing</td>
</tr>
<tr>
<td>Martin Kavanagh</td>
<td>Head Coach, Baseball</td>
</tr>
<tr>
<td>Kevin Zulauf</td>
<td>Head Coach, Men’s Lacrosse</td>
</tr>
<tr>
<td>Allison Walker</td>
<td>Head Coach, Women’s Volleyball</td>
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<tr>
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